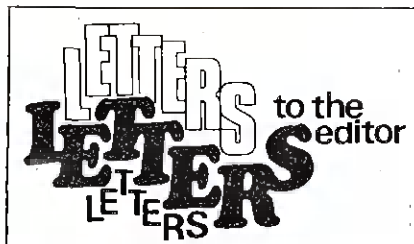


the scout leader

VOLUME 47 NO 7

MARCH 1970





MONTREAL ACCOMMODATION

We should like to have your help in making known to Scouters across Canada the facilities offered by Rosedale Hostel for the accommodation of Scout groups visiting Montreal.

This is a well-established service of Rosedale United Church, offering inexpensive dormitory accommodation to groups of young people. Montreal regional Scout headquarters recommends the hostel highly, and reservations are now rolling in for the coming summer season.

Rosedale Church is located in the pleasant west end of Montreal, with convenient transportation to the city centre and to MAN AND HIS WORLD Exhibition. The building is new, modern and bright, airy and clean. Dormitories are equipped with safari cots, pillows and pillowcases. Guests bring their own sleeping bags. There are plenty of showers and washrooms. Accommodation is offered at \$2.00 per night including breakfast.

Reservations may be made by writing to Rosedale Hostel, 6870 Terrebonne Avenue, Montreal 262, or by phoning 514-484-9969.

Donald M. Burns,
Minister,
Rosedale United Church,

COMMUNICATIONS

The recent article in "The Scout Leader" entitled "World Conference '69 Helsinki" by our Deputy Chief Scout, J.B. Harvey, has prompted me to write to you. Mr. Harvey has made a good point when he says: "A good example of this difficulty in communication was observed in the presentation made by one of the member countries. Although well executed, the presentation used expressions and terminology of considerable sophistication which were rather difficult to understand and almost impossible to apply in many countries."

Unfortunately, this seems to be what is happening with our new program in Canada. This is becoming more and more apparent to me as I get an opportunity to see and speak to our Scout leaders. We must remember that the

average leader, at least it has been my experience, does not have a university education. Many reasons of course, account for this phenomenon. Those who have such an education or its equivalent are usually employed in positions which require a great deal of time. This usually leaves the 'blue-collar' workers as the leaders. We must remember that these are the people to whom we are directing the new program material.

I personally feel that the 'boy oriented' concept of the program is an admirable one and should be given our fullest support if Scouting is to survive in Canada. However, I feel compelled to point out what I consider to be a weak area of the new program, that is, its presentation to the leader. In my opinion the National Council is following into that tempting trap of over-sophistication pointed out by Mr. Harvey. The calibre of the presentation seems to me to be above the level of our average leader.

One good example of this was seen in the publication of the "Scouts 68" booklet. I believed it to be an excellent piece of material until I attended its presentation by our district staff. It soon became apparent to me that the material was far too sophisticated for the normal leader. The discussion soon became stagnated by the necessity of defining many sociological and psychological terms which were unfamiliar to the leaders present. I would be very interested in knowing the qualifications of the persons responsible for the publication of the booklet. I am quite certain that it was composed of highly intelligent persons. This is by no means a snub of the work already done since I firmly believe that this is the direction in which we should be striving. However, the presentation of the material should be and must be kept to a level which is readily understandable to the leaders we have at the present time.

The concept of the new training program is also to be praised. Unfortunately, this too, I believe to be of a too sophisticated nature. The material is being reduced to such a level that the original concept is lost. This is the approach that is being used in our university today but I am not quite convinced that it should be presented this way to our leaders.

We must remember that it is the leader who has to sell the boys and make the new program work. If he fails to do this then Scouting will suffer. I am therefore urging that the National Council seriously consider the level of the material that is used and to avoid the danger of forgetting who this mat-

erial is being presented to.

Joseph Mior,
143 Gracefield Avenue,
Toronto 389, Ontario.

GSMOS

In the January issue of "The Scout Leader" there was an article hitting out at the "Great Silent Majority of Scouters." Well, I think I can honestly say that I am typical in this respect, being of a quiet nature. However, there are times when I do hit back and the invitation to do so is irresistible. So here goes: Speaking of conditions in my own "Moir Valley District", Venturing definitely spoiled Scouting.

1. It took the experienced Scouts out of the troops.

2. The younger boys now have no older boys to help them in their various Scouting activities. I found that if there was trouble between boys, they were usually of about the same age.

3. Venturing is pretty much of a failure. It would be interesting to learn just how many Venturer companies are really proving worthwhile (there are some I know) against the number of companies that are just existing.

4. Previous to Venturing we had approximately 500 boys in Scouting (including Cubs) in this district, now we have only about half that number.

5. Getting and keeping Scout leaders and resource people is a serious problem. It is hard enough to keep our troops going without having to try to find leaders for Venturer companies.

So much for Venturers.

Although I have tried very honestly to form an impartial opinion, I still think that the old style of Scouting was much more suitable for the boys and that they enjoyed it more.

In conclusion, it does seem to me that the whole of the Boy Scouts of Canada organization is becoming deadly over-organized.

Ernest H. Harvey,
Glen Ross,
R.R. #3,
Frankford, Ontario.

Ed: Reg Roberts, Program Services, has answered Mr. Harvey's letter and will cover many of his problem areas in a full article in the MAY issue.



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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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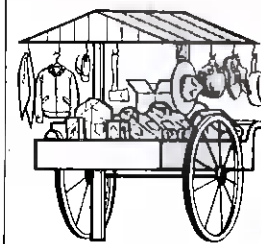
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SUPPLY SERVICES



We are sorry that so many customers were disappointed at not receiving **Leader Maroon Ties** in time to be used as Christmas gifts. Unfortunately a shipment, sent by our suppliers at the beginning of December, was lost en route and did not arrive in our warehouse until early in January.

Supply Services wish to call your attention to the **Sports Boots** listed on page 14-G of our current catalogue. These are a high quality product and include the following features which contribute to the higher retail price of the boots.

- Heavier 8 oz. duck
- Thicker soles
- Reflective strip on heels
(a night safety feature)
- Two-piece aluminum eyelets
- Heavy cushion in-soles
- Reinforced back-stay
- Ankle fit
- Trimming of same 8 oz. duck
- Moulded Scout Crest

We are most happy with this product in the knowledge that customers are getting their money's worth.

Scouters in Islands Region, British Columbia, will be pleased to hear that the Regional Office in Nanaimo is now acting as **Official Dealer** for the area and carry a complete line of Scouting supplies. This outlet replaces Harvey Murphy's Men's Wear of Nanaimo which closed recently.

The book "Indoor Games for Scouts" has now been discontinued.

Now is the time to get your section interested in the **Birdhouse Kits** (71-106) - there should be no need for birds to be homeless this coming spring.

We have been notified by our supplier that the following books are out of print and no longer obtainable:-

20-613 Gilwell Camp Fire Book
20-164 Second Gilwell Camp
Fire Book.

Contents for March

- | | |
|---|-----------------------------------|
| 2. Letters to the Editor | 11. Resources: The Visual Word |
| 3. Supply Services News | 12. Camping - A New Look |
| 4. Let's Break the Habit | 13. Got a Word Problem? — Answers |
| 6. The Basic Elements of Cubbing, Scouting, Venturing | 13. Resources: The Printed Word |
| 7. The Basic Elements of Rovering | 13. Resources: The Recorded Word |
| 7. Resources: People and Places | 14. On Target |
| 8. Let's Look at a Training Unit | 16. Explorer Belt Adventure |
| 8. Got a Word Problem? | 18. An Opportunity to Serve |
| 9. How Do You See It? | 19. John W. H. Miner |
| 10. Leadership Anyone? | 20. The Paksak |
| | 21. Songs & Games |
| | 23. Sing You Sinners |

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. Postage paid in cash at third class rate Permit No. 3020. THE SCOUT LEADER is sent to Cub masters, Troop Scouters, Venturer Advisers, 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 in Canada and with Canadian Forces overseas - \$2.00 per year; others outside Canada - \$2.50 per year. Address subscriptions, manuscripts, advertising and other correspondence to: The Editor, The Scout Leader magazine, Boy Scouts of Canada, P.O. Box 5151, Stn. F, Ottawa 5, Ontario, Canada.

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

If we look back on the sixties we can see it as a period of massive change, McLuhan talked us into the "Global Village", T.V. took us into the "Global Community" and the astronauts looked down at us from a quite different globe than the one we have called home for a long time.

We saw many changes take place as we tried to adjust to Biafra, sex, Viet Nam, drugs, the Beatles and young people doing their own thing.

The pace is not likely to slow down as we move into the 70's and doing your own thing will probably remain a significant factor in the years ahead.

For those of us in Scouting, a better understanding of ourselves and others, a more complete knowledge of the resources available to us and a clearer insight of what we are trying to achieve, might help us do our own thing a little better.

The 10 pages that follow are designed to that end. They were prepared by Program Services, National Headquarters who welcome your comments, questions and opinions.



LET'S BREAK THE HABIT

You are one of those people who finds it tough to understand and accept some of the changes in Scouting — right?

All those words like "concepts," "group dynamics" and "shared leadership" are enough to make a guy flip.

Well you're not alone so don't get uptight, it's really not that bad. Or should we say, it doesn't have to be that bad.

The problems you are facing might be due in part to the fact that there are not enough people around who can interpret and convert all that jazz. It seems that everyone is caught up in a word war, and they start flinging words and expressions around like they mean something.

Of course they are supposed to mean something, but left hanging in the air, they can send a guy bugs. One of the big questions you may have is: "Where do I go - Who do I ask?"

Well you are certainly in a tough spot if you are not getting satisfactory answers locally. But before you give up, let's make sure of a couple of things first.

There is an old story about two Wolf Cubs whose brother had fallen in the lake - one ran home to mother in tears, "We tried to give him artificial respiration," he sobbed, "but he keeps getting up and running away."

Just make sure this isn't happening to you, that someone is trying to explain things but you keep getting up and running away. It is also possible, of course, that they are taking the wrong approach. So stick around for a while and see which it is.

A person's emotions sometimes latch onto things they can see or feel, but quite often the real problem rests with unseen things like attitudes and attitude change. People get steamed up when the reasons are vague and are never fully explained or explored, and they tend to blame other things.

When you think of your own attitude, for instance, it can be like hearing your voice on a tape recorder for the first time and exclaiming, "Do I sound like that?" If we could only see ourselves as others see us, we might well say, "Is that me?"

Too often we blame other people for our own problems, sometimes we are right, but one of the toughest things a guy has to do is to look at 'self' and then admit he isn't the person he thought he was. Organizations are like that too.

Many people from the cartoonist to the man (and boys) - on-the-street have taken a crack at Scouting at one time or another. They told stories about two Scouts taking the old lady across the street when she didn't want to go.

Many leaders took this as a sign of good natured

kidding, others got uptight and left Scouting. While the jokers had their laughs, the old question was always lurking in the background; were they laughing at us or with us? Is it time to look at ourselves and if we did would we find out we are not the Movement we thought we were?

Change is all around us and has crept into our lives from all sides; at work, in education and in our homes. As change hit Scouting some reacted coolly, others fell into two general categories. One type saw flexibility as licence to do anything he pleased. He threw away the rule book, disregarded policy and even common sense in many cases, and because flexibility was licence to him, he also said, "to heck with responsibility." Some went all the way, giving up any kind of value system - throwing principle to the wind.

The other type of person affected by the changes going on around him, scared himself into believing that change was too fast and too deep for him to understand. He was comfortable with Scouting and it was the only place he could relax. He knew most of the answers and he knew the program - "Why change when we are doing alright?" he would ask. He tightened up and became rigid: he stood his ground and was prepared to fight. It was just like rigor mortis setting in.

If we happened to be one of the "rigids" then it was just a matter of time before we would encounter some difficulty, particularly if we were working with anything as dynamic and changing as a group of boys. Let's face it, a man willing to adapt to changing times and conditions has far more chance of surviving than a man who shuts himself off from the facts of life or who runs around half-cocked doing anything he pleases.

One of the key statements in Scouting for instance is on the subject of boy-centred programming. Now on the surface this sounds like a reasonable statement. After all Scouting is for boys so what's wrong with that? Yet many leaders struggle with this idea and create all kinds of problems for themselves.

If one considers the badge structure as the program alone, then the idea of a boy-centred approach may never really get off the ground. Sitting back and hoping the Scout program - or any program for that matter - is going to do this all on its own, is wishful thinking. It takes planning and imagination to be able to grasp the spirit of the program and put it in motion.

The idea of a boy-centred program is to find out what the kids are interested in and then help them do it. What is adventure to an adult, may not necessarily mean the same thing to a group of boys. An understanding of this simple truth can bring about a new boy-adult relationship. A leader can miss the whole point of group activity and perhaps miss his greatest opportunity if he insists on running things, doing all the planning and tagging along on

every stunt. This may not be a conscious thing with the leader as many "take over" unwittingly. But it doesn't mean you don't have to "program" or set program goals. You still have to provide direction.

Because the adult is the designated leader and carries the name or rank that shows, it doesn't mean he should forego all the valuable leadership aids open to him. Many of these aids come in the form of boy leaders right in the group itself and leadership may very well shift among the boys from time to time.

Giving way to this kind of leadership - by sharing - doesn't mean the adult is "losing face" or showing that he is failing. On the contrary, he may be most successful. It may take a little longer by sharing leadership with a boy, but it is an opportunity to develop that spirit of challenge and training in leadership skills that one shouldn't miss.

So how about check-listing your own approach? Are **you** running things? Do **you** end up doing all the work? Are the boys so grateful they leave you? If your answer is "yes" to these three questions, then it is time you checked your **leadership skills** at the nearest district, regional or provincial service centre.

No place to go you say? Now, if you are really sure you are that isolated, why not write to your magazine "THE SCOUT LEADER." The editor will see that your question gets passed on to the right people. You always have somewhere to go if you **really** want an answer.

Your father and his before him faced the same kind of challenge, although perhaps, in a different way. Consider the following remarks as an example.

"I have analyzed carefully the different organizations which are trying to help boys. I had better, as a sort of summary, speak of several dangers and difficulties in dealing with boys which are inherent to all these methods and are besetments in any other."

"**One is tradition.** The fad today becomes tomorrow the traditional way of doing things, and before we know it we have no other."

"**Another difficulty is uniformity.** Tradition is the mortar of yesterday, but uniformity is the iron grasp of today. Wherever it is it throttles conviction and strangles individualism, progress and soul freedom."

Does that sound familiar? Actually it was written in 1901 by William Forbush, in his book "THE BOY PROBLEM." You know, he was probably writing to your grandfather about your father - or even to your father about you. So it seems we are not so special after all; it is just that we have to deal with things **today for today's boy.**

So break the habit and take a bold step forward to meet the challenge - remove the challenge and you lose yourself and the boy.

more★★

"The teacher... gives not of his wisdom but rather of his faith and his lovingness. If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind."

Kahlil Gibran, "The Prophet"



CUBBING

Cubbing consists of eight basic elements: games, star work, music, acting, outdoors, badge work, handicrafts and stories. Details regarding these elements will be found in the Pack Scouters Series and for this article we have used Book 4, "Creative Activities for Wolf Cubs."

Games allow boys to release their spontaneous and unaffected nature, develop sociability, fellowship and a sense of belonging. Games permit a full release of energy and provide fun which is essential in attracting and holding boys of this age group.

Use all types of games - circle, line, relay, sense training, inter-six and outdoor. Use boys to lead games and to set the rules.

Acting allows self-expression, the release of emotions and the development of imagination and concentration. Use also skits, shadowgraphs, pantomime charades, acting slips and games. Provide opportunities for both individual and group stunts and skits.

Music is another means of self-expression, it's a happy part of life as well as providing an emotional release and helping to build a common bond of fellowship.

Use singing, but also extend into recorded music, bands, records, tape recording and combos.

What do boys like? Ask them and encourage them to take the lead. Also link music when possible to acting and to crafts.

Stories provide a natural way of learning many things and they appeal to the hero-worship tendencies of this age group.

Look for story tellers in your boys, in leaders, visitors and parents. All can broaden the experience and provide training for boys as can story telling opportunities at camp, at meetings, outdoors or during visits.

Crafts cater to a boy's natural urge to make things. Originality, imagination, creativity and co-ordination are all involved. "The process is more important than the product," so keep in mind that the end results may not be "the best" (whatever that means) in the eyes of an adult, but could be the greatest in the eyes of the maker.

One final thought. There is great value in the projects of the B section of star work requirements.

This can be done as sixes, or as a group of friends getting together for the purpose. Encourage friends to do this on their own.

SCOUTING

Scouting attempts to help boys develop through the relationships established between members of the patrol and the adults with whom they work, and through patrol activities.

The adult leader, whether he is a troop Scouter or a Scout counsellor, is the most important man in the Boy Scout section.

The attitudes expressed by the adult, the enthusiasm shown and the personal example displayed to the Scouts will dictate the kind of Scouting the boys will receive.

If a boy is to try out new ideas, test values, form opinions and express them and gain confidence in his judgement, the opportunities for expression must be provided by the adults in control positions - the troop Scouter and the Scout counsellor.

Where the Scout lives, the social and economic position of his parents, his ethnic and religious affiliations are all factors in shaping him. Groups of friends, especially in the Scout age range, make an important contribution to personal growth.

The organization and operation of the small group called a patrol is based on the belief that the way boys of this age group organize to carry out activities on their own can also be used in Scouting, and it can make an important contribution to their growth.

The small group develops social ability and comradeship. It influences attitudes and behaviour.

Leadership has changed. Just as the role of the teacher has changed, from one who primarily transmits knowledge to one who primarily helps students inquire, a similar change of emphasis has taken place in the role of adult leaders working with boys in Scouting.

VENTURING

Venturing, with its club-like organization, its elected officers and its open-ended program, was conceived to allow its members a full rein in planning

and operating their own affairs. But it was also seen as an ideal place for an adult to be thoroughly involved in the affairs of a small group of young people.

The program aims to be "boy-centred" in that through the six experience areas of Competence, Fitness, Exploration, Vocation, Culture and Service the members can plan their own way of reaching their goals. And in the Queen's Award the element of choice as to the activities they will use to earn the award will also be their own.

But how they choose and what methods and resources they use to achieve their awards or to learn more about themselves, their fellows, life in general and the world at large depend greatly on the influence, guidance, advice, knowledge and skills of the adults who choose to work with them.

Shared leadership in Venturing means simply that the members and their advisors all play as prominent a part in the leadership of the company as the occasion and their knowledge and skills will permit.

The fact that the members of the company become more able to manage their own affairs indicates that the advisor has succeeded in helping them to that degree of maturity. His value as a guide and counsellor is not lessened, rather it means that now he has the opportunity to provide more encouragement to have the members demonstrate and improve their ability.

Boy-centredness means simply that Venturers have the opportunity of conducting their own affairs in a manner consistent with their ability. The advisor encourages the members to program their own activities with sound advice, suggestions and resources and also with enthusiasm to meet the new challenges presented.

He will also point out obvious pitfalls which may lie ahead and suggest ways of avoiding them. He will ensure that the company that lacks the experience to move ahead on its own has all of his help and background experience to steer them into worthwhile and rewarding experiences.

ROVERING

There have been a number of changes taking place in Scouting that have directly or indirectly affected the Rover Scout section.

The change in the Boy Scout section and the addition of Venturers has outdated a great deal of the support material for Rovers.

Rovering was based on the "extension" of the old Boy Scout program which is no longer in existence; the objectives were "interpreted" for the older boy in the crew.

Rover Scouts would now find it difficult to maintain a direct tie with the Boy Scout section and whether they should be an "extension" of Venturers is open to question and a great deal of argu-

ment.

The Rover section is presently being studied by a subcommittee of the National Program Committee.

The Rover subcommittee sees a need to issue an interim document to the Rover membership in 1970 to clarify and perhaps modify a number of program and uniform matters.

A wider selection of theme and program choice, as well as a wider application of sponsorship in the mode of operation is being explored. For instance, should each crew determine its membership criteria within the very broad guidelines of Boy Scouts of Canada? This could include free choice of each crew to include or exclude females as full members.

The following concepts will play an important part in the subcommittee's enumeration of program concepts:

- a) Individual development and self-discovery.
- b) The ideas of a global community.
- c) The importance of social action.

One of the basic assumptions in the formulation of new concepts for Boy Scouts of Canada was that MORE boy-centredness should be applied in the programs and that even more self-determination should apply to the Rover section.

Boy-centredness in this context is seen as a conscious effort to tailor the program to the individual needs of members, rather than apply a uniform curricular approach to all.

RESOURCES: PEOPLE AND PLACES

Make effective use of the resources and personnel in your community.

Universities, libraries, museums, galleries and other cultural centres provide assistance through their staff and resources.

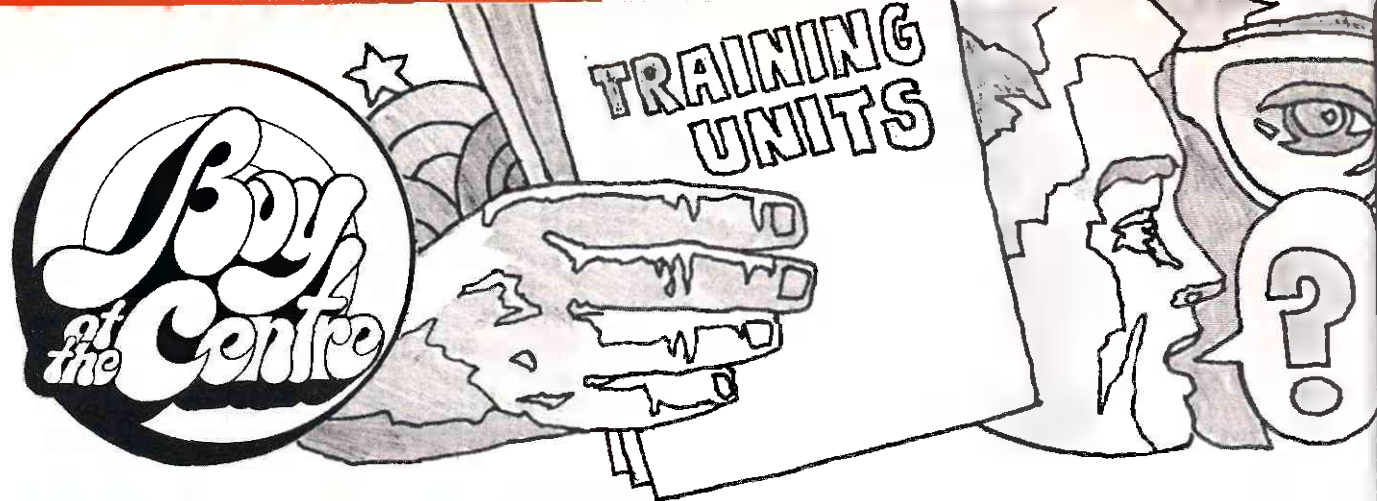
Night school courses offer a wide variety of activities and present excellent opportunities for leadership training.

Governments provide recreational services, library and audio-visual resources, training courses and visits of skilled staff members.

Community personnel include:

- hobbyists such as "do-it-yourself" fans, collectors, fishermen, gardeners, hunters, music and art specialists;
- sportsmen such as baseball, softball, football, hockey players, track men and swimming experts;
- university students for short term projects (movie making);
- married women trained in nursing, music, cooking, planning parties and recruiting volunteers;
- skilled and professional help such as carpenters, mechanics, electronics people, teachers, doctors and librarians;
- and don't forget senior citizens with vast knowledge and experience, the time they have available, their willingness to share their skills and experiences in living and their priceless patience.

more★★



LET'S LOOK AT A TRAINING UNIT

The adult training program has undergone quite a change in the past few years - and maybe you have experienced some of the tribulations involved in the change.

Much of the change is in attitudes towards helping people learn. In the past, training set out to teach Scouters what they should know to run a program; now adult training tries to help Scouters learn those things **they feel they** need to know to work with **their** boys. In the first case the organization presumed to know exactly what Scouters needed, then had a trainer sent out to give it to them. In the latter case responsibility for what is learned and the way it is learned, is shared between the trainer and Scouter concerned. This is one of the ways the idea of shared leadership finds practical application in adult training - a peer relationship between Scouter and trainer.

This shared responsibility for learning, along with the idea of the section programs being adapted to boy needs and interests, has resulted in the change in adult training. The scope of training has broadened in direct relation to the broadening of boy needs and interests and the skills adults require to work with boys. New training content in a variety of human relations and program skills has had to be developed.

The adult training program has to be highly flexible if Scouters are to share in its planning and operation and if it is to meet their needs. This is provided for by making training available in units.

A training unit is a document that sets out material on one subject in such a way that a trainer and Scouters can come together for a one-evening education experience. A unit can be designed around any subject of interest to Scouters. A variety of units are made available nationally. Others are developed locally. A number of units can be operated concurrently to provide a one-day, week-end, or full week learning experience.

As might be expected, introducing change in the

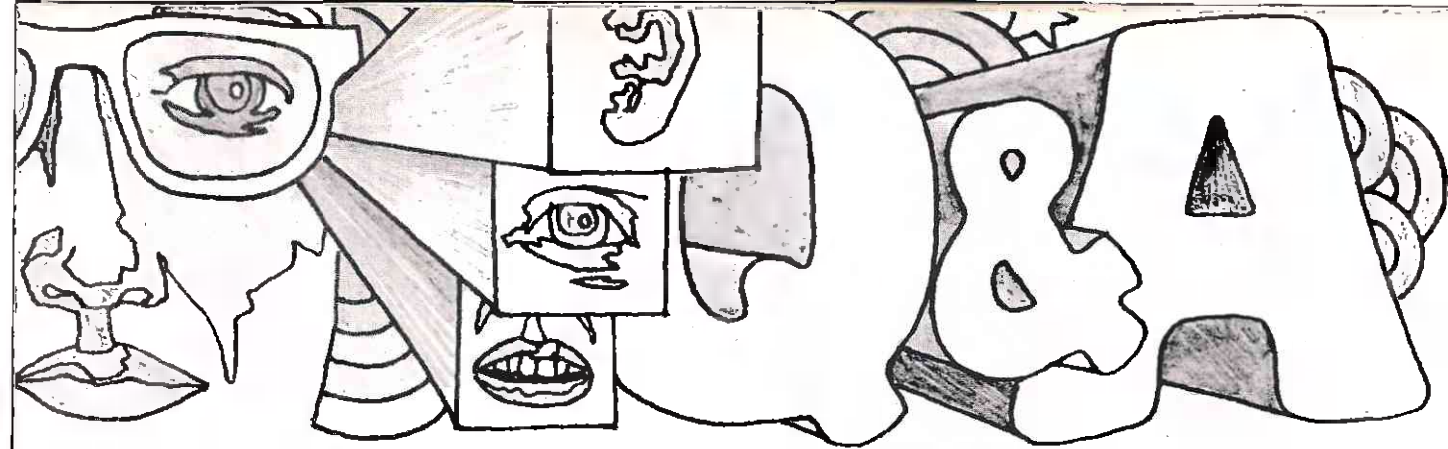
adult education program is not all easy going. There are some language difficulties with nationally produced training materials. These will be sorted out as Scouters feed back problem areas and materials are reprinted. Some Scouters and trainers have experienced frustration in adapting to the idea of "helping a trainee discover for himself" rather than "telling him what he must know." In other cases the flexible nature of the program has yet to be realized. But these and other problems will be overcome in the months ahead.

So, look at a unit in greater detail, by discussing with your trainer the opportunities the adult training program offers you.

GOT A WORD PROBLEM?

Changes in programs have resulted in many new words being used in Scouting. Test yourself by checking the word or phrase you believe is nearest in meaning to the key word. Answers on page 13.

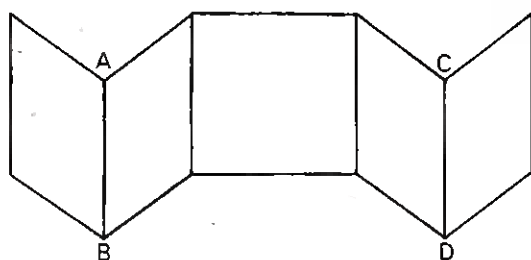
1. **Brainstorm** - A) inflammation of the brain. B) bright idea. C) group technique for contributing ideas. D) highly intellectual work.
2. **Principle** - A) head of school. B) fundamental truth. C) sum of money. D) chiefly.
3. **Interdependence** - A) unconnected. B) to rely upon. C) to interrupt communications. D) to depend mutually.
4. **Empathy** - A) vigour of speech. B) identifying with another. C) compassion. D) course of action.
5. **Counsellor** - A) leader. B) a member of council. C) person in charge. D) advisor.
6. **Interact** - A) to act mutually on each other. B) intention. C) to associate with. D) communication between individuals.
7. **Ad Hoc** - A) join. B) special. C) proficient. D) wear.



8. **Cohesion** - A) agreement. B) state in detail. C) to make known one's views. D) sticking together.
9. **Evaluate** A) to frustrate. B) to evade. C) to appraise. D) to carry away.
10. **Flexible** - A) pliant. B) permissible. C) invalid. D) thin.

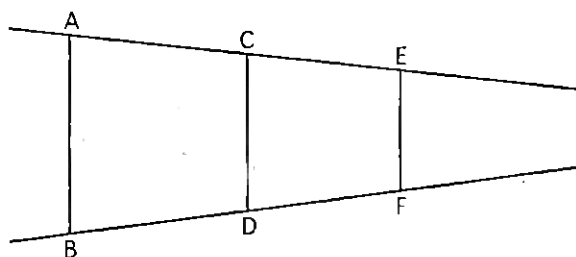
HOW DO YOU SEE IT?

Look at this piece of folded card.
Are the lines AB and CD ridges or valleys?



Of course the answer is either - depending on your perspective or how you see it. It is not a trick - you determine which it is each time you look at it.

How about this - which is longest AB, CD or EF?



Well, here again it depends. Measure on this page. obviously AB is the longest, but if you see them as telephone poles along a road, then they are all the same length.



What do you see in this picture?

If others see different things from you in any of these illustrations are they right or wrong?

The fact is that the way something is seen with the eyes is likely to vary among people - depending on the way they look at it or their perspective. Perspective is not necessarily related only to the type of projection. Among other things it is governed by one's feelings at the time and by one's life experiences.

If this is true of what is seen with the eye, it is subject to even greater variances in our thinking processes. For example what comes immediately to your mind when you see the word CAT? Some will say something related to animals, others to a type of woman, others to a tracked vehicle associated with construction. Try some word association games with your boys. Box, rubber, write (right, rite), bad, tie, speed.

Some implications? If adults see things differently, how much more differently are boys than adults likely to see the same things. If two people report an incident differently, maybe one isn't lying or imagining things. If your request is not carried out correctly maybe it wasn't correctly understood. Remember the Scouts who were asked to go to the

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farm to collect the rabbits and thyme for dinner. They came back and said, "Here are the rabbits and it's 11:30."

If the boys enjoyed an event which you thought was dreadful - perhaps both were correct.

When you talk - don't assume you are understood as you intended to be.

When you listen, 'listen' with all your senses and test out what you think you are receiving. If you really listen carefully you demonstrate very clearly your concern for the person(s) talking.

Oh, and if you don't think past experiences have much to do with how you see things, take six matches and arrange them all without breaking any to make four equal sided triangles (Answer on page 13)

10

LEADERSHIP ANYONE?

To help young people 'do their own thing' in a creative and meaningful way, is the challenge that Scouting has undertaken as it moves into the '70s. It is a tough challenge, particularly for those adults who become leaders.

The skill of leadership in educational and recreational situations such as Scouting, lies not so much in getting people to repeat what you are able to tell or show them, as in helping them to discover for themselves. For most of us this does not come naturally, or very easily. We find it much easier to tell people what to do and how to behave. In doing this we are really saying, "Do it my way" or, "Be like me." We tend to feel threatened by those who behave differently to us. We say we don't understand them.

So, there are really two problems that most of us face when we attempt to help others to discover for themselves. 1) We must learn to be more humble, to listen to, and to learn with and from those we are trying to help. 2) We must recognize and accept the fact that the set of values or beliefs we have are not necessarily the same as those others may have or will develop.

Compare these examples of leadership by two Akelas, Akela Red and Akela Blue, in response to this stimulus.

Young Cub - Peter: "Akela! Akela, look! - Look what I've found - it's a frog, look at him, look!"

Red Situation

Akela: "Yes, it's a frog O.K.

(1) but there's no need to make all that noise.

We've all seen frogs before, (2) and **look** at your shoes. (3) Go and clean that mud off at once (4) and put that thing back where you found it. (5)

Peter: "But..."

Akela: "Go on, hurry up I don't know what your parents will say."

Peter: "Sheeesh" - (throwing frog away).

Blue Situation

Akela: "Say, what a cute little fellow (6) - how do you know he's a frog?" (7)

Pete: "Because..."

Akela: "Hey fellas, anyone help Pete find out what sort of frog he has here?" (8)

Charlie: "It's a leopard frog."

Akela: "How do we know that, Charlie?"

Charlie: "Because of..."

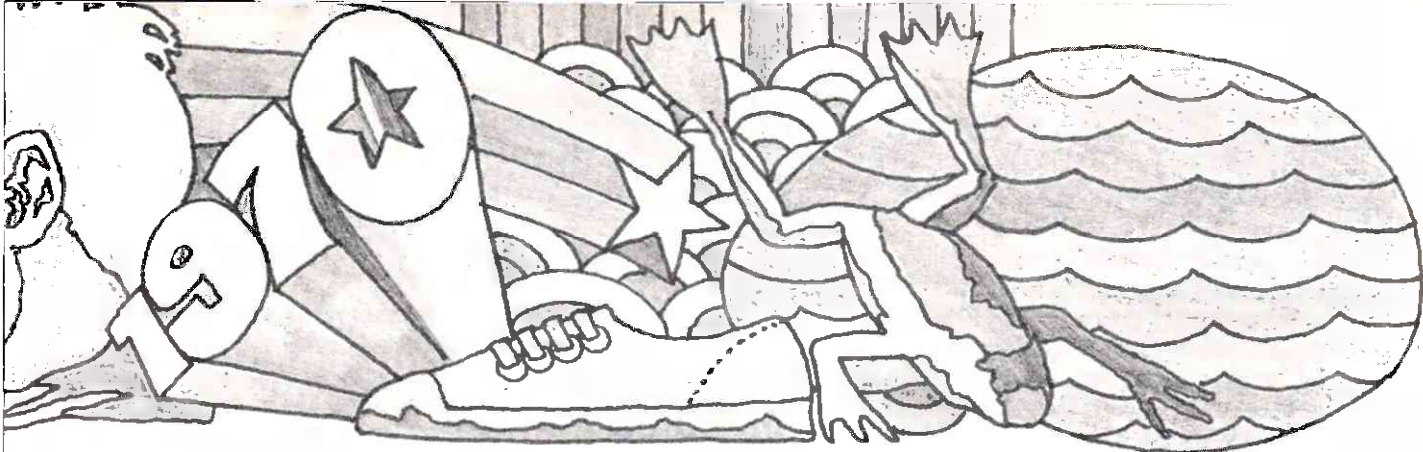
Wayne: "Let's see what else we can find out about leopard frogs right here." (10)

Cubs: "Yes - come on."

Akela: "O.K. - but what about our shoes and socks? (11)... (turning to Peter) Frogs get pretty unhappy if they are out of water too long, Pete." (12)

Examine the acts (marked by numbers) of the two Akelas. What is each really saying? How do you suppose Pete feels in each situation? What did Akela see as important? What do you think Pete and the Cubs learned? In what ways would their behaviour (actions - attitudes) likely be affected on similar future occasions?

Leadership may be described as action by anyone which helps a group toward achieving what it wants to do. Thus leadership belongs to the group rather



than being the exclusive property of one individual. In this way, any member of the group, at any one time, may be providing leadership but as the situation changes other members will give leadership. This is known as shared leadership. A leader is anyone who gains a following. He can give leadership in a directive way: "Form two teams for a game of ...". "C'mon, let's go." "Don't forget to allow for ..." or non-directively: "Anyone feel hungry?" "If you do... what is likely to happen?" "There may be other ways of doing it." "I'm wondering what would happen if...?"

Both directive and non-directive leadership can be appropriate depending on the situation and/or what you are trying to do. Non-directive leadership is usually most appropriate when encouraging people to discover for themselves, to learn to act for themselves and accept the consequences of their own actions. It probably isn't the most appropriate way to learn to drive a car on a city street.

Why not go back to young Pete finding the frog and examine who gave leadership, how and of what type in each situation.

We often get confused between authority and leadership. Akela is a person lawfully in charge of a group of Cubs. He (she) has therefore a position of authority. Akela is also an adult and is seen (by Cubs and other adults) as having authority in respect to boys. Akela Red seems to use authority exclusively and with the implied threat of punishment for non-obedience. He appears to abuse his authority to get his will done. He may gain a following but it may be an unwilling following. Akela Blue appears to make only two interventions (11) related to his responsibility. He gives permission for Cubs to follow Wayne's suggestion and also draws their attention to, (but does not order) the problem around footwear, letting the boys make a decision.

Had Akela Blue felt Wayne's idea impractical he might have said "O.K. but we'll have to keep out of the mud because..." or, "No, it's too muddy but we can..." Any of these could be seen as appropriate use of authority and would most likely be accepted by the boys.

It is often stated that the adult sets an example for boys to follow and, to a point, it's true. Anyone, adult or peer, can provide a model. Whether or not anyone tries to imitate or follow his example de-

pends upon how the follower sees that person. If he respects him, looks up to him, wants in some way or another to be like him, then there are good chances he will try to model his behaviour after that person. In doing so, he may be selective, following certain things, or non-selective, following most.

The path that a leader treads in helping others to grow is narrow. At all times he must show that he cares for the individual and will support him. But, too much support will lead to dependence, while too little will lead to frustration. The leader must constantly assess himself and the situation in trying to maintain the right balance.

No, it is not easy, but it is worthwhile and rewarding.

RESOURCES: THE "VISUAL" WORD

Films and television can be used as valuable training aids. Groups of boys and adults are receptive to carefully selected and previewed films that reflect areas of concern to the participants.

Films are readily available at minimum cost from local sources, such as the public or school library or branches of the National Film Board. Costs may be shared by bringing together a number of groups to see the more expensive films.

The following films may be of interest to your boys. Check the local film librarian or film catalogue for details of content:

| | |
|---------------------------------|----------------------|
| Being Different | Neighbours |
| Choosing a Leader | The Merry Go Round |
| The Game | One Man's Opinion |
| Having Your Say | No Reason to Stay |
| Making a Decision | Toys |
| Making a Decision in the Family | Who's Running Things |

In addition, Venturers may wish to produce their own film - a project requiring team work, discrimination, equipment and some money but all leading to what could be a most creative, appealing program activity.

Television is often overlooked as a means of training in our programs.

"Mission Impossible" is a prime example of well co-ordinated effective team work - all leading to the achievement of a goal or objective.

"Laugh-In is another example of good team work"

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but unlike "Mission Impossible," it is more "behind-the-scenes" team work, equally necessary to get to the goal established by the writers and producers.

"Name of the Game" shows an autocratic leader (the boss) at work.

A good hockey game emphasizes team work while football tends to put the "star" in the foreground.

"Ironside" deals with deductive powers based on experience and intuition along with "good leg work" of assistants - all leading to the inevitable successful solutions.

How can we help our boys to develop a discriminating taste - to learn how to sift the wheat - to become aware of the sham?

Being aware of sham may help boys become aware of what is of real value. Talk about it - set up a panel to discuss, have a debate, visit a T.V. studio, invite a studio personality to attend a gathering of the group.

heighten his senses and deepen his spiritual awareness. The exploring and discovery of the relationship and inter-relationship of life can be the beginning of an awareness of man as the ultimate in creation, the only living thing which can control his environment.

The resources are there for our use; the skating rink, the city park, the council camp, the swimming pool, the mountain trail. At least one is readily available and all provide opportunities for living and learning.

While it is recognized that we can't make individuals learn, we can create opportunities for learning to take place. A camp setting provides one of the best opportunities for individuals to wrestle with three essentials of life - food, warmth and shelter, while learning to depend on people and be depended upon.

Try a day in camp with no schedule. If meals are late, everyone sleeps in and a number miss out on some keen activities, so much the better. The stage is now set to discuss why planning and scheduling is necessary.

Involve the boys in finding the answers. Use questions, comments and suggestions. Don't be too quick to solve the problem. This approach to learning also builds on shared leadership. There is no suggestion that a leader doesn't carry the final responsibilities but it does mean involving the boys and adults in working out decisions together.

The same basic approach can be used to discover the inter-relationship existing in nature. The trip to the park or camp can be a chance for the boy to see for himself the many things discussed in his classes and books. Encourage boys to watch, to listen, to ask questions, to record or take small samples for later identification. Don't hesitate to admit lack of knowledge but help the boy find the answer through whatever resource is appropriate.

Discussions regarding the problems of team work, sharing leadership tasks and new discoveries need not be formal. In fact, it is probably better if it happens in the car on the way home, after supper around the campfire or on a bench in the park. And don't forget the questions, comments and suggestions instead of, "This is what was wrong and this is what you should have done."

Make full use of the natural or man made resources at your disposal, not just as a special program item, but rather on a regular basis, and make use of the natural ability, inquisitiveness and active imagination of the young people in Scouting.

In his own way every member can contribute to the well being of the entire group and with the patience and interest of some adult each member

CAMPING... A NEW LOOK

Camping has been called the Scouter's great opportunity. Is this really so in our industrialized world? If it is viewed only from the narrow perspective of lighting wood fires, building bough shelters and tying endless lashings in a world of electric stoves, urbanization and plastics then it has no real value to a youth today.

To really grasp the opportunity presented in using the outdoors, we've got to look deeper and broader than just the skill activities learned or carried out.

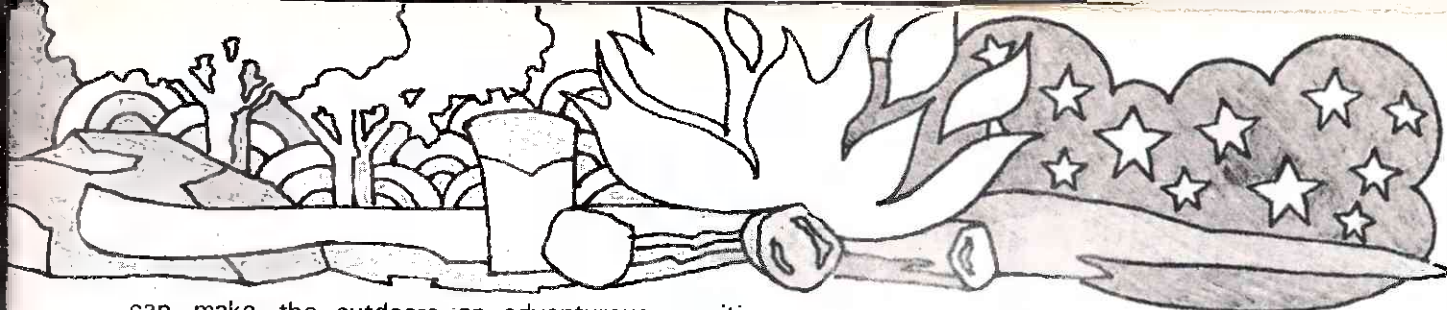
The stated aim of Scouting indicates that our intent is to help boys develop in four areas - physical, mental, social and spiritual.

There is probably no other single resource which offers the opportunity for the development of these four areas as does the outdoors.

The outdoors allows a boy to experience the vastness of space, the smell of the land, the sight of wild flowers and the taste and feel of cold spring water.

Utilization of the outdoors should provide the chance for boys to just sort of "root around" and discover things for themselves.

The playing field, the city park or the solitude of the back-woods can provide the boy with the chance to stretch and test his muscles, work with others,

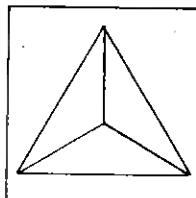


can make the outdoors an adventurous, exciting place in which to live, to learn and to grow.

Answers to "Got a Word Problem?"

1. **Brainstorm (B):**
a technique whereby, for a short period of time, a group contributes ideas or thoughts. No comment or criticism is made during this period. A smaller group evaluates the ideas later.
2. **Principle (B):**
Fundamental truth as a basis of reasoning. e.g. The principle of Scouting.
3. **Interdependence (D):**
Mutual dependence. Scouting strives for interdependence in group life between boys and boys and boys and adults.
4. **Empathy (B):**
The ability to identify with another person and experience the latter's emotional needs or reactions in some given circumstance.
5. **Counsellor (D):**
One who counsels; an advisor. Gives advice, opinion or deliberates with. A Scout counsellor works with boys in the design and operation of activities, facilitating and helping.
6. **Interact (A)**
The act or influence of persons or things on each other.
7. **Ad Hoc (B):**
Arranged for this purpose, special. e.g. Ad Hoc group - a temporary group formed for a particular purpose.
8. **Cohesion (D):**
The act of sticking together. A cohesive group - one that is united in action.
9. **Evaluate (C):**
To appraise or determine the value of. It is the task of both boys and adults to frequently evaluate their activities.
10. **Flexible (A):**
Capable of being adapted; pliant. Used to describe the adaption of programs to the needs of youth.

ANSWER FOR PAGE 10:
THREE DIMENSIONAL
PYRAMID



Scoring

- 10 right - excellent
8-9 right - good
6-7 right - fair
less - sorry about that!

RESOURCES: THE "PRINTED" WORD

As an astute leader, are you making full use of the printed resource material provided to assist you in your work?

a) "The Scout Leader" - your monthly "assistant" is full of ideas - get a copy for all leaders. Charge it to the Group Section Committee.

b) Pamphlets - a wide variety to suit many situations. For example, the "Parent Talent Form" does get to parents and does get them involved when used effectively. Have you tried it? Do you know of it?

c) Program handbooks are designed for section leaders. All are new and up-to-date. Lend to boys. Get their reactions and ideas. Do all leaders have a copy or a set? Are they readily available for quick use?

d) Boys' program books - What do the boys think about them? Seek out their ideas on things to do, places to go, people to meet or to invite to meetings. Follow up on their ideas.

e) Other publications. Check your local library. Books are available on a wide variety of topics and the librarian is a skilled resource person ready and willing to assist you in your work in the community.

RESOURCES: THE "RECORDED" WORD

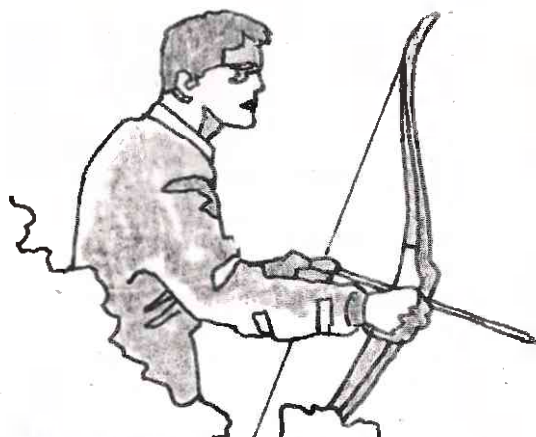
We are living in McLuhan's electronic age. Who is he? What is he trying to tell us? Do boys understand him better than adults? There are a number of inexpensive paperbacks available by and on Marshall McLuhan if you and your boys want to know more of this modern day "prophet."

But don't let the philosophy keep you or your boys from playing and experimenting with tapes, tape recorders and records of all sorts. There is a huge variety of recordings and equipment available for use. Many homes have tape recorders. Most homes have record players.

Tape Recorders can be used:

- to exchange messages with friends who have moved away;
- to make friends in foreign countries;
- to record your singing for posterity;
- to record key points made by visitors;
- to practise your French lessons (incidentally, wouldn't French be a better way of using code than semaphore or Morse or secret writing?)

Video tape recording is becoming quite common in educational fields today. Can you arrange for your boys to go through a "video-tape-recorded" session? They will enjoy the experience for few of us really see ourselves as we appear to other people.



ON TARGET

By Pearl Connelly

Archery comes to us over many years, from the very earliest days when the crude bow and flint arrow heads provided our ancestors with food, through the middle ages when the bow and arrow was supreme on the battlefields of Europe, to present day as the sport and relaxation of thousands of men and women throughout the world.

Canada with its woodlands and open spaces is an ideal country for the archer and many Canadians have become avid participants in the sport. As a result of their enthusiasm, archery will be represented for the first time in the 1972 Olympics in Munich. This makes archery an official Canadian sport, a sport which has already caught the interest of Scouts, Venturers and Rovers across the country. The Federation of Canadian Archers (FCA) with clubs all across Canada are most anxious to encourage and train would-be archers and instructors in this exciting sport.

The Edmonton Boy Scout Headquarters has a 20 yard indoor archery/rifle range in the basement of its new building that is used by qualified leaders and Boy Scouts and Girl Guides. The co-ordinator of archery instructor training in the Edmonton Region, Ross Hallett of the FCA reports: "When Scouting '68 came along we offered an Archery instructors course to Scout and Guide leaders. The adults were motivated when they learned that they could teach archery to their boys or girls if they qualified as archery instructors. We now have nearly 200 Scout and Guide leaders in the Edmonton Region who are qualified as instructors."

The Haliburton Scout Reserve, owned by the Greater Toronto Region has an excellent outdoor archery range, that is well used by campers.

With such facilities growing constantly and the Junior Olympic Archery Development Program well under way, boys across Canada are anxious to get into the act. The question is **HOW?** How to find archery instructors? How to choose equipment? How to set up indoor and outdoor archery ranges? How to set up *simulated* hunting trails?

The Federation of Canadian Archers should be list-

ed in your phone book. If it is not, call your local sports store. Failing all else, write: Federation of Canadian Archers, Box 151, St. Norbert, Manitoba.

Basic equipment and cost - Master Bowman, Paul Laviolette, whose club, the South Carleton, is hosting the Canadian Championships to be held outside Ottawa next summer gives this advice on equipment - "Getting started in archery is much less expensive than one would imagine." Basic equipment requirements are:

Finger tab or glove - Worn on the loosing fingers to give a smooth surface for the string to slide off and to protect the finger tips. Price range from \$.35 to \$.60.

Bow - Wooden or fiber glass, the bow is fitted with a linen or Dacron bow string. Price range from \$5.00 to \$200.00:

Arrows - Made of wood, fiberglass or aluminum, arrows must be the correct length and should not be bought without the advice of a coach or instructor. Price range from \$.40 to \$4.00 (each)

Quiver - Keeps equipment together and off the ground. A belt quiver is most popular. Price range from \$2.00 to \$20.00.

—The total cost, therefore, to a beginner can be under \$8.00.

"Keep in mind" says Mr. Laviolette, "that only one or two sets of equipment are necessary for a starter, so the initial investment is not so great, especially when one considers the returns in physical co-ordination, practice in concentration and possibly the development of a life long hobby."

Archery is both an indoor and outdoor sport.

Ranges - Outdoor target ranges can vary in length from 60 to 140 yards. Indoor ranges are usually 70 feet long, keeping in mind that archers shoot at 60 feet.

Targets - Straw targets with multi coloured circles are most common on indoor and outdoor ranges. Simulated hunting trails use targets varying in size and distance.

Safety precautions - A bow with an arrow on the string must never be drawn anywhere except on the shooting line and in the direction of the target. People not actually shooting must keep at least five yards behind the shooting line.

No person may move forward towards the targets from the shooting line until all arrows are shot. If anyone should move towards the shooting area while shooting is in progress, two blasts on the whistle are given, all shooting must stop immediately and will only recommence when a further signal is given.

Now, having found an archery instructor, purchased basic equipment and learned the safety rules of the sport, you are ready for the basic techniques of archery.

BRACING THE BOW - Loop the string on to the bow. Fix one loop into the lower bow nock.

Hold the bow handle in the right hand. Place the lower end of the bow against the right instep, then, with the heel of the left hand on the upper

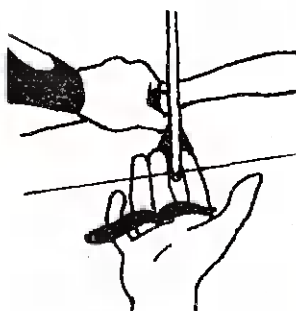
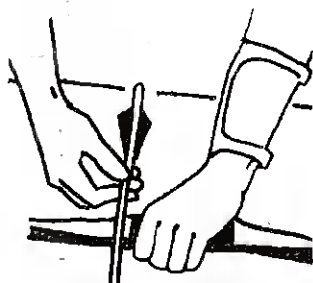
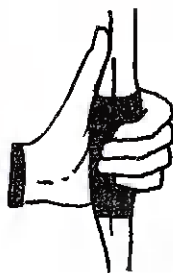
limb of the bow, just below the loop of the string, pull the centre of the bow towards the body and slide the loop into the upper nock with the fingers.

STANCE - With feet astride the shooting line, comfortably spaced, about the same as the width of the shoulders. The heels and shoulders should line up with the centre of the target and the bow arm shoulder towards the target. Once this position is taken up it should be maintained.

HOLDING THE BOW - Hold the bow handle with the thumb pointing up the middle of the bow face. The thumb is then moved down to a normal holding position, when the second joint of the first finger will line up with the bow and string. The bow should then be held with arm extended, but not rigid, the bow horizontal and level with the shoulder, the palm of the hand facing down. The hand should then be turned at the wrist so that the bow is upright, when the string should be seen to be well away from the forearm. The bow should be held, not gripped, and the muscles should all be relaxed.

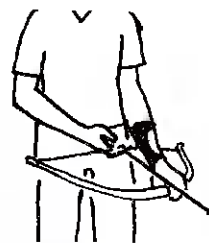
NOCKING THE ARROW - Hold the bow horizontally at waist level, withdraw the arrow from the quiver with the first two fingers and thumb of the shaft hand. Lay the arrow across the bow and string. Push the nock on to the nocking point with the cock feather pointing upwards.

POSITIONING THE FINGERS ON THE STRING - With the hand extended towards the string and at right-angles to it, place the fingers on the string, the first above the arrow and just touching. The string should lie in the first crease with the fingers half crooked, hand and arm relaxed. Draw the bow an inch or two, allowing the fingers to stretch, most of the weight should be



taken on the second and third fingers. The shaft arm and arrow should appear as one straight line.

PREPARING TO DRAW - The body should be upright, but relaxed, with the eyes looking straight along the shooting line. The bow should be held horizontal with the bow arm extended but not rigid. The shaft hand at waist height and fairly close to the body. The head should then be turned towards the target, far enough for the target to be seen, but not too far. There must be no strain on the neck muscles. The eye nearest to the bow arm should be closed. Focus the other eye on the target and maintain this until the arrow reaches the end of its flight. No attempt should be made to look at the bow or arrow.



DRAWING AND ANCHORING (with a sighting aid) This method of shooting is known as Free Style and is the form commonly used in target shooting where the distances to be shot are known. With this style of shooting we are not concerned with lining up the arrow with the target. A sighting aid is used on the side of the bow to assist the archer to aim. The differences between the two methods of anchoring are as follows: When shooting with an aiming aid, the bow must be held vertical at full draw and not canted to the right. The string hand comes back until the bow string cuts the centre of the nose and chin. The "v" of the drawing hand comes back along the jaw bone until the string hitting against the centre of the chin will not allow it to go any further. An archery instructor should demonstrate drawing and anchoring without an aiming aid.

HOLDING AND AIMING (with an aiming aid) - After the archer is at full draw, the string, sight and target are lined up. This position should be held to ensure that there is no movement in the bow at the moment of release. The sight must be held on the centre of the target and all movement stopped before the release action takes place.

Considerable effort is required to maintain full draw and to keep the arrow from creeping forward before the release action takes place. However it is imperative that each arrow be released from the same position each time to attain any degree of consistency. By consciously applying tension in the shoulder muscles the possibility of creeping is lessened. See an archer for instruction on holding and aiming without an aiming aid.

FOLLOW THROUGH - Maintain the full draw position until the arrow has reached the end of its flight. The only difference should be that the loosing hand will have moved back from the string with the fingers straight and together.

For more information on archery and on archery day camps throughout Canada, write: South Carleton Archery Association, P.O. Box 309, Richmond, Ontario ■

Date - August 19, 1968:

Place - Baden-Powell House, England, where 86 Venture Scouts from all over Britain assembled, ready to take off by plane for an Explorer Belt expedition to Turkey.

Perhaps on the night before the expedition the boys could hear Baden-Powell's prophetic words echoing through B.-P. House. "The Movement," he wrote in 1916, "Is quite capable of doing a very big thing in promoting international amity, and what's more, it is going to do it."

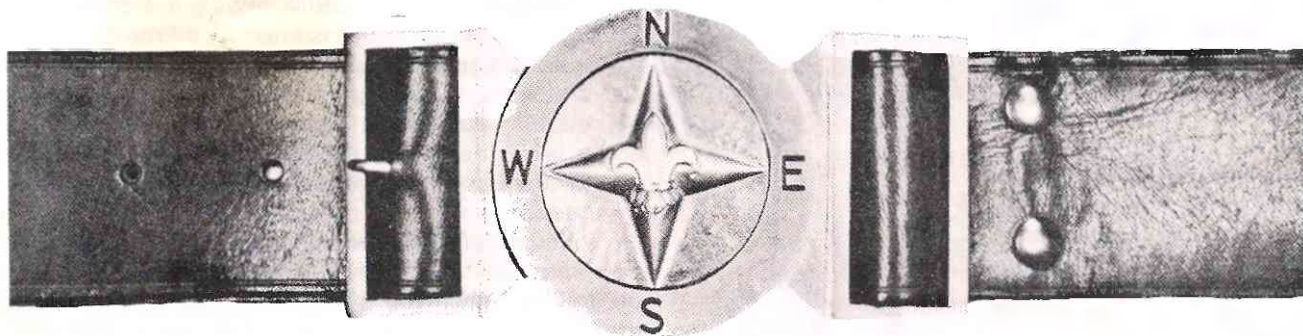
The Explorer Belt scheme started in 1958 when Robin Gold (at present International Commissioner for Great Britain) along with several young enthusiasts devised a scheme of "International adventure in discovery and friendship" for older Scouts, with a specially designed belt to be won for high achievement. This scheme, after much thought and discussion, was put into action. It caught on at once

the date and time they must report there (usually ten days ahead). The teams are then dispersed along a starting line and set off to hike to the final camp by any route they choose, investigating and writing up the projects as they go.

The 86 Venture Scouts of the 1968 expedition were met in Istanbul on July 20 by an advance party. For two exciting days the boys stayed in an old palace, made over into a school, and explored the ancient city and its surroundings.

The starting point of the real expedition was on the road linking Ayvalik and Bigadic in western Turkey. The road runs in a shallow arc from west to east about 120 miles north of Izmir. The teams had to make their way across country to Izmir and then to the village of Guzelbahce.

Teams had to report to Guzelbahce, the finish line, on September 2, which gave them nine days to complete a 135 mile journey with over 100 of it



16

in Britain and has gone on annually ever since, visiting a different country each time. This is how it works.

About 100 Scouts of the 16 - 20 age group are transported to the starting point abroad. Before leaving they have been invited to make a preliminary study of certain aspects of the country to be visited and to make notes on their findings. On arrival at the base camp the party is divided into previously arranged teams of two. These teams are then issued with log books, a list of projects to be carried out (printed in their own and local language) a sealed "emergency envelope" containing a sum of money and a telephone number, to be opened and used only in case of real trouble, the equivalent of \$13.00 per head in local currency, a map, the map reference of the final camp about 120 miles away and

on foot. Considering the 90 degree temperature and the rugged countryside, this was a stiff challenge. Reports were sent in at checkpoints located at regular intervals along the route. Highlight of every report was the overwhelming generosity of the Turkish people in the small villages along the way who welcomed their visitors, provided shelter and a bed in a guest house, usually alongside the mosque, food (far more than they could eat) and, in the morning, delayed departure with pleas to extend their visit. And always, the village people refused any sort of payment.

In one village, the muhtar, the village elder, insisted on washing their feet, hands and faces. Courtesy and generosity of this sort was extended to them everywhere they went. It is indicative of the Moslem's concern for his fellow man and the countryman's concern for the traveller.

The Explorer Belt

Thanks to **The Scouter** and **World Scouting** for story and photo assistance.

What kind of projects had to be carried out during the trip? There are two types involved in an Explorer Belt expedition. The **general** projects are short studies completed before the expedition begins and the **special** projects are carried out during the expedition.

Included in the '68 general projects were the Moslem religion, the climate, St. Paul's journeys, the wild life and Greek and Roman towns to be found in that area.

Most of the special projects were serious (or intended to be serious) but a few were flippant. Among the serious ones: a study of the cultivation of grapes and olives, the work of the shepherd with the goat herd, the governmental organization of the village and the possibility of volunteer work in Turkey for Venture Scouts.

Less serious projects included Turkish baths (which most tried), camels (which all saw) and local dishes (which some actually liked).

The final judging for the Explorer Belts was done by both Turkish and British Scouters. When the teams arrived at Guzelbahce, they handed in their notebooks, containing the general projects, and their logbooks, containing the special projects. They were all of a high standard.

On September 3, the teams were interviewed. What stories were told! One team bought a donkey for 12s. 6d. (\$1.95) to carry their kit, but it died on them. Another team insisted on cooking local soup for the judges during the space of the interview.

From the interviews, fourteen belts were awarded; but everyone who completed the expedition, including the belt winners, received a specially prepared certificate.

Perhaps the most interesting belt winners were a composite team whose partners dropped out at the first checkpoint for health reasons. They believed that, as a composite team, they stood no chance of belts, but carried on as if they did. Surprise and joy was evident when their names were called.

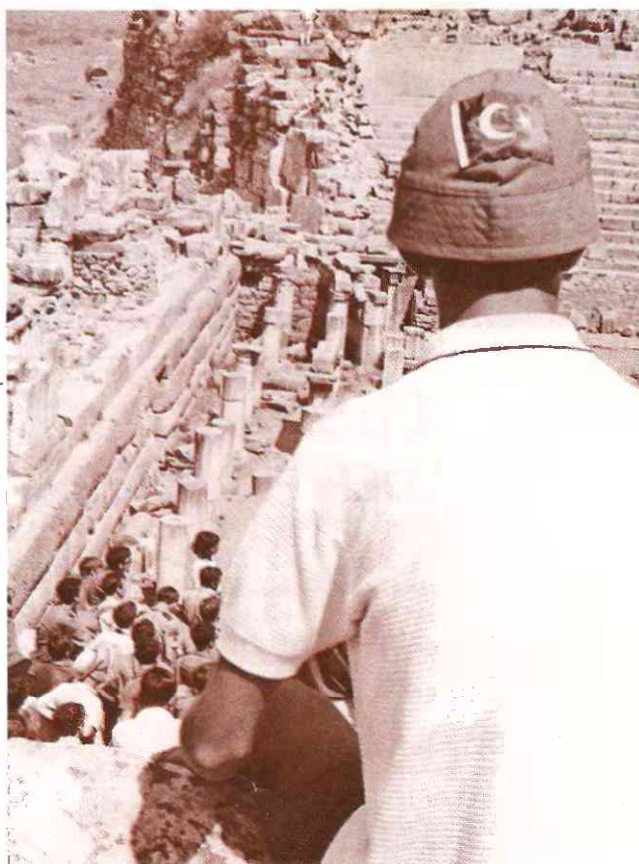
Winning Explorer Belts and certificates did not mark the end of the Explorer Belt '68 expedition. A party of Turkish Scouts were invited to use the Explorer Belt chartered aircraft to go to Britain for two weeks, where they were guests of British Scouts.

The Explorer Belt scheme is at present controlled by the British Explorer Belt Committee whose main

objects are to keep standards high and to encourage as many Scouts and Rovers as possible in any country to put it to the test. Enquiries to Mr. Robin Gold, International Commissioner for Great Britain concerning the Explorer Belt should be directed through: Relationships, Boy Scouts of Canada National Headquarters, 1345 Baseline Road, P.O. Box 5151, Station F, Ottawa 5, Ontario. Leaders may submit proposed plans for an Explorer Belt expedition. When these plans have been approved, belts will be supplied to the organization, to be awarded to those - and only those, who reach the required high standard.

England's Explorer Belt '69 was held in Italy. Explorer Belt '70 has planned two expeditions: to Denmark, from July 31 to August 16 and to Morocco from August 22 to September 5.

Perhaps '71 will see Canadian Scouts or Venturers winning Explorer Belts in - say - Mexico! ■



17





An Opportunity to Serve

The "Good Turn" is still one of the identifying marks of the Scout Movement, and most members whether Cubs, Scouts, Venturers, Rover Scouts or Scouters like to feel they are sharing in the wider field of world Scouting beyond their own packs, troops, companies or crews. Your best opportunity to serve Scouting, both in Canada and the developing countries of the world is through the Canadian Scout Brotherhood Fund.

Many thousands of dollars have been given through this fund in the past few years by members of the Scout Movement in Canada to assist:

- (a) The Universal Fund of the Boy Scouts World Bureau which assists Scouting in developing countries where the needs are greatest.
- (b) The Can-Carib Project, which serves eighteen countries and territories in the Caribbean area and is an entirely Canadian project. (You may designate your contributions for use in this project if you desire.)
- (c) Victims of disaster in Canada (such as troops in Ancaster and Hamilton, Ontario which recently lost all books and equipment through fire) or in other countries through such disasters as fire, earthquake and flood.

Make support of the Canadian Scout Brotherhood Fund either a personal project, or the project of your pack, troop, company, crew or group to assist Scouting where the need is.

MAKE THE GOOD TURN REALLY MEAN SOMETHING.

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John W.S. Miner

Canadian and World Scouting lost a true supporter and ardent worker on January 27 when our Deputy International Commissioner, John Miner passed away in Montreal at the age of fifty-four.

Although President and General Manager of the Miner (Rubber) Company of Granby, Quebec, he was never too busy to travel in the interest of Scouting. He was honoured last August by being elected to the World Committee at the World Conference meeting in Helsinki. His services to Scouting were recognized by Boy Scouts of America in May, 1969 when he was presented with their highest award for service to boyhood — the Silver Buffalo. The citation to the award read: "When you became a Scout, more than 40 years ago, you joined a world brotherhood pledged to the Scout Oath and Law. This concept of brotherhood has since marked your contribu-

tion to Scouting. Your service as assistant district commissioner, district commissioner, assistant provincial commissioner, and provincial commissioner (Quebec) has been marked by an ardent search for better understanding between people of different nationality backgrounds. This concern led the Boy Scouts of Canada to select you as a delegate to the 19th and 20th Boy Scouts World Conference in Greece, and Mexico City and the Inter-American Conference held in Caracas, Venezuela. Your experience in human relations has equipped you for similar efforts in relationships on an international scale as deputy international commissioner, your current post, and as a member of the Inter-American Scout Committee.

Your service has been characterized by a consistent willingness to do more than the duties required by the office. You hold the Cub, Scout, and Rover Wood Badge Awards and the honorable charge of Deputy Camp Chief. You served as co-chairman of the committee which operated the Expo '67 Pavilion and Service Corps and the Hospitality Camp for Scout visitors. You served on the quartermaster's staff of the 8th World Jamboree at Niagara-on-the-Lake in 1955, as a Scoutmaster at the 9th World Jubilee Jamboree in England in 1957, and as a subcamp chief at the 10th World Jamboree in Greece in 1963, as well as the subcamp chief at the 3rd Canadian Jamboree in 1961.

You are a former member of the Royal Canadian Navy and an active member of the United Church of Canada. You are respected by your business associates and were selected by your hometown as their "Granby Man-of-the-Year" for 1965. The Boy Scouts of Canada has conferred on you its highest Scouting awards, the Silver Wolf and Long Service medals."

The sympathy of Canadian Scouting is extended to Mrs. Miner and her four children.

19



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the paksak

The Wolf Cub Subcommittee is grateful to Rabbi S.E. Rosenberg and The Toronto Daily Star for allowing us to use his column of July 16, 1969, entitled "Children need help to be free."

The subcommittee accepts the premise that "the most effective way to deal with the doubts and criticism of later life is to begin as early as possible to develop a child's capacity for independent thought and judgment."

Although Rabbi Rosenberg links this idea to religious training, it seems to apply equally well to other areas of a child's growth.

What do you think?

Children, naturally, are dependent upon adults - to guide them, in thought and in action. Healthy and secure parents, however, are happy for the dawn of that day when their young ones can

move away from a total dependence upon them. Such cool-headed elders are glad when their children show a capability of shouldering their own responsibilities.

Nor do they indiscriminately regard any departure from their parental standards as a rebellion or the sign of a generation gap. On the contrary, these are seen as the vital omens of the burgeoning of personality and the emergence character. Intelligent, alert parents understand and know that, within sensible limits, the possibility for learning by trial-and-error provides precious opportunities for the growth of character, and the buttressing of conscience and moral strength.

Unhappily, this wise pattern of association with our young ones is most often violated by those parents who consider themselves religious. Among many so-

called religious people, if the parents are "firm believers," religion becomes a subject in which very little independent thought is encouraged. Their children are expected to swallow the religious teachings of the parents as it is spooned out - with no room for either critical discussion or honest questioning.

But this authoritarian approach will not do in this day and age. Nor is it prudent. It ignores the fact that the most effective way to deal with the doubts and criticism of later life is to begin as early as possible to develop a child's capacity for independent thought and judgment. This is the very apparatus that can help a growing person cope with life's unforeseeable circumstances as they arise.

"Castor-oil religion" - the kind we spoon out to our children without regard to their human needs as growing persons - will very rarely blossom into maturity. It will be shed as children outgrow their childhood, as all the other juvenile encumbrances are dropped on our way up the ladder of life.

Religion that is only a satisfaction we pay to our parents, or but a form of ancestor-worship, will continue to short-change us throughout life. We need a faith that grows - out of our own lives and needs. A faith that can live with questions ■

**Rovers-Have you registered
for**

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August 19-26, 1970

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SONGS & GAMES

Six strenuous action games end with a smile game, and sitting around smiling is always a good time for singing especially a nonsense song like *Many Long Moons Ago*, or with memories of a winter camp out - *Marching Home From Winter Camp*.

Longing for a gentle spring rain? Perhaps you'll get it if you let the boys make all the noise they can with drums, pots, pans and this old Indian Rain Chant.

MANY LONG MOONS AGO

(Tune: The Old Grey Mare)

There was a man who had a horselum,
Had a horselum, had a horselum,

Was a man who had a horselum,
Many long moons ago.

Now that poor horse he fell a-sickalum,
Fell a-sickalum, fell a-sickalum,

Was a horse who fell a-sickalum,
Many long moons ago.

Now that poor horse he broke his legalum,
Broke his legalum, broke his legalum.

Was a horse who broke his legalum,
Many long moons ago.

Now that poor man he sent for a doctorlum,
Sent for a doctorlum, sent for a doctorlum,
Was a man who sent for a doctorlum,
Many long moons ago.

Now that poor horse he went and diedalum,
Went and diedalum, went and diedalum,
Was a horse who went and diedalum,
Many long moons ago.

MARCHING HOME FROM WINTER CAMP

(Tune: When Johnnie Comes Marching Home)

When Scouts come marching home from camp,
Hur - rah! Hur - rah!

We'll give them a hearty welcome then,
Hur - rah! Hur - rah!

The leaders will cheer, the boys will shout,
The Girl Guides, they will all turn out,

And we'll all feel warm when Scouts
come marching home

The Scouts' doorbells will peal with joy,
Hur - rah! Hur - rah!

To welcome home our darling boys,
Hur - rah! Hur - rah!

The village lads and lassies gay,
With snowballs they will strew the way,
And we'll all feel warm when Scouts
come marching home

ANKLE GRASP

Draw a ring six feet in diameter. The contestants enter the ring, stoop over and grasp their ankles. The object of the game is to push your opponent over or to make him let go of his ankles. The player is automatically disqualified if he steps out of the circle.

NEW TWIST INDIAN WRESTLE

The boys grasp right hands. The object of the game is to make the opponent move his right foot and lose his balance.

FLOOR WRESTLE

Two boys lie on their backs, side by side, and head to foot. They hook inside arms and legs. At a given signal, each boy attempts to force his opponent to roll over from his position.

UNBRAID RACE

Attach two or more three foot lengths of stout cord or light weight rope to a wall or chair. At a given signal the boys start to unbraid the rope. Fastest boy or team wins.

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CROCODILE RACE

Divide the group into teams lined up behind a captain and mark a starting and finishing line. The members of each team squat down and each puts his hands on the shoulders of the boy in front of him. Each team then hops to the finish line and back. If the line falls over, it must return to the starting point and begin again.

THE FROG HOP

Mark a finish line about twenty-five feet from the start and line the Cubs up about three feet apart. At the "GO" they race by jumping first to the right, then to the left, then straight ahead. This procedure is followed until someone crosses the finish line.

SMILE TOSS

Seat the boys in a circle. Warn them to maintain a serious expression. The leader, standing in the centre of the circle smiles, then wipes the smile from his face and tosses it to another boy in the circle, calling the boy's name as he does so. The "smile" catcher must put on the smile, wear it for a moment, then "wipe" it off and pass it to another boy. The boy who does not wipe the smile completely off, or smiles out of turn, must stand up. Since smiling is contagious, the entire group will soon be standing...as well as smiling.

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GROUPS: WRITE FOR FUND RAISING PLANS.

INDIAN RAIN CHANT

INDIAN CHIEF speaks:
Far as man can see,

ALL sing:
Comes the rain, comes the rain with me

CHIEF speaks:
O'er the corn,
O'er the tall, tall corn,
O'er the tall, golden corn,

ALL sing:
Comes the rain, comes the rain with me.

CHIEF speaks:
'Mid the lightning,
'Mid the lightning zigzag
'Mid the lightning flashing,

ALL sing:
Comes the rain, comes the rain with me.

CHIEF speaks:
'Mid the swallows,
'Mid the swallows blue,
Chirping glad together,

ALL sing:
Comes the rain, comes the rain with me.

CHIEF speaks:
Through the pollen,
Through the pollen blest,
All in pollen hidden,

ALL sing:
Comes the rain, comes the rain with me.

CHIEF speaks:
Far as man can see,

ALL sing:
Comes the rain, comes the rain with me.



Sing You Sinner

by s. timulus

How's your S.Q.? That's, SinQuotient. Those things that people do or don't do that really get to you. Maybe you're the sinner or, perhaps, one of your own sins is observing the sins that others commit.

Here's a short list (as they say in personnel) of a few sins that make me want to run for the booth (confessional not 'phone).

Squeezing toothpaste tubes from the top, instead of the bottom - and then leaving the tops off...talking to other adults about a kid's faults in front of the kid - worse in front of the kid's friends...being late for anything...letting people dun you with jargon without asking them to explain...cutting spaghetti...promising a boy something and then not keeping your promise...throwing litter anywhere, anytime.

Not challenging someone when you feel something is being said or done that is untrue, unfair, that you don't

agree with, is not clear or against your principles...exercising the family poodle on the neighbour's lawn...accepting an invitation for a meeting and not showing up...chewing a kid out (your own or another's) in front of his friends.

Here's a list of sins we've got from others around the country. Although certain parts of the country are mentioned I don't think the sins are peculiar to a specific region.

From Halifax, D.E. tells us - marking books by making editorial comments in the margin and underlining phrases...completing your part of a rush job to find others have procrastinated...being forced to do something...maxi coats.

E.V. from Montreal, lists as his sins (observed in others) as - people who use pendentic or specialized language when basic English will do...pseudohippies...arranging a special section event and having it cancelled for no good reason...people who beef about the state

of things (take your pick of things) but won't do anything to change them...people who hang up the 'phone after it has rung only three times. Then ring again after you've just got resettled.

Even Toronto the Good has sinners. As witness, hear what J.J. has to say. People who talk like experts and act like amateurs...people who tear only half the protective cover off instant coffee jars...group committee members who are figureheads...parents who shuck their community responsibilities onto others...people who snap swizzle sticks into small pieces and dump them into the ashtray...parents or Scouters who say, "can't you see I'm busy" when kids want to ask them something.

Finally, from the middle west, T.P. can't stand non-smokers who just can't understand how anyone can have such a 'filthy' habit...smokers who are always going to quit but never do.

What's your sin, sinner? ■

23



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