

THE CANADIAN

APRIL 1971

leader



What Is Youth Thinking ?

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scouters' forum

Each month we publish a Scouter's problem, plus answers from readers on problems published in previous issues. Helpful comments and views toward solutions are welcomed, as are problems you wish to have discussed.

THREE AND YOU'RE OUT

Some time ago we established a rule in our troop that if a Scout missed three meetings in a row, without good reason, he was automatically out of the troop. This has caused quite a turnover in membership: in the fall — through hockey; and in spring — because of baseball (these are big events in our community).

Our troop Scouter has been with the troop for five years and has this rule firmly established in the troop. The other counsellors and I have noticed that some of the Scouts who try for hockey and baseball never make the teams, but they have already missed three to five Scout meetings so they can't get back into the troop. Our troop Scouter tells them to pick hockey or Scouts — "you can't do both," he says.

What can we do? What is a good solution to the conflict of Scouts vs. hockey and baseball in a small community like ours?

— Patrol Counsellor S. LaR.

"IN REPLY"

WHAT DO WE DO NOW?

I would like to help Scouter Don (Scouters' Forum, January) but it is impossible to do so if you try to follow the advice given in the **Canadian Scout**

Handbook and all the other 'leadership' literature connected with **Scouts 68**. . . .

The crux of the matter is that a Scout patrol is **not** a peer group. . . . Look at B.-P.'s original ideas on patrols. Nowhere will you find the concept of the peer group. All his writings and practices were based on the boy-led patrol with a patrol leader older (and usually bigger) than his fellows. Boys of Scout age respond to age-and-size leadership, and all the psychologists from Freud to Frick won't change that. . . . Obviously, Scouter Don's four boys in grade 8 are sticking together because they are of the same age and mental outlook. It is much easier to be buddy-buddy with your pals than to exhibit leadership. B.-P. developed Scouting to train leaders as well as having fun. The trick is to combine the two. Having fun without responsibility is easy — too easy. Some or all of these four are your obvious patrol leaders. The rest of the boys in Groups 2 and 3 will then become the assistant patrol leaders and Scouts of your patrols. This is the natural pattern despite what **Scouts 68** may say. . . . You will never get a troop of Scout patrols until you ditch the 'peer group' system and get back to the natural hierarchy of a boy gang. . . . I have had troops in Britain, Australia and now in B.C. I also hold the Wood Badge.

— Douglas W. Haigh, T.S.

4th Seymour, North Vancouver, B.C.



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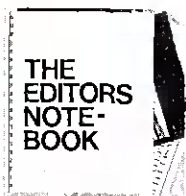
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SUPPLY SERVICES

NEWS

"The Right House," Guelph, Ont., is now an official Scout dealer. This new Scout department is located in the premises recently vacated by G. B. Ryan and Company.

We are still receiving orders for **The Way to the Stars**. This book was discontinued and replaced by **The Cub Book** which has been designed to help Wolf Cubs have more fun in Cubbing by taking part more fully in the program. In addition to the material that was in "The Way to the Stars," it includes information on acting, crafts, music, games and stunts, family activities and many more subjects. **The Cub Book** will help both boy and leader.

Leaders, having (almost) discarded your heavy winter clothing, now is the time to become interested in the attractive **leaders' maroon jacket**, shown on page 18-M of the catalogue. Its dressy style will appeal to those seeking a light, smart and versatile jacket.

The size range for **ladies' silver grey blouses** has been extended to include size 22.

Winter Scouting Handbook has been discontinued; most of its content is included in **Canadian Scout Handbook**.

Also discontinued and sold out is **Book of Cub Games** by Barclay (20-651). Keep your beret ship-shape during the damp spring days ahead with a **beret shaper**, catalogue 36-120 — only 75¢.

The **outdoor season** is just around the corner — Supply Services catalogue includes many useful items for **hiking, orienteering, long and short term camping**. Check pages 18-B, C, D & E; list your requirements and obtain them through your nearest Scout dealer.

The manufacturer whose plant was destroyed by fire (notified in March **Canadian Leader**), has made a remarkable recovery and is now in production again in new premises. Fortunately, we were not forced to disappoint many customers but, for those who were, we thank you for your patience and understanding.



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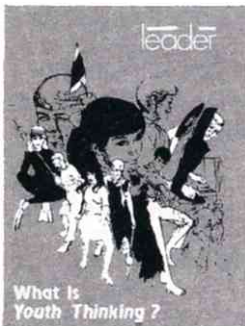
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COVER



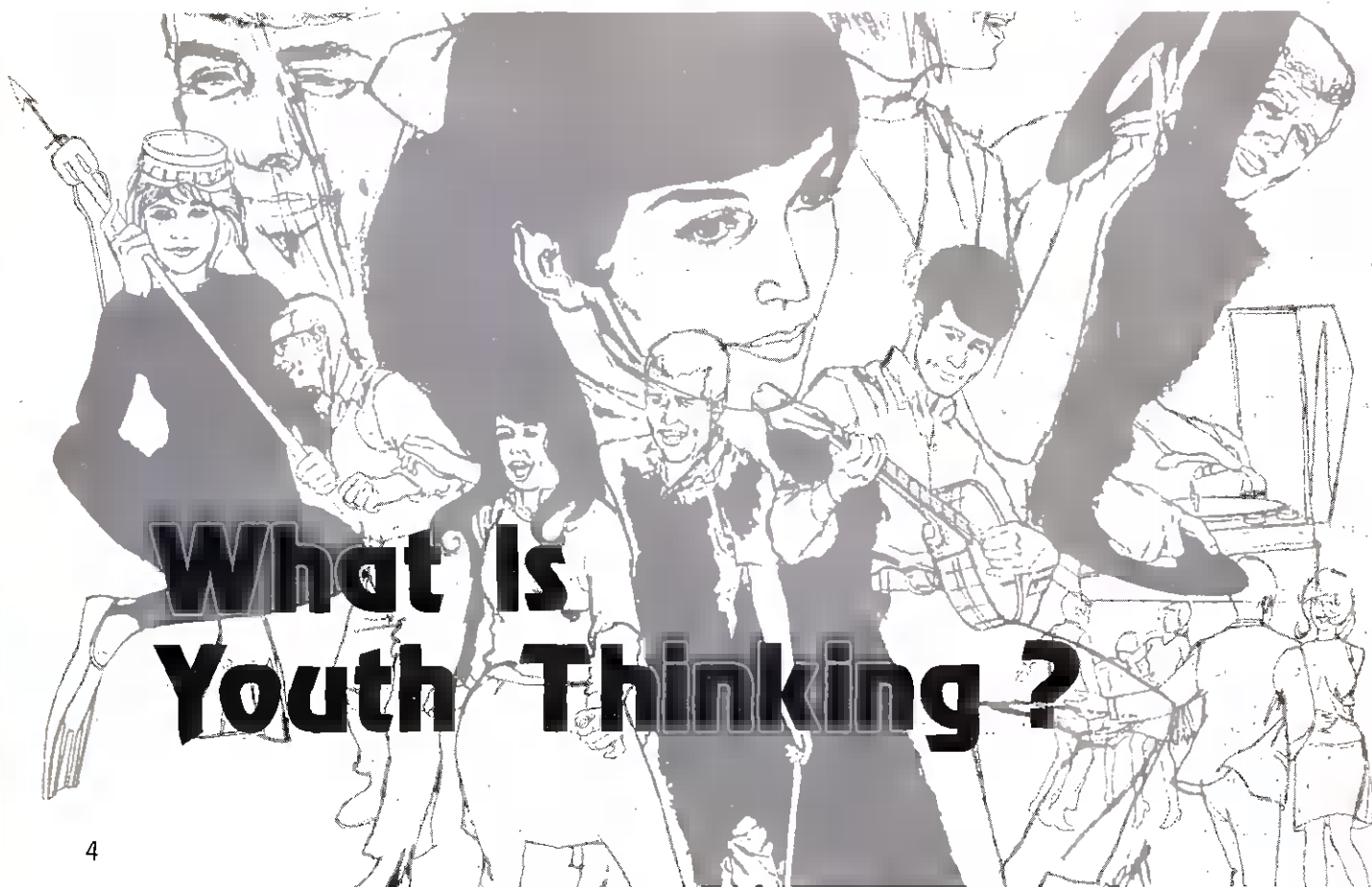
What Is Youth Thinking?

Daily, the media in this country and across the border bombard the public with hair-raising tales of drug consumption, permissiveness and crime among teenagers. Such problems, unfortunately, do exist, but it is safe to say that the majority of this much-maligned age group are law abiding, responsible and thinking citizens. For proof of this, turn to page 4 for the results of Purdue University's latest survey conducted among teenagers. Our thanks to **Purdue** and **The Optimist** magazine for allowing us to reprint this interesting article.

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A Survey by Purdue University News Service Reprinted from **THE OPTIMIST MAGAZINE**

Problems of war and racial strife must take a back seat so far as American teenagers are concerned.

High school pupils give top priority to pollution and poverty as the issues they would like to see resolved.

Ninety-one percent of the youngsters surveyed say they would be willing to work for a year to help solve these and other problems.

In April 1969, Purdue University's Measurement and Research Center made a study of high school pupils from all 50 states and the District of Columbia. Some 9,000 pupils took part in the survey. The Purdue Opinion Panel includes representative numbers of boys and girls, members of grades 10, 11 and 12, residents of rural and urban areas, and residents of geographic regions.

This most recent study is the 89th in a series of surveys of teenagers which began in 1941.

Thirty-seven percent of the pupils said they would be willing to work for a year to solve problems of air and water pollution and other conservation concerns. Thirty-four percent said they would work on poverty problems.

Education and race problems each were listed by 10%. Eight percent said they would work on some other problem or would not be willing to work.

Pupils assigned priorities in the same order when they were asked which problems they would be most willing to pay taxes to try to solve.

Although pupils do not assign the highest priority to racial problems, 60% are concerned about national attention given race problems in schools. Thirty percent believe

their own school has race problems. Seventy percent say they have no strong objection to working closely in school with pupils of other races. Twelve percent would object to sharing a locker with a person of another race, and 11% would object to attending inter-racial school affairs such as dances.

More than half the pupils think the best solution to race problems in schools is freedom of choice to attend schools that are either integrated or segregated. One-fifth believe the solution is total elimination of segregation.

Separate but equal schools draw support from 8%.

Sixty-five percent of pupils agree that there is "no acceptable future for American society in segregation" of schools.

Forty-one percent of the youngsters say they have done little or nothing to try to understand race problems or find solutions.

One-fourth believe the responsibility to deal with race problems lies with legislators, courts and police; one-fifth think parents have this responsibility.

Thirty-eight percent of the pupils say teenagers have equal opportunity in school throughout the country. Twenty-nine percent disagree.

While the survey showed that some pupils hold radical views, about as many students align themselves with the "hard hats" as with leftists.

Eighteen percent of the pupils agree with a leftist political view that the American system is not flexible enough and radical change is needed. They are balanced by an almost equal percentage who feel that the American way of life is superior to that of any other country.

Forty-six percent of the pupils hold a middle-of-the-road position that serious flaws mar American society, but

they believe the system is flexible enough to solve them.

Mrs. Arline C. Erlick, editor of the Purdue Opinion Panel, points out that pupils' views are most strongly influenced by their experiences in home and school.

Besides believing the American system needs radical change, pupils on the left also:

- are more likely to be Negroes.
- don't find much of interest or excitement in their communities or schools.
- are turned off by jobs, tradition and the Establishment.
- have little influence in their families on decisions that affect them.
- get little stimulation from their friends, families and teachers.

Pupils on the right are likely to believe the solution to racial problems lies in enforcement of law.

Most high school pupils don't buy revolutionary ideas, the survey reveals. But a sizable minority believes drastic upheaval is necessary to remake society. These pupils believe that they do not now have much influence in decisions affecting their schools and they do not believe that their teachers are much concerned about them.

Pupils were asked whether they agree or disagree with three statements of revolutionary attitudes toward school. The statements characterize schools as repressive, education as an assembly line process, and society as decaying and without ideals. One statement advocates overthrow of "the system." Agreement with the three statements ranged from 31 to 40%.

Pupils who agree with revolutionary ideas also tend to view their teachers, principals and school counselors as indifferent toward pupils' welfare.

The relationship is drawn from pupils' answers to questions about the faculty of their schools. The pupils were asked how many faculty members treat pupils as responsible persons, how many listen to pupils' opinions and use their suggestions, how many understand pupils, and how many offer to help students develop effective study and work habits.

Pupils who answered that few faculty members do these things were most likely to agree with radical ideas.

Fifty-one percent of the pupils said that all or most faculty members treat pupils as responsible persons. Eighteen percent reported few or almost none of the faculty do this.

About one-fourth of the pupils believe that all or most faculty members understand teenagers, while 32% say that few or almost none of the faculty are understanding.

Pupils divided almost equally into three groups in their opinions of faculty members' willingness to help develop effective study and work habits. About one-third believe all or most faculty members do this, another third say some faculty members do this, and the rest say few or almost no faculty members do this.

Two divergent views of the faculty emerge. Some pupils view their teachers as "supporting." These teachers are seen as understanding, helpful and receptive to pupils' suggestions. Teachers not viewed in these ways are termed "rejecting."

Pupils who perceive their teachers as supportive are likely to reject radical views, and to agree with traditional ideas of democracy and education. This is shown by pupils' responses to other parts of the survey in which they were asked to indicate agreement or disagreement with traditional ideas. Sixty-nine percent of the pupils agree that a child has a right to the guidance and direction of older persons. Fifty-nine percent agree that freedom is conditional upon learning and experience.

Student government is also part of the pattern. Pupils who believe the faculty is supportive also tend to believe their student government is effective. Pupils who feel the faculty rejects them, condemn student government as ineffective. About one-third of the pupils believe student government is ineffective, and they are also likely to agree with radical ideas.

Only 6% of the pupils in the Purdue poll report that they have a great deal of influence on decisions regarding pupils' appearance, manners and behavior.

Although they have little to say about rules and enforcement, about three-fourths of the kids are pretty well satisfied with the way their schools are run.

Forty percent of the pupils say their school's rules are neither too strict nor too lenient and that enforcement is satisfactory. One-fourth describe rules as lenient, and 34% say rules are strict. Slightly more than one-fourth complain that the rules — whether strict or lenient — are poorly enforced.

Pupils have more freedom in academic matters than in the areas of behavior and discipline. Almost half the pupils say they have quite a bit of influence in deciding what courses they will take and how much they will study. Thirteen percent say they have little or no influence.

Twenty-three percent of the pupils say that half or more of their fellow pupils protest school regulations by breaking the rules, ignoring the rules or trying to see how much they can get away with.

About 60% of pupils say their parents generally approve of the way their school is run. About 18% say their parents generally disapprove and about the same percentage say they don't know how their parents feel about the school.

One indicator of the number of pupils who are satisfied with the educational system as they know it is the proportion who plan to continue their education after high school. In this survey, 52% of the pupils say they plan to go to college. Another 15% say they will get additional training other than college. Two percent of the girls and 12% of the boys plan to enter military service. Twelve percent of the pupils expect to go to work after graduation, and 14% do not have definite plans.

Apparently, questions of love, going steady and finding a future mate are uppermost in the minds of American teenagers. In Purdue's poll 45% of the pupils say they worried a lot about such things during the last year.

Settling on a future occupation and other job-related matters and money worries were close behind romance as a source of concern to those who took part in the survey.

Sources of worry and the percentage of pupils who said they worried a lot about them are:

Love and marriage	45
Job or occupation	43
Use of money (learning to save and spend wisely)	41
Self image (Who am I? Where am I going?)	39
Appearance (weight, complexion problems)	36
Values, morals, religion	31
Friendships	31
Relationships with parents and other adults	30
Skills and abilities	22
Lying, cheating, other behavior	18

While the pupils acknowledge that they have problems and worry about them, few — 10% — would ask a teacher or school counselor for help. Fifty-two percent say they would turn to a friend, and 23% would seek help from their parents. Twenty-eight percent agreed that "School just isn't the place to talk about personal problems."

WATER WATER EVERYWHERE

6

Water is our most important natural resource. Without water there can be no life. In spite of this, too many of us take water for granted. We pay little attention to it unless it leaks through our roof or it fails to run when we turn on the tap. Even then, we are most concerned with our own discomfort.

Although water is plentiful in most of Canada, the need to take care of our water supplies is becoming more and more important. Our rapidly expanding population and our thirsty industries use ever more and more water. We must think and do more about water for it is the lifeblood of our land. It is time our young people knew more about water and what they can do to preserve it for themselves and future generations. Here are a few suggestions to pass on to your boys.

Man has harmed his water supply in many ways. He has changed its colour, dumped tons of dirt into it, and has made it foam with detergents. The phosphates in the detergents cause algae and other plants to grow so fast that they shrink the lakes to swamps and add bad tastes and odors to the water. Through waste chemicals and oil spillage he has polluted the waters; and he has made them hiding

places for cans and other trash, destroying wildlife and spoiling the beaches.

At one time the relatively clean rivers could take the household wastes and, through natural processes, the water could wash itself clean. But, as more men come together and cities grow larger, the rivers and oceans can no longer do the job without additional, city waste-treatment plants.

At home, man used more and more water (an average home uses more than 100 gallons per day). Automatic dish and clothes washers gulp ever-increasing amounts of water, making it dirtier with the detergents that have replaced the soap.

As man has multiplied, so have his needs. He uses more steel, iron, paper, food — more of nearly everything. With the birth of the synthetic age in which we live came new industries with new technological processes that require more water. Many of the processes resulted in new chemical wastes that pour into our lakes and streams. Many of the wastes are deadly and persistent.

Industries producing electric power need lots of water for cooling purposes. When the hot water is poured into the stream, the stream's capacity for holding oxygen is reduced and aquatic environment is greatly altered. Fish and other aquatic life are reduced, and organisms that break down wastes in water may die because of lack of oxygen.

Farmers, seeking to feed the increased millions of people in the world, have developed new methods for growing more food. This has increased the demand for water. Farmers use more and newer pesticides and fertilizers, and much of these are being washed into streams where they produce taste and odor problems and become toxic to aquatic life.

What can you and your boys do about water?

Learn all you can about it. You already know that water is our most important natural resource and that there can be no life without it. You can read more about the water cycle and about how it produces a continuous supply of water for us. You can look about for examples of water conservation in your city or in the country. You can look for pollution of streams and see if you can discover where the pollution is starting.

Having learned all you can about water, do all you can to see that it is used wisely.

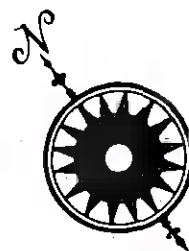
Here is a list of suggested activities that will be of interest to you and your boys:

1. Make a study of the water resources of your community and draw a map of the area, locating the lakes, streams, dams, power plants.
2. Organize an exhibit of books dealing with water conservation from your local or school library.
3. Interview early settlers of your area to get more information about changes in water levels in local lakes, rivers and wells.
4. Visit and report on sewage plants, water supply stations, factories using large amounts of water and irrigation works in your area.
5. Visit a local farmer and find out what he has done to conserve moisture on his farm.
6. Make a scrapbook on water conservation and present a prize for the best effort.

7. After a heavy rainfall, go out and observe the effects of rain drops and runoff.
8. List as many uses of water as you can.
9. Prepare a report for your group on your local climate, discussing precipitation, temperature, wind.
10. Prepare an exhibit explaining the water cycle. See page 24 of **The Cub Book** and page 296 of the **Canadian Scout Handbook**.
11. Keep a record of the amount of water used in your home or school, per day, per week, per year.
12. Prepare an aquarium in your meeting room or at home and show how water, fish and vegetation may be kept in balance.
13. Write the story of a river — its sources, towns through which it passes, uses made of its water, the care taken of it and where it goes.
14. Explain how waterways contributed to the life of the early settlers and explorers.
15. Write a story on the relationships of forests and water, water and soil or water and wildlife.
16. Give a report on the importance of water, water problems or related topics.
17. Learn about erosion and how you can prevent it by planting grass and/or shrubs or riprapping a stream bank. With help, find out if there are places in your community where you can help in erosion prevention.
18. Encourage your boys to keep roadsides, streets and sidewalks near bodies of water (and other places, too, of course) free of trash.
19. Encourage boys to discuss with their mothers the proper use of detergents in the home. Read the instructions on the box and learn proper amounts to use.
20. Organize activities for removal of trash from streams and stream banks.
21. Encourage boys to discuss with their parents the proper use of insecticides. Stress the importance of following the instructions on the use of the product and the disposal of empty containers.
22. Check the laws governing your community related to water-quality standards and pollution abatement, and discuss with boys and parents.
23. Learn which pollutants are affecting fish, other wildlife, human health, recreational facilities and industry in your community.
24. Avoid putting Scouts in the position of becoming pollution "policemen."

Our thanks to **SCOUTING** magazine, Boy Scouts of America; The Ontario Chapter, Soil Conservation Society of America; and the Ontario Forestry Association for resource material used in this article.

a World of Adventure



By Jim Mackie

(Photos: Publicity Dept., The Scout Association)

Once upon a time an English Scout, heading off to camp, could expect to take part in what have become known over the years as "traditional" Scouting activities. Not necessarily so today; he could well be headed for high adventure in one of The Scout Association's four exciting Activity Centres!

My real introduction to the Activity Centres of The Scout Association came on Lasham Airfield near Alton in Hampshire. Earlier in the day, I had inspected the facilities of the Water Activity Centre at Longridge but now I was really participating.



From the front cockpit of a glider, the tow rope looks rather fragile and, while waiting for the tow truck to take up the slack, I couldn't help wondering, despite the fact that a qualified pilot was sitting at the controls right behind me, if it was really capable of doing the job. However, at that point, there was a lurch and the craft began to gain speed as it moved down the runway. Then it was airborne, climbing at an ascent angle of about 60 degrees. At 1,000 feet, the pilot released the tow rope and, as it snaked down to earth, I felt the first real sense of freedom and peace that gliding is famous for. The only sound was the whistle of air rushing

through the half open vent and, with the vent closed, there was absolute silence.

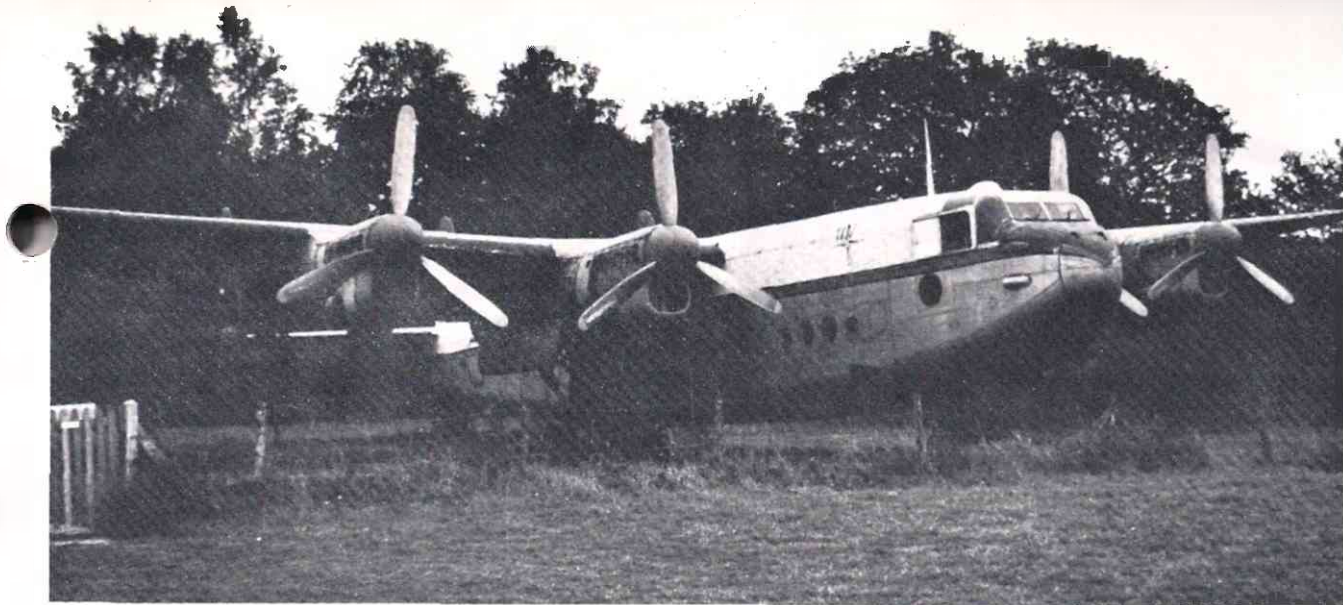
At this point, flying over the English countryside, I knew why the Activity Centre idea appeals to youth and is meeting with such an enthusiastic response all over Britain. Gliding, mountain climbing, caving, water activities, parascending, all appeal, in a healthy way, to the desire of today's youth to do something different and exciting.

My host, Peter Ingram of the Association's Program and Training Department, told me that the Centres grew out of a recommendation contained in the Report of the Chief Scout's Advance Party which was published in 1966. The recommendation advocated the establishment of centres to give specialized training to aid Scouts in their Award Scheme. For many years, the Association had used outside sources of training in special fields, as well as outside expertise. The Report recommended the development of **their own** centres, run by specialists employed by the Association.

According to Peter, whose job it is, as secretary of the National Special Activities Board, to administer the Centres, a start was made to implement the recommendation with the opening of two Centres, one for **air** and the other for **water** activities. At the time of the Report, a member of the Program and Training staff was also an enthusiastic member of the National Gliding Association. Because of his expertise, he was given the assignment of developing a permanent gliding base and a program of instruction for air-minded Scouts over the age of 14. An existing Sea Scout base on the Thames River, above Windsor, was converted to become the water Activity Centre.

Today there are four Activity Centres, with the two newest ones catering to the membership who like mountaineering and caving.

The air Activity Centre at Lasham is operated year-round and staffed by a warden and assistant warden, both of whom are qualified gliding instructors. Located on a ten-acre site which is leased from the Lasham Gliding Society, who have their hangars and gliders on the adjoining property, the Centre provides courses in gliding and parascending as well as air activity and air adventure courses for adults and boys. It is hoped that adults taking the



courses will eventually become qualified as assistant instructors so that they can assist with the use of similar equipment and courses in their home counties and districts, thus expanding the Activity Centre idea.

During the summer months, those attending air courses are housed in tents but the winter-course accommodation is more unusual. The cargo area of an Avro York transport aircraft has been converted into a bunkhouse and accommodates twenty-three course participants.

The centre also boasts a modern headquarters building that includes accommodation for ground instruction, an ablution block, kitchen and dining area.

Oh, and just in case you're not familiar with the sport of parascending (and I wasn't), it involves taking off **from** the ground in a *specially designed* parachute and **then** descending, rather than using a "chute" in the conventional manner. From the explanation given to me, a person runs behind a specially equipped vehicle, with the "chute" being held out behind. When the proper speed is reached, the person becomes airborne. Needless to say, I didn't try this; gliding was quite enough for one day.

The National Boating Activity Centre is located at Longridge, near Marlow, on the Thames. The

site contains eight acres of land fronting on the river, on the Berkshire bank. In addition, there are two islands opposite the Centre which are used for the camping of course participants and visiting troops and patrols. A large bunkhouse containing facilities for thirty is also available but used mainly for winter accommodation. Longridge is also a year-round operation.

The Centre has a large selection of pulling gigs, dinghies, sailing dinghies and canoes that, when not in use for courses, are available to campers and day visitors. Many of the craft were built on the site by the Centre's master shipwright.

Courses are available in sailing, canoeing and boating, under the direction of the Warden, a retired Royal Navy officer, and his staff, on a day, weekend and weekly basis. Special courses are also scheduled each year in Coxswain Mate Badge, Coastal Navigation, Sea Activities and Canoe Building for boys and adults. A special period in the year is also set aside for Guiders and Ranger Guides wishing to take any of the courses.

The Centre's waterfront also boasts a swimming area and, of course, rules state that no person may take part in a course at the Centre unless he or she can swim, at least 50 yards, in shirt, shorts, socks and then remain afloat for one minute.

(continued on page 22)



TIN CAN CRAFT

for
scout
leaders

10

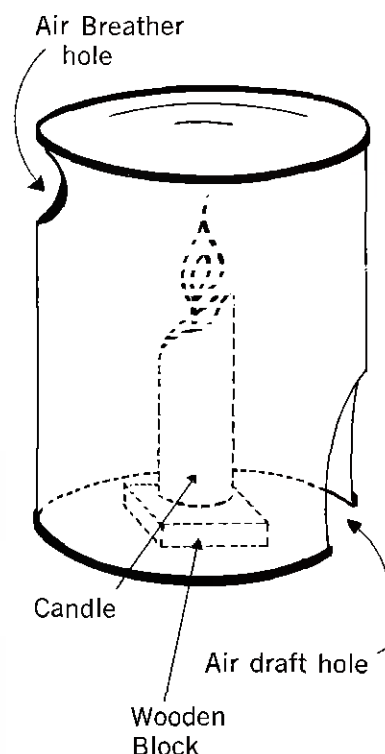
By Dennis W. Lewis, Program Services

With a few of those old tin cans Mom throws out in the garbage, Scouts can make their own individual and patrol cooking kits.

You can have a wholesome breakfast of bacon and eggs each camp morning, without the fuss of building a big fire, if you take the time to make yourself a HOBBO STOVE.

HOBBO STOVE

a 48-ounce juice can
(with two holes) placed
over a candle



Obtain a 105- or 48-ounce juice can and a candle. Remove one end of the can with an opener; cut out an air draft hole with tin snips (at the open end, about two inches wide and a third of the length of the can high); punch a good-size, air-breather hole in the top side — opposite side to the draft hole, near the closed end of the can. Measure the height of the candle; the top of the flame must just reach the top of the can — a small wooden block is useful for adjusting the height of the candle as it burns shorter. (Thick, stubby candles are best.)

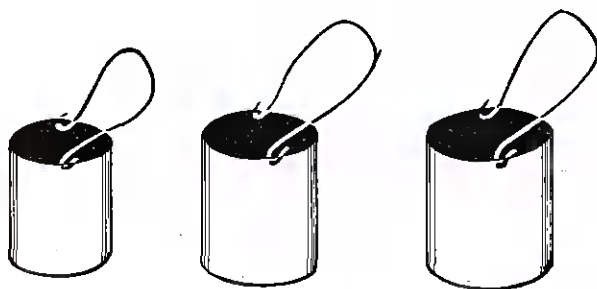
Place the can over the lighted candle and, presto, you have your own HOBBO STOVE.

Place two strips of bacon around the top flat surface of the can, let it sizzle so that the fat

covers the surface, then break an egg in the middle to cook with the bacon.

If the candle wax starts to melt down the sides of the candle too rapidly, this means the inside of the can is getting too hot and that you should enlarge the air vents in the can.

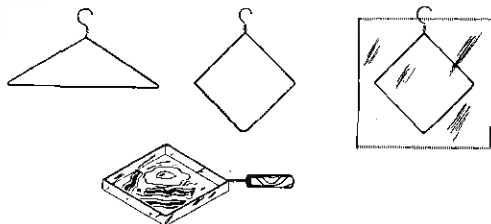
Tin cans have other uses as well. Various size cans that fit into one another make great billy cans for cooking as well as heating water — they are easily replaced, too.



BILLY CANS

Just punch two small holes on opposite sides near the top of the can; cut and loop a length of wire from a wire coat hanger, bend a small hook in each end, hook them in the holes and that's it — your own billy can with a handle.

Now you need a frying pan; well, this is easily made from a wire coat hanger and a sheet of heavy-duty aluminum foil.



Pull the bottom wire of the coat hanger down to form a diamond-shaped frame. Place the hanger over a sheet of heavy-duty aluminum foil, fold over the edges, making sure to leave an inch depth inside the pan. Tie a wooden handle or stick on the hook and you have a frying pan. Frying over hot coals with foil is better than over open flames.

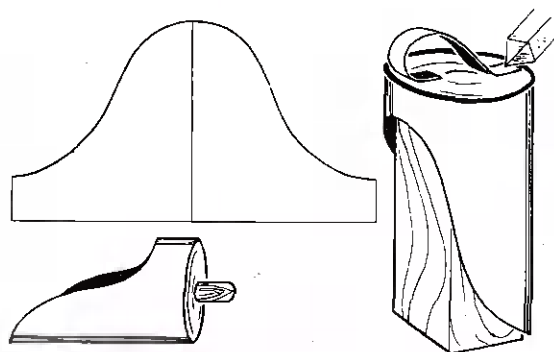
STIMULATING INTEREST WITH SCOUTS

Tin can craft, as with any kind of craft for Scouts, needs a little subtle promotion. Ask your Scouts to bring one 105- or 48-ounce juice can and three other different size cans that fit into one another, a couple of wire coat hangers and a candle; let the rest remain a mystery.

At the next patrol meeting have a bench set up, some tin snips, can openers, a hammer and a punch (large nail would punch a hole in the billy

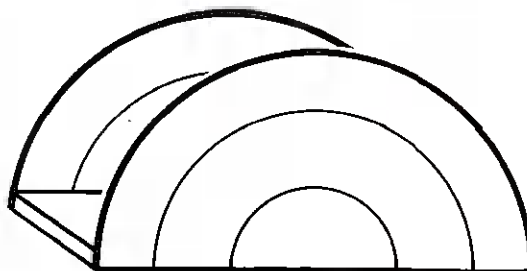
cans). Hand out two strips of bacon and one egg per Scout, then demonstrate your own (previously made) hobo stove by frying bacon and egg on the spot. Demonstration over — let the Scouts go to it.

Tin can craft is, of course, only a start in making your own equipment the fun way. Other things can be made with tin cans, and the field is wide open with leather, canvas and wood craft items. Here are a few more ideas to try:



A sugar scoop requires one soup can. Make a paper pattern from the illustration above; trace this on the can, using a nail to scratch the outline; cut with tin snips. Punch a hole for the handle. Insert a drawer pull, an empty spool or a piece of dowelling.

11



One coffee can is needed for the cutlery rack. The sides of the rack are cut from the two ends of the can, as illustrated. Cut and flatten the side of the can; from the flattest piece, cut a base $2\frac{5}{8}$ " by 5". Solder the parts together.

This form of handicraft for Scouts can be handled very well in small groups and teaches a boy a skill, stimulates his imagination and provides him with equipment at the same time.

Sometimes it isn't WHAT you do, it's the way you do it, that gets the idea across. So put some life in your craft sessions by mixing in a little fun and mystery. If you haven't started your Scouts off on crafts yet, why not give it a whirl and have some fun with your boys at the same time.

PUBLIC RELATIONS AND YOU...



(Photo by Proulx Brothers, Ottawa)

By R. E. Milks

The person with the most potential for improving the public relations of Boy Scouts of Canada is YOU — the SECTION LEADER!

Public relations is more than publicity or promotion — it is the sum and total of all the things that influence a person's feelings about Scouting — for example:

- an exciting and challenging activity that leaves a boy eager to do it again;
- the parent who tells his (her) friends about the good group that his (her) son is in;
- the impression left by a well-groomed group doing a worthwhile community good turn;
- the reports in the media about a group's or council's activities.

Why you? Why have you, as the section leader, the most potential for good public relations? Simple! You are the person who works with boys, the person who is responsible for their program and the person who has the contact with parents and people in the community.

How a person now feels about Scouting is often a reflection of his last impression of it. A boy who has thoroughly enjoyed his last meeting is keen about Scouting. It is trite, but true, to say that good public relations in Boy Scouts of Canada starts with a good program. Boys, parents, sponsors and community will quickly know if it is good. No amount of publicity or promotion will affect the poor public relations of a program that has no appeal to boys. When

you, as the leader, ensure that the program is the best to be had, you are doing real public relations. While parents quickly reflect the attitude of their sons, they are a key group and must not be neglected. They need to be told what is happening so that they can support the program. Consider the feelings, positive or negative, and the results that could happen because of the not uncommon events listed in the **Parent Reaction Quiz** in this article. Project how the parents of the boys in your section would react in the situations listed. Compare your projections with the reactions (true situations) given in the quiz.

Try developing your own set of situations and project their reactions. Better still, project their reactions to the activities planned for the section. Perhaps you will find that a bit of information given through personal contact, newsletters or newspapers would ease many potential problems.

Considering people's reactions is a useful practice for leaders. It can save many heartaches, ease problems and even result in more support. The results will more than justify the effort.

Satisfied members and knowledgeable parents will do much to develop the public relations of Scouting in a community. But there are other things which can speed the process. A cheerful, hardworking and well-groomed pack or troop doing a good turn to the community will do much to improve our public relations.

People will see, rather than just hear, that Scouting is good for their community. This can be built upon by good

coverage in local media — newspapers, radio and television.

If our best public relations efforts are at the program level, what about the local council? What is their role? What can they do?

First, and most important, they should help the section leader provide the best possible program. The service team or commissioner's staff could provide help in the form of advice on how to plan and operate specific programs or assist in locating resources: people, places or equipment.

Accepting the fact that good PR starts with the group's programs may help a council more clearly to see its role. It should review its operation to see if what it actually does really helps group programs. If not, then it should seriously question its actions.

The council PR chairman should, in addition to ensuring that local events get coverage in local media, help the council assess its actions in terms of the effect these will have on Scouting's publics — boys, leaders, sponsors, parents and people in the community.

The whole structure of Scouting has one primary role — to help you, the section leader, operate the best possible program for boys. You are the key person in public relations, but you are not alone. You have a lot of people who want to help you.

To repeat, as section leader, you are the person with the most potential for improving the public relations of Boy Scouts of Canada. Improving our public relations is important to all of us — but, most of all, it is important to the boys who benefit from having a good program that is supported by their parents and the people in their community.

PARENT REACTION QUIZ FOR SCOUTERS

Do you agree? Estimate how the parents of the boys in your section would react in these situations. Check with the answers given.

1. Johnny tells his parents that he doesn't want to go to Scouts any more because all that happens is that the older boys play floor hockey while the younger ones sit in the corner. In two weeks nobody has made him feel welcome.

Johnny's father, a former Scouter, expressed disbelief. The next meeting he went with Johnny. After the meeting he told his wife that Johnny was right. He now drives his son to minor league hockey practices and games.

2. Billy rushes in after the meeting — he can't wait to tell his Dad about the plans for a camping trip. He gives his Dad a letter which outlines the trip and asks if his Dad will be one of those fathers who will go with them.

Billy's father is pleased to see him so interested in the camp. Without committing himself, he promises to talk to the Scouter to see what the fathers will do on the trip.

3. Jim calmly announces to his parents that he has just learned he is one of four local Venturers chosen to attend the World Jamboree in Japan.

Jim's parents were excited, to say the least. They were proud of his accomplishments and felt that Scouting "is a program that is 'good' for boys — look at what it's done" for their son!

4. David's mother called the local Cubmaster to have her son join Cubs. She was brusquely told that there was no room in the pack and that, with the number of boys on the waiting list, it was unlikely that David would be able to join within the year.

Disappointed and angry, David's mother found another youth group in the community. She has become active in a Brownie group — a group that approached her — despite the fact that she has no daughters.

5. Peter, an immature 11-year-old, announced that his troop was going on their first camp — a winter camping trip. He handed his father and mother a list of equipment he would need — consisting of two type-written pages!

Peter's parents didn't feel that either Peter or the troop were ready for this type of camp. They hadn't even gone on a fall hike! The equipment, without any explanatory note, would require an outlay of over twenty dollars. They told Peter he couldn't go and made no effort to encourage his participation in other troop activities.

6. Tom's parents read in the local weekly that his group was going to close "unless the parents show more interest and stop using Scouting as a cheap baby-sitting service."

Tom's parents had registered their son with the group for two years. They had never heard about leadership problems or the role of the group committee. They were angry that they were being accused of being uninterested parents. Tom's father phoned the person who was quoted in the paper and, fortunately, was given more information. He is now active in the group.

BOY SCOUTS OF CANADA — NATIONAL COUNCIL PUBLIC RELATIONS GUIDELINES

Having concern for Scouting as a national organization and in view of the growing need for a clearer direction in a changing society, the National Public Relations Committee has been studying Scouting's image and has developed the following public relations guidelines.

The National Public Relations Committee believes that the image that Scouting has in a community is directly related to its programs — if Scouting has good programs, programs that are attractive to young people, it will have a good image. Because of this relationship, Scouting's image will vary from group to group and from community to community.

This means that the most effective way of improving our image is to ensure that the programs offered to boys are the best that we can provide. The leader must be able to use the program, to adapt it to meet local needs and conditions and to obtain help and advice when he needs it.


To do these things, the leader must be able to take training relevant to his job, to have information on the programs readily available and to be able to call on a service team for help and advice.

In addition to ensuring that the programs are good, Scouting must be able to determine what its image is in a community. It must be able to effectively communicate to all in the community the fact that Scouting's programs are good. This can be done through promotion and publicity, including the effective use of media.

Ideally, each council would have a capable Public Relations Officer working with it. The PRO would help the council determine the image(s) of Scouting, help them understand the importance of providing good service to groups and he would arrange for maximum promotion and publicity.

Such a job cannot be done nationally. But the National PR Committee can assist the national, provincial, regional and local councils and PRO's by:

- undertaking national public relations studies;
- providing counsel and advice to the National Council and to National Headquarters personnel;
- developing training experiences for provincial, regional and local PRO's;
- providing aids which councils can use to promote and publicize Scouting.



Venturer Explorers

By Hugh A. Miller

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Taseko Lakes? Where are they? What do they look like? How do we get there? Wonder if there are any fish?

Mix these questions well with an adventurous, outdoor-loving Venturer group and the result is a highly successful, first-time exploration of these virtually unknown lakes.

A look at the map of British Columbia will show the two lakes lying in a valley about 130 air miles from Vancouver, almost due north and about 60 miles west of the Fraser River. They are formed by glacial run-off waters from the Taseko, Lord, Falls and Tchaikazan rivers, with the eventual drainage from the lakes running northward to the Chilcotin River. Until two years ago, when the federal government pushed a primitive road through for the use of the Indian tribes in the area, the lakes were virtually isolated and unknown, except to the local ranchers. In the fall of 1968 I took a four-wheel-drive Land Rover down this road to the north end of the lakes, and was very impressed with the unspoiled, rugged beauty and solitude of the area. The other access is by way of the Gun Creek-Warner Pass trail starting in the Bridge River area of the province, west of Lillooet. It is 45 miles to the south end of the lakes via this trail, which is quite passable, most of the way. The trail has been partly traversed several times by Scout-organized, horse back journeys. None of

the groups, however, ventured through to, or travelled on, the lakes.

When talking about these lakes to several members of the 3rd Arbutus Venturers of Victoria, B.C. and showing slides of approaches to the area, they became keenly interested in exploring both the lakes and the trail, and from this evolved the exploration trek.

The Venturers' plans called for two parties to do the trek, one starting out on the trail, while the other started out on the north end of the lakes with canoes, with a rendezvous for both parties at the south end of the lakes. There the equipment was to be exchanged, the hikers taking over the canoes and heading north, while the canoeists in turn hiked south, with a final rendezvous for both parties at Lytton, for the trip home.

They also arranged for two advisors to accompany them, one with each group, first to drive each gang to their respective starting points and, secondly, for safety reasons enroute should a moose or grumpy grizzly be met. (Neither were encountered, to the disappointment of the Venturers and relief of the advisors.)

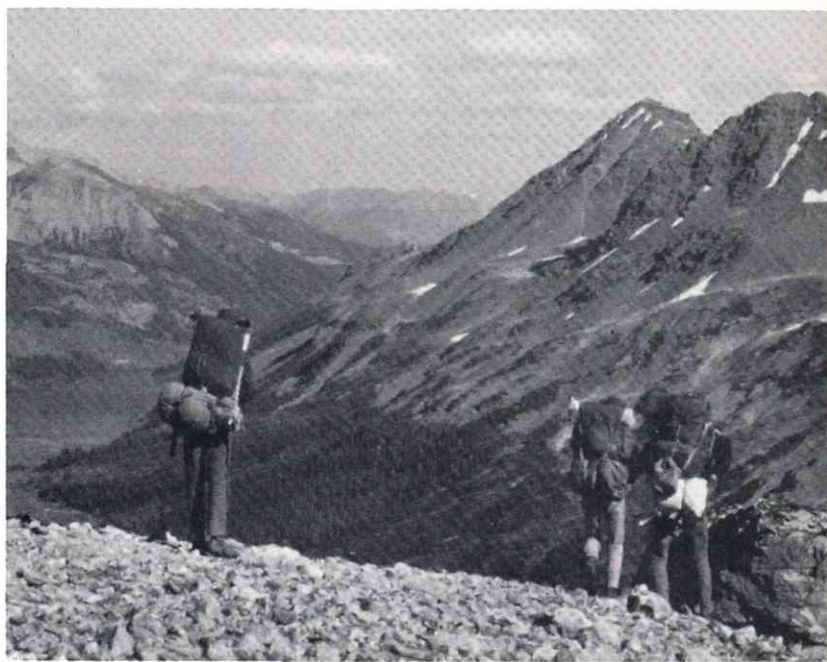
On August 2, great excitement prevailed as the gang boarded the first ferry from Victoria, with advisor Allen Milne as driver. This was really high adventure they were starting on as none of them had been in this part of the province before and did not know what to expect. I met the group at the mainland terminal with a four-wheel-drive wagon. There the parties were organized and gear restowed, then both groups drove to Lytton where they separated. Venturers Randall Dykes, Keith

Brereton and Dave Redman, with advisor Allen Milne, headed toward Gun Creek, via Lillooet and the start of the trail hike. Meanwhile, Venturers Allen Milne, Jr., Vance McPhee and Dale Williams, with Casey Miller driving, headed north and west to the start of the lake trip. This group was responsible for transporting the food for the hikers to use on their canoe journey north, as well as their own supplies for the lake and trail trip. All this food, in waterproofed packages, as well as our packs, made for very cosy quarters in the canoes.

For the first few days the weather for both parties was rather miserable, wet and windy, with snow conditions on the trail at higher altitudes. By the end of the third day it cleared, and for the rest of the trip we enjoyed good weather. The trail is quite a challenge to hike as, to get to or from the lakes, it is necessary to traverse Warner Pass which is 8,000 feet above sea level. I don't think anything will match the feeling of elation and satisfaction that each one of us felt when we arrived at the top of the pass. The view in both directions was fantastic, a sea of mountains stretching out to infinity and, just below the pass to the south, Warner Lake shining in the sun, an almost unbelievable shade of deep blue. All the wildlife along the trail seemed to be just as interested in us as we were in them; they were more curious than afraid and kept us amused with their antics.

We found the Taseko Lakes to be about 22 miles long, with a connecting river about one mile long between them. They are a soft, opaque green in colour, caused by suspended glacial silt. Because of this, the fishing wasn't very good. However, the isolated, unspoiled grandeur of the setting of the lakes more than made up for the lack of fish. On both sides the mountains rise sharply for many thousands of feet and, by watching carefully, we could see eagles, with enormous wingspread, gliding along the rocky faces searching for food. At the south end of the larger lake is a long sandy beach, a beautiful place to camp, and across the lake from this campsite loomed Mt. Taseko, a majestic sight. This mountain, at 10,058 feet, is the highest along the lakes.

Our plans allowed an extra day for each party before the first rendezvous, should unforeseen trail or weather conditions develop. This rendezvous, incidentally, was nearly perfect for timing as neither party was delayed, the hikers arriving on the beach less than 30 minutes ahead of the canoeists. After an exchange of information regarding trail and lake conditions, it was decided that each party could use the extra day for a side trip, a bonus. The northbound gang voted for a hike into Fishem and Tuzqua lakes, which lie to the west of the Taseko Lakes. The other gang took their day for a hike into Spruce Lake, two miles east of the main trail near Eldorado Creek. This last party also located and explored the workings of the abandoned Taylor Windfall gold mine, a unique operation in that all the mine machinery was powered by Pelton water wheels.



The time of year of the trek resulted in another bonus: the wild berry crops were at their best; these, as well as wild onions and mushrooms, for those who liked them, were added to the menu.

This was the first attempt by the 3rd Arbutus Venturers at planning and carrying to completion a trek such as this, and a great deal of knowledge was gained. They accomplished their objective, and gained the experience of having to deal with all aspects and details of safety and welfare on the trail, a balanced menu and equipment requirements. They recorded their impressions of the hiking and canoeing potentialities of the area travelled, for the information of others who may be interested in a similar journey. Above all, they had a whale of a lot of fun, and the satisfaction of seeing all their plans work out perfectly.

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Tomorrows eating must

By Dr. Grant Carman

Man has existed in his present form for about a million years. During all but the last one percent of that time, population never exceeded a few million people. (According to one estimate, there were as many llons as people, and birth and death rates remained almost equal.) Then, some 6,000 to 9,000 years ago, agriculture was invented, and the equilibrium of birth and death rates ended. From a population increase of an estimated .05 per thousand in 1 A.D. to .5 per thousand in 1600, it is now probably near 20 per thousand. At this rate the population will double before the end of the present century.

This explosive growth can undoubtedly be attributed to nutrition, standards of hygiene in the developing countries, as well as our own, but with this great explosion (in population) the spectre of starvation has long hung over the world, and even up to this present time is one of the major causes of death. By the year 2000, three-quarters or possibly even four-fifths of the six to seven billion inhabitants of this earth will live in countries that do not at present provide enough food for their own use. Somewhere between 10 and 20 million people die annually from starvation or malnutrition. Can this continue, and can we keep on populating this earth, which is already grossly over-populated, with the state of our present technology?

16 All is not gloom and doom, however. Farming is advancing so fast in the developed countries that no one can foretell how far it will really go. The world thought some ten years ago that famine was just around the corner, but the Rockefeller Foundation in Mexico, by the development of the new wheats, followed by the new strains of rice, has pushed the spectre of the Four Horsemen of the Apocalypse further back into our minds.

But, there are things that man is doing to himself that we fail to realize, or if we do realize, fail to do anything about. For instance, every six months an area of the United States equal to the state of Rhode Island is covered with new construction and the natural oxygen production is reduced.

—To haul the grain lost to rats in India annually would take a train almost three thousand miles long.

—If 10,000 houses per day were built in Latin America within the period 1969-1979, one-fifth of the population would still be inadequately housed.

—The Thar Desert in southern India, created by unrestrained lumbering and over-grazing, has grown by 60,000 square miles in less than the last century — and this in a country that has never produced enough food for its people. In all of this, how far have we come, and how far can we go. Be-

fore discussing how far we can go, let us go back to see how far we have come — or have failed to come.

Under our present circumstances, a global famine is inevitable, providing we steer our present course. Too often our consciences fail to match our greed and love of comfort. The hungry are far away from us, so we work with palliatives rather than hard answers. We invent terms such as "developing nations" to describe national poverty, hunger and illiteracy but words fail to change the facts. The gap in agricultural production between the "haves" and "have nots" is constantly increasing, not decreasing. The nations least equipped to handle problems — such as exploding populations — have the most severe problems. And these problems are becoming ever more critical. There are many organizations, and people, dedicated to the welfare of mankind, that have seen these problems and are spending their days and their lives in ensuring that this condition shall not continue. But, how far can they go?

At the present time there is in the world roughly one farm animal and bird per person. This reflects a marked increase in numbers since 1940, but we cannot consider numbers alone. In the last 15 years the number of meat animals has increased about 40 percent, but the gross output of meat has increased by about 70 percent. As a further example, the world now produces almost three hundred billion eggs annually, an increase of over 60 percent in the last 15 years, but at the same time poultry numbers have only increased by slightly more than 40 percent. In essence, in order to get the same production we did 15 years ago, we do not need the same number of animals and birds, and in the future we will need still less.

Wheat is the most important food crop of the world. It is grown over a wider area and produces more tonnage than any other commodity. We have been more than satisfied with some of our varieties in North America up until now, but suddenly new varieties are giving a hundred bushels or more per acre and these are available to the world at large. What were considered as yield barriers biologically just a few years ago are now being shattered, and undoubtedly will be shattered again. A billion people depend on rice as a major source of energy. The new short strawed types and the remarkable response to fertilization have put the world on the threshold of new production, new productivity of this grain. A few examples best demonstrate what has been done. In India, the area planted to the new varieties of wheat, rice, millet and sorghum increased from 23,000 acres in 1965-'66 to nearly four million acres the following season. As a result India harvested 95.6 million tons in '67-'68 and expects to achieve self-sufficiency in this coming year. Pak-



be planned Today...

istan imported large quantities of Mexican seed wheat and harvested more than 5½ million tons of grain in 1969. In 1970 she should be producing twice as much food grain as in 1965 and that is enough to meet that country's requirements.

But even so, we do not as yet put things in their proper perspective. The amounts of food lost to insects, to disease, and to human neglect in this world of want are staggering. It is estimated that in the United States 600 weed species cause an annual loss of 2½ billion dollars, and an additional 2½ billion is spent on their control. Over 4 billion dollars is lost annually from the ravages of insects in crops and livestock, and plant diseases and nematodes account for a deficit of another 3 billion. To put this in better perspective it is estimated that weeds, insects and plant diseases result in an annual 20 percent reduction in crop production in the United States. This is the equivalent of 75 million acres being used to feed insects, weeds and plant pathogens. And this in the most modern agricultural society in the world!

In the animal field, we know that we have merely scratched the surface of production, and the limits of production; we also know that we must take a radical outward look at other animals that this world has available, and perhaps utilize them to far greater advantage. For example, the catfish is the most efficient user of food, in the production of meat, in the world today. One pound of gain is possible with one pound of dried food, and nothing else in the meat producing world can compete with this. But, as the growing human population of the world increases, humans actually come into competition with domestic animals for the consumption of the grain.

Up to this time, and very deliberately, I have not mentioned the use of synthetics, and synthetic foods. Actually, most of the present synthetics that we have come from such things as soybeans and grains in the vegetable kingdom, and are merely substitutes, and not true synthetics. However, it is known that synthetic proteins, that emulate our present dietary preferences to the extent that they may very well take over, to a great degree, some of these things in the not too distant future, are available. There are luncheon meats that contain no meats, there are clam casseroles that contain no clams, and there are fish platters that have never seen the sea. On the other hand, there is a fish flour, made from the waste products of the sea, that, once it has the fat removed, can be added to wheat flour to give a balanced protein diet that the world population, particularly in the tropics, need so desperately. On the one hand we have the synthetics assisting the commonplace;

on the other, we have our present waste products being utilized in a manner never before thought possible. We know also that many of our present waste products from the oil industry, and from the distilling industry, can be used to grow yeast and other lower forms of organic compounds that could be used for food.

Also, mechanization and automation are the keystones of food production. As we mechanize, we remove competitors for the human food supply. Six million mules and horses were replaced by tractors and trucks in the United States between 1949 and 1963. The animal feed they consumed is enough to support 11 million dairy cattle, each producing 7,000 pounds of milk per year. In the rest of the world there still remain enough farm animals, such as the water buffalo, horses, camels, mules and asses, to consume the world which should otherwise support two billion people. In principle the work done by these animals could be done by machines, and perhaps ultimately will be.

At the present time we have a symbiotic relationship between the world's ecology and its food production. As more and more pollutants enter the air, and more and more people populate this earth, this ecology will become more disturbed. What its long term effects on our climate, and our agricultural production will be, no one can at the present time do more than hazard a guess. But, eventually there must be a balancing of nature and of mankind. If there is not, nature, and nature alone, will win. If history can be used to project ahead, we eventually all will go back to being eaters of seeds, and vegetation; and the domestic animal, as we know it, will, to a large degree, disappear. Ultimately, our misuse of the world, and our lack of use of great portions of the world for food production, will have to be overcome. Responsibility of the world's people to face these needs, and to rationalize our own population production with the potential of the earth, will become the most important single factor of history. Without this planning, somewhere in the future there is a generation, or there will be generations, that will look back and find that we were lacking. We were lacking in responsibility, in conscience, and in the intestinal fortitude to make the decisions that were so necessary to preserve our biological future. If we do not plan today, despite all that the scientists can and will be able to do, somewhere over the horizon of time our futures will be but yesterday.

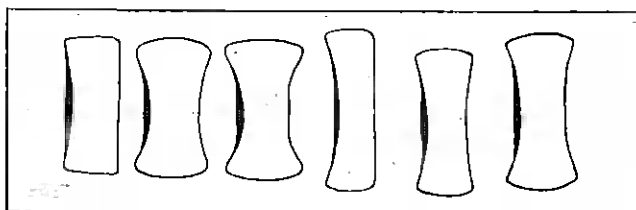
Dr. Grant Carman is Director of Information, Canada Department of Agriculture in Ottawa.

(NFB photo by G. Hunter)

THE TOOLS FOR THE JOB

By Donald H. Swanson, Program Services

Probably the best known and most abused camp tool is the axe. The axe is considered to be a basic piece of camp equipment even in this day of pressure stoves. Because of this, any individual, who envisions himself to be a camper, should have at least a rudimentary knowledge of the selection, care and use of this tool. A trip through a well-stocked hardware store, or a catalogue of axes, will reveal a confusing array of styles and patterns. This is the direct result of early pioneer days when blacksmiths made axes to suit their ideas and local demands. Probably the best known pattern is the Michigan or variations of it.



18

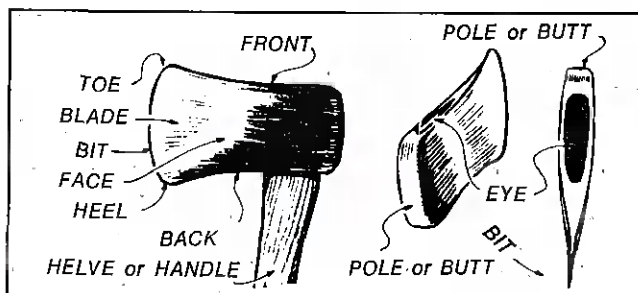
The two most common styles are the single-bit and the double-bit axes. The single-bit is more correctly called a pole-axe. The hammer side of the axe is called a pole and thus the name pole-axe. The pole-axe is the better known and the style best suited for general purposes. The double-bit axe is a professional's tool that is dangerous in the hands of an inexperienced axe-man. Thus it is generally unsuitable for use by Scouts, Venturers and Rovers. If this style of axe is used, it should be only under the close supervision of an experienced adult.

Because the selection of an axe is based on local habit and individual preference, ideally it should be a personal tool.

There are three key things to keep in mind when buying an axe:

- a) the head b) the handle c) the hang

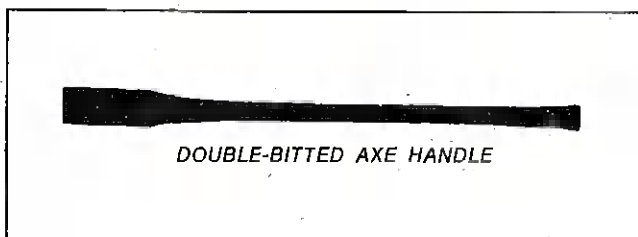
THE HEAD



The head of the axe should be of a good quality steel, properly forged and tempered. The top-grade axe of any reputable manufacturer should meet this requirement. The difference in cost between

the best and a cheaper one is well justified in the lasting quality. Head weights vary but the most common are the 3½ - 4 lbs. pole axe and double-bit, the boy's axe: 2¼ - 2½ lbs., and the cruiser's (double-bit): 2¼ - 2½ lbs.

THE HANDLE



The handle or helve of the axe should be seasoned hickory, with the annual growth rings parallel to the axe blade. The growth rings should run the entire length of the handle. The handle should be smooth to the touch with no slivers or rough spots. Don't buy painted handles no matter how attractive they may look. Paint covers wood grain, hence you can't see possible defects in the wood or grain.

Pole-axe handles usually are curved, whereas double-bit axes use a straight handle. The most familiar pole-axe handle is the deerfoot. It is customary to cut the deerfoot off the handle as it tends to catch in clothing.

Axe handles are available in a variety of lengths, but the two most common are the 28" and the 36" handle. The 28" handle with a 2½ lbs. head is the best general purpose axe for individuals and, particularly, for youths.

THE HANG

The hang of the axe, or the manner in which the head has been attached to the handle, is critical. The blade should be in line with the handle. This can be checked by holding the axe by the head and sighting along the edge.

Now place the axe on a table or the floor so that both the cutting edge and the end of the handle touch the surface. Depending on the intended use and personal preference, the blade should touch the surface at either the middle or at a point one third from the heel. In pulpwood logging, the preferred hang is with the blade touching at the middle. The handle should fit the head tight and snug, with hardwood wedges preferable to metal.

REPLACING A BROKEN HANDLE

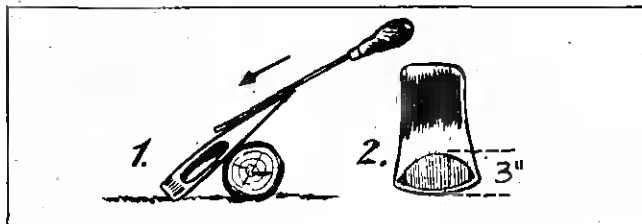
There are nine basic steps to hanging an axe. The handle and wedge should be perfectly dry (5% - 6% moisture content) at the time of hanging so they will swell rather than shrink.

1. Remove the broken handle by cutting off below the head and drive the stub out with a bar and hammer. If this fails, bury the axe blade in wet earth and build a small fire over the head. The earth will protect the temper of the axe.
2. Cut the deerfoot off the handle.
3. Shave the shoulder of the new handle with a wood rasp until the handle will fit the eye of the head.
4. Slip the handle into the eye and test for hang.
5. Remove the head and cut a wedge slit with a thin saw blade.
6. Replace head on handle and insert the wedge. The wedge should be of straight-grained hardwood. Steel wedges are not as satisfactory as they tend to crush the wood when inserted.
7. Test for alignment.
8. Tap the wedge home with a wooden mallet.
9. Saw off the excess wedge and handle.

READY FOR USE

A dull axe is a dangerous axe. This should become every camper's motto. A dull axe tends to bounce instead of biting into the wood. The axe is the easiest of all cutting tools to sharpen. To carry out this task you will require an 8" mill file and a round axe stone. The file should have coarse, fast-cutting teeth on one side and finer teeth on the other.

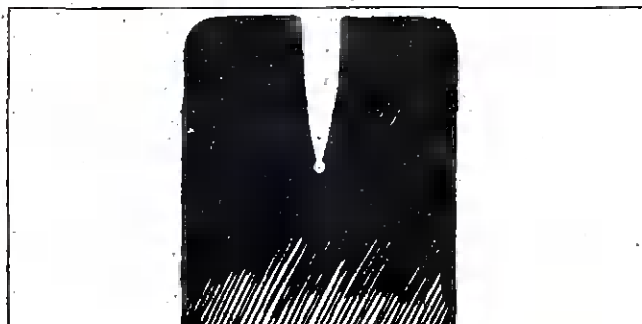
Begin by filing the flat side of the blade about one-half inch from the edge and work toward a fan shape, extending back about three inches at the middle.



Now file the edge, working from the cutting edge back about half an inch. The final step is to hone the blade with the round stone. Use a circular motion, working from the toe to the heel.

Each time an axe is sharpened, the blade should be filed to maintain the correct blade proportions. Failure to do this will result in a thick, stubby blade.

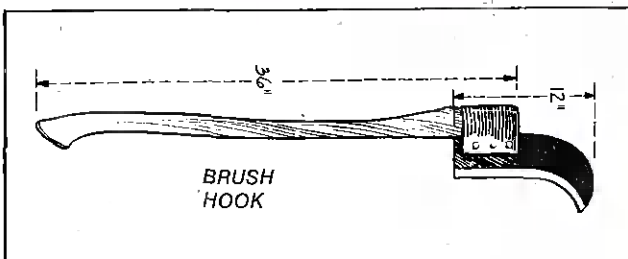
To assist in maintaining the correct blade thickness, make a blade gauge out of sheet metal.



THE HAND AXE

The one type of axe not mentioned so far is the small hatchet or hand axe. These vary in size and shape also. The most common for camp use has a head weighing 1¼ - 1½ lbs., with a 12- to 16-inch handle. The small hand axe can be a very useful tool in camp for splitting kindling, driving tent pegs and cutting small firewood.

BRUSH HOOK



If you plan to camp in an area with considerable scrub brush and it will be necessary to clear your site, you should consider including a brush hook in your gear.

While clearing brush can be done with an axe, the brush hook will make the job easier and less time consuming.

The brush hook has a curved blade about a foot long and is attached to a 36-inch handle. Brush should be cut as close to the ground as possible to avoid sharp stubble.

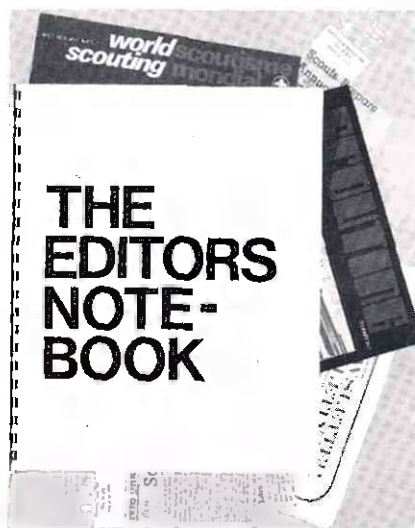
FOR DIGGING

The axe is not intended for working in the ground. Chopping roots and working in the dirt is the work of a mattock.



The mattock has two blades, one at right angles to the handle like a hoe and the other in line with the handle like an axe.

The task of trenching your tent, digging latrines when necessary, and making fire pits necessitates the use of a shovel. Two styles of shovel are most common, the round-mouth and the square-spade. The round-mouth shovel will tend to be the better choice. Depending on what the shovel will be used for, the choice of handle is a matter of personal preference. If you will be digging deep latrines for a long-standing camp, then you would be wise to have at least one long-handled, round-mouth shovel. The D-handled shovel will prove satisfactory for most other chores.



This year National Headquarters instituted a new management concept — **Management by Objectives**. The concept is simple: "the clearer the idea one has of what one is trying to accomplish, the greater the chance of accomplishing it."

MBO has three stages: the setting of objectives; working toward the goals; reviewing performance.

One of my personal objectives was to increase the size of **THE CANADIAN LEADER** magazine. I am happy to report (Personnel Services please note) that, with this issue, this objective has been met!

We recently went out on quotations to four printing firms in the Ottawa area and, as a result, have moved to a new printer and have gained an additional **eight** pages, at no extra cost to you, the readers.

Our new printer is **DOLLCO**, formerly known as Dominion Loose Leaf, a name familiar to Canadian school students, of my era at least, on loose leaf refills.

Dollco has arranged for us to work with **Planned Graphics Limited** of Ottawa in the area of layout and design. We regret leaving our designer of six years, **Bruce Rawlins**, but thank him for the many contributions he made to the magazine over the years.



Early in the game, I decided that, should we realize our objective of 32 pages, I would like two for my very own. I wanted space to report some of the very interesting things that are happening in Scouting in Canada and around the world — events worth reporting but not big enough to warrant one or two pages. So here we go!

Bobby Gimby, Canada's famous Pied Piper, presented his centennial song, CA-NA-DA, to Boy Scouts of Canada, at a ceremony held at Government House in Ottawa on January 13. The original manuscript, framed for hang-



ing at National Headquarters, was accepted by His Excellency, **Governor-General Roland Michener**, in his capacity as Chief Scout. He was attended by a representative of each section of the Movement. Also in attendance at the ceremony were the National President, the Deputy Chief Scout and members of the Administrative Board of the National Council who were meeting in Ottawa at the time. So remember, from now on, when you hear CA-NA-DA played, you can say, "Listen, they're playing our song!"



It would seem that members of the Movement in the United Kingdom are really on the move these days. The annual report of The Scout Association reported that 12,333 British Cubs, Scouts, Venture Scouts and leaders made trips abroad last year.



Those readers familiar with **THE SCOUTER** magazine, official publication of The Scout Association, will be interested to know that, with the January issue, it changed its name to **SCOUTING**. In the future, Editor **Ron Jeffries** hopes to serve, not

only the adult leadership, through the pages of the magazine, but also the junior leaders through a special section designed and written for patrol leaders.

Incidentally, I owe a large vote of thanks to **Ron Jeffries** and **Jack Olden**, Publicity Manager of The Scout Association, for their many kindnesses during my visit to 25 Buckingham Palace Road, the home of The Scout Association. Also for all their help in the preparation of the stories that have been appearing on British Scouting. (See **A World of Adventure**, page 8.) The final story in the series, an interview with **John Huskins**, the new director at Gilwell Park, will appear in the May issue.

At a recent Wolf Cub investiture in Kingston, Ontario, it would seem from the photo that Akela really got into the spirit of things. Actually, the totem head just got in the way when Cub father, Major **Bob Crouch**, tried to get a picture of his son's big moment to send along to **Grandfather Bob**, assistant director of Supply Services at NHQ.



Do you have ESP? No, I don't mean extrasensory perception. When we use those letters in our office, we're talking about our **EVERY SCOUTER PLAN**. I hope you're lucky enough to be working in a district, region or province that provides all their assistants with **THE CANADIAN LEADER** on a regular basis. Congratulations to the **Northern Region** of British Columbia, the latest addition to our list. They join the following, who feel that the **LEADER** is a **must** for every active Scouter: **Newfoundland, Nova Scotia, New Brunswick, Prince Edward Island, Quebec, Oshawa, Brant District, Windsor, Thunder Bay, Manitoba, Saskatchewan, Edmonton and the Northern and Southern Regions of Alberta and the British Columbia regions of Islands, Burnaby, Kootenay and Fraser, also the Overseas Region**. If your area is not on the list, we hope we can put it there soon.



Congratulations to our International Commissioner, **L. H. Nicholson**, (formerly Deputy Chief Scout) on his appointment as a Bailiff Grand Cross, the highest post in the Order of St. John. He is only the second Canadian to be so honoured. The first was the late Governor-General **Vincent Massey**. Commissioner Nicholson received the honour from **Queen Elizabeth** in a special investiture at Buckingham Palace on March 3. The Commissioner is Chancellor of the Priory of Canada of the Venerable Order of the Hospital of St. John of Jerusalem and former head of the Royal Canadian Mounted Police.



On November 7, 1970, **William Nahanee**, Kapilano, British Columbia, saw a long-time dream come true with the presentation of a

group charter to the first all-Indian Scout group in the region.

The group is sponsored by the Squamish Indian Band Recreation Committee and Mr. Nahanee, as the recreation director of the Band, has felt for some time that Scouting had much to offer the boys in his charge. He believed the Scout program could be mingled with the Indian culture and would provide an opportunity for the boys to work and play with non-Indian groups, not only in his own area but around the world.

The charter presentation was unique in that those present were honoured with the traditional "Dance of Welcome" by the Band's dance group. They also saw the "Dance of the Deer" and the "War and Victory" dance.

The Band's traditional dress of fringed leggings, jerkin and apron, all made of suede, will enhance the Cub uniform and will be worn at all pack meetings, visits and to camp. The Cubs themselves are working to raise the money to buy necessary equipment.

The leaders of the group have found a vast amount of talent, energy and resourcefulness among the Indian people who are only too pleased to help and encourage the group. And, as **Iris Notley**, group advisor, writes: "The results are most important. Bringing Scouting and Indian philosophy together is not a very hard task as they are almost identical. The ideals are both aimed in the same direction."



a World of Adventure

(continued from page 9)

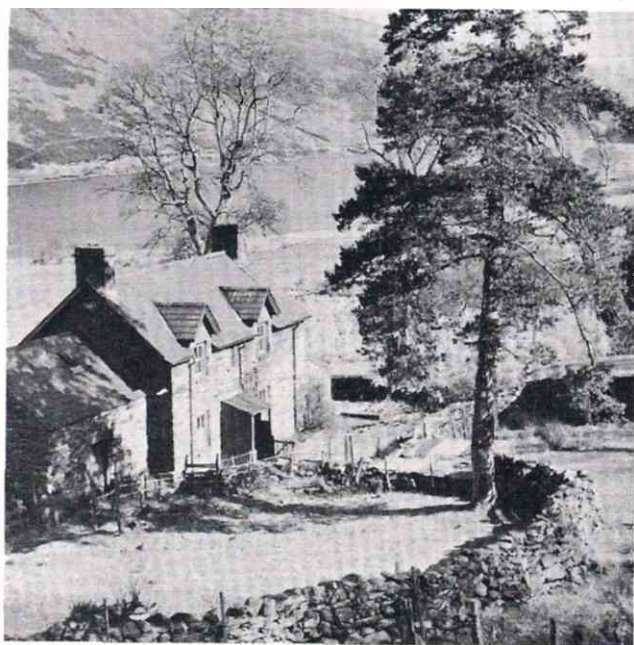
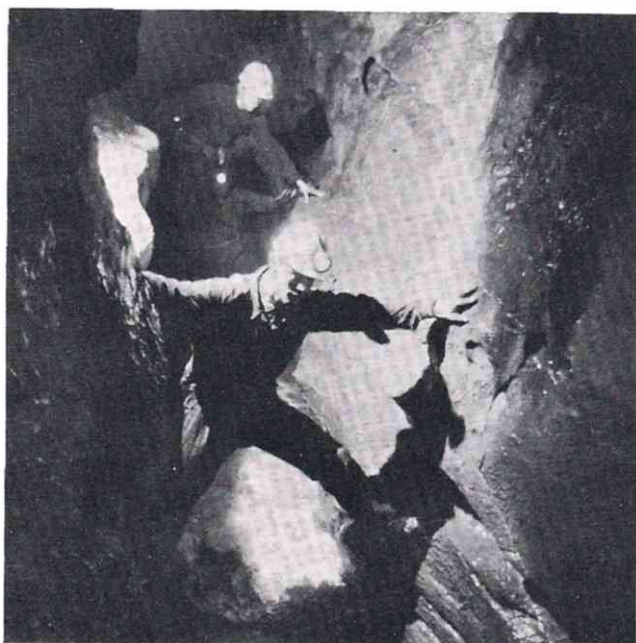
The sport of caving has long been a favourite in England and, each year, the National Scout Caving Activity Centre at Dent, in Yorkshire Dales National Park, draws hundreds of Scouting people who want to explore beneath the earth's surface. The Centre, the only specialist caving centre in Britain, exists especially to offer assistance to Scout cavers at all levels and to help improve the standards of Scout cavers but, because of its special nature, also opens its doors to cavers outside the Movement.

The main building on the six-acre property is Whernside Manor, described in a recent article in *THE SCOUTER* as, "a solid, built-to-last, Georgian Manor house, a little forbidding from outside but well appointed inside." The house has been converted for its present use and now includes a new

Courses. In addition, mountaineering and rock climbing are also covered at the Centre. Weekend courses include: Introductory Caving, Cave Surveying, Cave Research, Limestone Geology, Cave Rescue and Underground Water-tracing.

Because caving is a potentially dangerous activity, participants are required to be sixteen years or older.

The National Scout Mountaineering Activity Centre at Cornel Farm, Crafnant, Trefriw, Caernarvonshire, North Wales, was purchased by The Scout Association in 1969, for future development. The property presently contains a farm house, out-buildings and about thirty acres of land. Ultimately, it is planned that the Centre will be under the direction of a full-time warden and will accommodate up to thirty-two students and part-time volunteer assistants, as well as having full dining facilities, drying rooms and training areas. However, until these plans are completed, the facilities are



extension containing changing rooms, showers and drying facilities. The sleeping accommodation is in carpeted bedrooms with specially designed, three-tier bunks.

The rooms on the ground level, including offices, dining room and lounge, retain their original Regency flavour. The cellars have been converted into caving stores and shops, also a display room and lamproom.

The Centre is situated in one of the most interesting caving areas in England and students on courses are given the opportunity of visiting many varied and different cave systems. Caving carried out from the Centre is approached not only from the physical aspect of the sport but also from the scientific, and great emphasis is placed on this during the courses.

The varied program includes courses for new cavers, cave leaders, British Association of Caving Instructors' Courses and Mountain Leadership

available for use by parties of older Scouts, Venture Scouts or Ranger Guides, who have some experience in mountain conditions and who are suitably equipped and lead.

The Centre is located at the head of the Crafnant Valley on a natural lake and about five miles from Snowdonia National Park. The area is a natural for those interested in mountain climbing and a number of journeys have already been laid out to assist climbers to plan their visit to the Centre.

The Activity Centres are providing lots of thrills and adventure for the Scouts of Britain. In the Centres, they find the challenge that today's young people need and must have. But Peter Ingram believes the Centres serve an even greater function, in that they train the leaders of the Movement in the knowledge required and responsibility attached, for anyone who has the courage to take his charges beyond the confines of the meeting hall and into the world of adventure.



By Laurie Hoium

NAROCO is a word with a history. And it describes what will happen when some 200 Rovers from all parts of Canada converge on Saskatoon, Saskatchewan, from August 24 - 27.

During their three and a half days in Saskatoon, the Rovers will be concerned with matters from sociological problems to the new Rover Document.

NAROCO, the short form of National Rover Conference, was coined for the first such meeting, held in Toronto in 1969. The Rover population was decreasing and many feared extinction of the red berets. In fact, no official Rover program was existent at that time. So Ontario, in an attempt to halt the downhill slide, hosted NAROCO '69, a conference which sought the relevance and spirit of Rovering. Opinions voiced at the meeting acted as a catalyst for the implementation of concepts new to the Rover section.

From the Toronto conference came the view that a rigidly defined program would not be concordant with the flexibility in crew structure and program which Rovers were coming to expect. At the same time, the delegates expressed the desire for some guidelines so that the program would have some national cohesion. Also, a motion was passed stating that co-ed Rovering (which at the time was practised both outright and in a disguised manner) should be a crew option.

Such attitudes and concepts were widely discussed again at Moot '70, formally and informally, by Rovers and officials at various Scouting levels. They were especially important to the Rover Study Subcommittee.

The ideas which Denny Lewis and the other members of the Subcommittee gleaned took the form of a new Rover Document, presented for approval to the National Council at its annual meeting in October 1970, in Charlottetown. At that time the Council gave official approval to NAROCO '71. Submission 24, on the Rover Document, was approved on condition that delegates to the 2nd National Rover Conference sanction the policy and program changes. (Now available from Scout dealers.)

So approval by National Council was, only one, however vital, step in the progression of events leading to NAROCO '71. In fact, the Saskatchewan

Rovers, hosts for the event, had been making tentative conference plans for months.

By the time August and NAROCO '71 roll around, the Rover Document will have been in circulation for at least six months. Rovers will have had the opportunity to discuss and implement the changes. NAROCO will provide the opportunity for Rovers to discuss problems and advantages resulting from implementation and for a general exchange of ideas concerning the new program.

Since a recommendation concerning the document must be made at NAROCO '71, delegates to the conference must be representative of all parts of Canada. Provincial quotas proportionate to Rover population have been set up. Each Round Table will be responsible for selection of its delegates. As well, delegates will be approved by provincial offices.

The conference will be held on the University of Saskatchewan campus. Delegates will be housed in on-campus student residences. University facilities will be utilized for conference sessions as well as recreational activities. Since 1971 is Saskatchewan Homecoming Year, it is expected there will be numerous special events occurring in the city that delegates will be able to attend.

Actual decision-making sessions will be the closest to strict business the conference will come. The bulk of the program will take the format of lecture-forums, Rover talk sessions and clinic-seminars. Emphasis will be on presentation of stimulating alternatives and delegate participation in three major interest areas: implementation of the Rover Document, social action by Rovers, and organizational representation and communication.

Sessions concerning Rover representation and communication in Scouting are aimed at showing Rovers how to get things done within the Movement. Scouting will be examined generally, as an organization, to discover how its structure makes it work.

But NAROCO is more than a conference. It is a concept embodying the spirit of Rovering and a measure of the distance Rovering has come since 1969.

At that time, Rovering on a national level barely subsisted. Isolationism among crews, regions and provinces was a massive problem to reckon with. While in a few areas Rovers were thriving on new concepts, others merely existed due to stubbornness and others just faded away. Now a national directory of regional and provincial Round Table executives has opened many channels of communication, not to mention correspondences resulting from NAROCO '69 and Moot '70. Now, with the emphasis on program viability and crew uniqueness, Rovering has a future in which anything can happen.

So the Conference Coordinator and the Committee are planning a NAROCO that will deal, not with mere possibilities, not with the mustering of a "last chance for survival" spirit but, with the implementation of actualities.

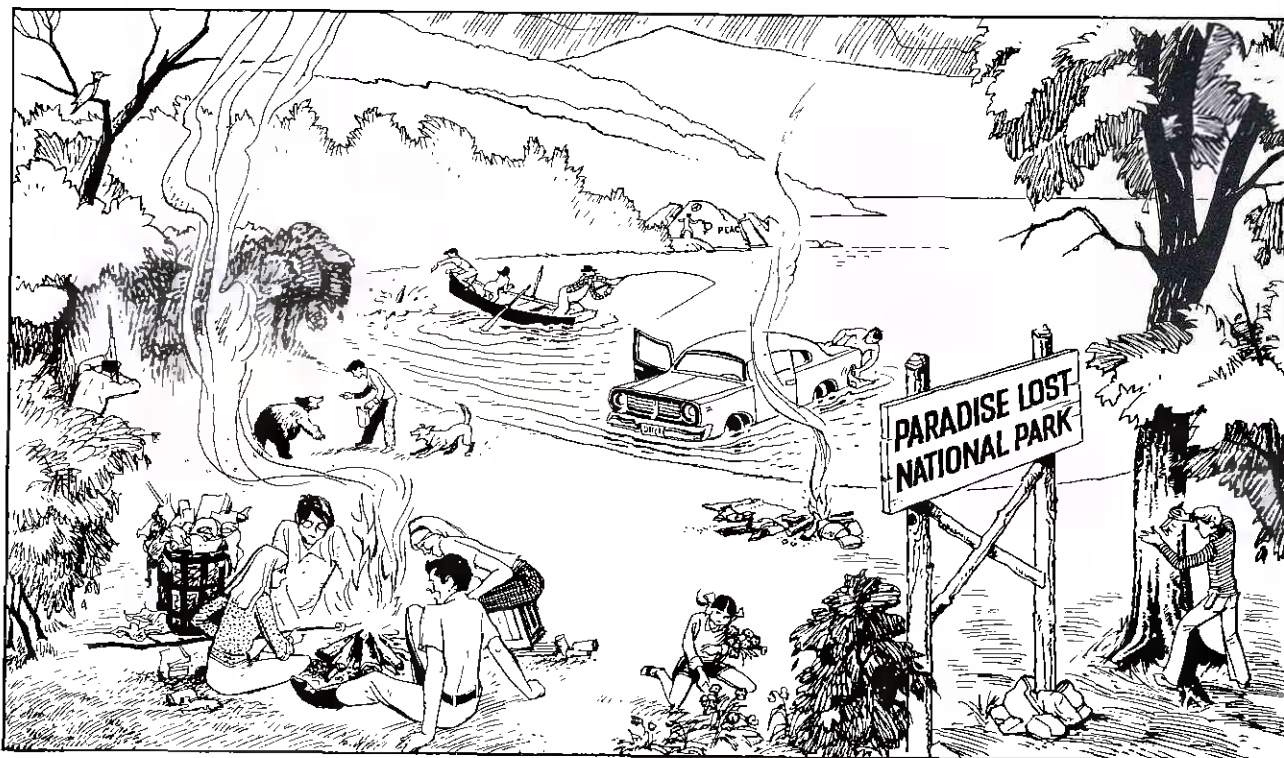
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All entries must be postmarked no later than midnight, May 15, 1971. In case of duplication, the entry with the earliest postmark will be selected. The winners will be personally notified no later than June 15, 1971.



Contest rules:

1. Families of employees of the Department of Indian Affairs and Northern Development are not eligible for the contest.
2. Entries submitted for the judging panel will not be returned.
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THEME: IF SOME WILL ENJOY, BUT MANY DESTROY, HOW CAN CANADIANS MAKE THE BEST USE
OF THEIR NATIONAL PARKS?

Entries for this contest must be postmarked no later than midnight, May 15, 1971. Entries shall be addressed to: Essay Contest, Information Services, Department of Indian Affairs and Northern Development, 400 Laurier Avenue, W., Ottawa 4. Enclose your full name, address and date of birth. The winners will be personally notified no later than June 15, 1971.

Contest rules:

1. Entries shall be limited to 500 words.
2. Entries shall be the original, unpublished work of the contributors.
3. Contributions should be handwritten on standard 8½" x 11" ruled paper.
4. Families of employees of the Department of Indian Affairs and Northern Development are not eligible.
5. Manuscripts submitted to the judging panel will not be returned.
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What Is Youth Thinking ?

(continued from page 5)

Some people may believe we're living in a permissive age, but the typical high school pupil says it isn't so. Most pupils in the Purdue survey reported their parents are firm disciplinarians. Only 3% of the teenagers say their parents will let them get by without doing their work and will excuse their misbehavior.

Besides blasting the notion that parents are excessively permissive, the kids shot down some other widely held misconceptions about themselves and their relationships with their parents. Two of these misconceptions are:

- That a "generation gap" divides parents and children.
- Children boss their parents.

"The greatest misconception of all is probably the tendency to lump all teenagers together as though they are not individual persons," said Mrs. Arline Erlick.

While most teenagers view their parents as firm disciplinarians, the youngsters apparently enjoy considerable freedom. Few parents are viewed as excessively strict and few set up extensive rules and regulations.

Thirteen percent of high school pupils say their parents are "extremely strict" or "very strict." The great majority (76%) view their parents as "moderately strict" or "not very strict." Throughout the nation, 4% of pupils say their parents are extremely strict. But only 1% of pupils in the West say this.

More than half the teenagers say that neither mother nor father sets up a lot of rules and regulations for them. The better grades the youngsters report, the less likely they are to be bound by many rules and regulations.

Few high school pupils feel that their parents want to control everything they do. Only 7% say their mothers are like this; 8% say their fathers are like this.

Parents aren't the only influence on youthful values and behavior. Almost half the pupils said that they always or frequently worry about what their best friends think of what they say and do and how they look. Girls show more concern about friends' opinions than do boys.

Parents enforce discipline in many ways; it is most often "yelling" or "bawling out." Forty percent of teenagers say this is the most frequent form of punishment.

Ranking close behind is loss of a privilege such as going out or driving the car. This was reported most frequent by 35%.

Slapping, hitting or other physical punishment was reported most frequent by 16% of the youngsters.

Thirteen percent report that their families most often discuss problems and agree on action.

Despite the much-publicized "generation gap," a majority of pupils say their parents understand them "very well" or "moderately well." Only 4% of the total group say their parents don't understand them at all.

Understanding is a two-way street, and most kids feel they understand their parents. A majority do not believe that their parents are hard to reach or that it's difficult to know what their goals are or what fun they get out of life.

The pupils were asked to rank their complaints about their own generation and also to rank their parents' complaints. Drug use topped both lists.

Behind drug use, pupils ranked their other complaints about youth in this order:

Lack of respect for authority, undisciplined behavior, irresponsible behavior, manner of dress, overindulgence and impatience.

When asked to name the things that cause their parents

to fret over youthful behavior, the pupils' choices came out in almost exactly the same order.

Only 11% of U.S. high school pupils favor legalizing the sale of marijuana. A majority would not try a drug or narcotic even if they could be assured that they would not become addicted or be arrested, the survey reveals.

The majority of pupils who turn thumbs down on drugs apparently do so because of society's attitudes — not because of the information they have on the subject.

Part of the poll was a 15-question quiz testing pupils' knowledge of marijuana and drugs. Most pupils flunked it. No one in the sample got a perfect score. Only 2% "have very complete and accurate information," said Mrs. Erlick.

Pupils' misinformation about drugs and narcotics extends to their own estimate of the extent to which high school pupils use them. When asked to estimate the extent of drug use in their own schools, half the nation-wide sample believed that fewer than 1% of their fellow pupils had tried marijuana or some other drug. An additional 28% thought the number would be fewer than 10%.

When asked to give estimates for all high schools, the pupils puffed up their guesses. Thirty-eight percent believe more than 10% of U.S. high school pupils have tried drugs at least once. An additional 15% think that as many as half the pupils have tried drugs.

Pupils' attitudes toward drugs and narcotics differ sharply in some ways from their views of tobacco and alcohol.

Most U.S. high school pupils don't smoke and don't intend to start, the survey indicates.

Half the pupils favor banning cigarette ads on television. They apparently feel this sacrifice of freedom of expression would be worthwhile.

Thirty-one percent of the high school pupils report that neither of their parents smoke. But 81% of the pupils say their parents don't permit their children to smoke. This indicates a yawning gap between parental practice and parental preaching in many families.

Possibly this accounts for some of the 16% of pupils who say they smoke despite their parents' disapproval.

The survey shows that more than half of U.S. high school pupils have had an alcoholic drink by the time they're 14 years old. Eighty-five percent of all the sophomores, juniors and seniors had taken a drink at some time. More than half the pupils said they approve of or "don't care" about other persons' use of alcohol.

A third of the pupils approve the suggestion that high schoolers be permitted to drink enough to become familiar with the effects of alcohol. Almost as many (30%) don't agree with this, and the rest are undecided.

Asked to estimate the extent of drinking among all high school pupils, 60% of the sample replied that half or more drink occasionally or regularly.

Only 19% of pupils would like to see a return to Prohibition while 53% would disapprove of such a law.

Results of the most recent poll compared to earlier surveys show that pupils and their parents are drinking.

In 1957, 58% of the pupils said they had taken a drink at some time. This percentage zoomed to 85 in the most recent study. Half the pupils in the 1957 poll reported that their parents were teetotalers. In 1969, this had shrunk from 50% to 36%. The percentage of parents who forbid their high-school-age children to drink also decreased in the last 12 years from 68 to 45.

In one way, the Purdue Opinion Poll findings on alcohol parallel those of tobacco and drugs. Geographic location has an important bearing on pupils' attitudes. City pupils have more permissive attitudes and report greater use than do pupils in areas of thinner population.



The Left Handshake

By Olave, Lady Baden-Powell

In a superb book, entitled "The Left Handshake," published by Collins in 1949 for the British Boy Scout Association, Lord Rowallan, the then Chief Scout, wrote in his Foreword:

"When Colonel Baden-Powell entered the capital city of the Ashanti People in 1896, he was met by one of the Chiefs who came to him holding out his left hand. B.-P. held out his right in return but the Chief said, 'No, in my country the bravest of the brave shake with the left hand.' So began the 'left handshake' of the worldwide brotherhood of Scouts."

There Lord Rowallan quoted what he had heard and here now, for you to hear, is what I heard and remember from years gone by, when my husband told me of his experiences. And I give this story to you now from my own memory. It may be true, it may not, as to what happened long ago in the country then known as the Gold Coast.

Prempeh certainly surrendered when his capital city was taken, but there was no handshaking then.

No, it was when my husband was in West Africa on that campaign by 1895/6 that he heard of the legend of two tribes who lived next door to one another and were always having trouble and even wars between them. This was very bad and disas-

trous for both, with cattle thieving and so on.

Then the one very fine Chief of one of them, realising how wrong it was, gathered his councillors together and they then decided not to have fighting again but to try to come to terms with their warrior neighbours.

So when, after a time, the enemy came advancing towards them, expecting them also to advance and start fighting, this good army stood still instead of advancing to attack back.

There was a code of honour which said that an unarmed man who could not defend himself was never attacked, so this good Chief of the peace-loving tribe dropped his arms and walked slowly out ahead of his men and, after standing alone for a moment, walked towards the enemy (who had stopped with surprise at this unexpected turn of events), and holding out his left hand after flinging down his shield and spears, said:

"I come unarmed and I hold out my left hand to you as a sign of friendship and trust. We are neighbours and should not live in enmity. From now on we wish to live in peace and we trust you to do the same and to be friends."

Well, all those years later, when my husband founded the Boy Scouts, he knew that boys and girls like secret signs, and so he suggested that we should have and use this "secret sign" of shaking hands differently from the ordinary way. As we all in our Movement truly trust each other, this method of our own, of shaking with the left hand instead of the right, would be used throughout the Movement. The left hand is nearer to the heart.

That is the story that he told me and it is one that I would like you to take note of, rather than just taking various versions, many of them considerably garbled and twisted up.

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By Lyle E. McManus, Extension Member, Wolf Cub Subcommittee

LET'S GET ENTHUSIASM AND FUN BACK INTO CUBBING!

FOR LEADERS AND FOR BOYS. . . .

Pack Scouters are involved in increasingly time-consuming and increasingly complex programs, and they are looking with greater expectation to the supportive elements of the Cub section for help, understanding and encouragement. Too often, especially at the local supportive level, the major concern seems to be one of criticism directed at program and training; and an expectation that program and training problems must be resolved at higher levels. On the contrary, the locale for resolving many of these problems is within districts.

Perhaps supportive elements should more closely examine the attitudes and activities of those pack Scouters who are providing worthwhile experiences for boys today.

Faced with a generation of boys raised in an enriched learning environment, pack Scouters must provide programs which will hold the boys' interest, satisfy their needs and help them to achieve their potential through the wholesome environment of Cubbing. These are boys who have travelled on the magic carpet of television, through subjective involvement, through every experience imaginable; visiting distant lands, viewing strange customs, observing space exploration and science live, and exploring a world of opportunity for boys. Participating in recreational travel with their families, boys have explored the length and breadth of the country. Daily they participate in enriched school programs which encourage them to seek, to learn, to question, to become involved, to initiate. These boys seek out those activities which satisfy their needs, and when the needs are no longer being satisfied, they move to activities which will.

This then is a description of boys facing the pack Scouter as he plans his program. First in this planning is to determine the needs of those boys who are involved in his pack, for these needs will be different in some aspects to those of any other group of boys. He will select program items

from the Cub program, and from other resources, to fit their needs. He will draw from every resource he can lay hand to, from the experiences and skills of other leaders, from the experiences and skills of supportive staff, from resource people, and from his boys. He will draw from handbooks, publications, books, magazines, newspapers, radio and television. His goal: to design a program which will satisfy the needs of his boys.

The pack Scouter is a coordinator, drawing together the materials and people necessary to conduct program. Demands, in terms of time, made upon him are tremendous, and every effort should be made to reduce his time involvement: for example, Cubbing Resource Centres within the districts, planned to preclude duplication of effort on the part of leaders. The means of involving activity leaders, resource people and parent helpers should be explored on a district-wide basis, and help given to leaders to insert these people into their program.

Training must be designed to satisfy the needs of leaders, and leaders must feel their time is spent in a worthwhile manner. Certainly during the early months of the leader's career, he needs to learn about ceremonies, games, songs, instruction, program planning, working with boys and leadership. Remember, however, his primary need is how to lead these activities, not to do them. Unit learning sessions can more quickly answer the needs of leaders than can the longer, formal weekend or week-long course; but provision must be made for the fellowship, and for the cumulative enthusiasm, inherent in the more lengthy session. The criteria of training must be needs of leaders, both program and personal.

Quite naturally, the leader looks to the next higher element in the hierarchy for satisfaction of his needs, as does each succeeding level.

District Scouters are looked upon by leaders as people to whom one

can immediately turn with problems and for ideas. Today's complex program tends to rule out the all-knowing expert, but it does indicate a need for a team of experts within the district, some of whom can realistically be non-uniformed resource persons. A district Scouter might be made responsible for the establishment of a district resource centre in which program ideas and materials would be assembled. From this centre particularly worthwhile program innovations could be brought to the attention of leaders through all levels of the Movement.

Some leaders are unsure of themselves when it comes to involving resource people in pack activities; indeed, many are reluctant to request help of any kind? District Scouters, particularly gifted in recruiting and involving volunteers, should be available to assist in these situations.

Observers attending pack meetings, followed by a discussion period with the leaders, have a useful role in improving program. From such visits and critiques can come ideas and methods for the improvement of the pack; and ideas and methods of benefit to other packs. The observer can determine the training needs and as well, pinpoint those leaders who have skills and experiences which make them valuable resource people for specific training units.

Each level in the Cub structure must determine the needs of the group for which it should provide satisfaction, and then design and present program which will satisfy these needs. Roles and responsibilities of each level are self-determining, and each has as its ultimate goal the provision of means for satisfying the needs of the boy members.

The time has come to end wholesale, blind criticism of program and training. If we criticize program and training, which have as their cornerstones a flexibility encouraging the design of program to satisfy needs, then we are criticizing our ability to design. The time has come to end the thunderous roar of "it isn't working, and it can't work." The time has come for "supportive elements" to seize upon those programs and training events which are working and to support them; to aid those which are not working.

The time has come for an end to corroding criticism and for a return to enthusiastic Cubbing. We have thousands of enthusiastic Cubs. We have hundreds of enthusiastic leaders. Let's get some enthusiastic adults involved at the supportive levels.

songs & games



Bobby Gimby, Canada's famous Pied Piper, has given his centennial song, CA-NA-DA, to Boy Scouts of Canada. From now on we can think of this as OUR song. Proudly and gratefully we publish the words of this song for all the Scouting family to learn.

Outdoor and wide games can be fun and challenging to a patrol and troop. We invite you to share your favourite outdoor or wide games with other Scouts. Remember to print your name, troop number, town and province.

○ CA-NA-DA

○ (Words and Music by Bobby Gimby)

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○ CA — NA — DA

One little two little three Canadians
We love Thee

Now we are Twenty Million

CA — NA — DA

Four little five little six little Provinces
Proud and Free,

Now we are ten and the Territories Sea to Sea
North, South, East, West,

There'll be happy Times,

Church Bells will Ring, Ring, Ring

It's the Hundreth Anniversary of Confederation,
Ev'rybody Sing, together

○ CA — NA — DA

Un petit deux petits trois Canadiens
Notre pays

Maintenant nous sommes vingt millions

CA — NA — DA

○ Quatre petites, cinq petites Provinces
Longue vie

Et nous sommes dix plus les Territoires Longue vie

Hurrah, Vive le Ca-na-da!

Three cheers, Hip, Hip, Hooray!

Le Centenaire!

○ That's the order of the day
Frère Jacques, Frère Jacques,

Merrily we roll along

Together, all the way.

○ GUARDING THE LIGHTHOUSE

○ This game is similar to capture the flag but it is played in the dark.

Probably the best site is a large, open field with a wooded area at each end.

○ The "lighthouse" is a tree that is fairly easy to climb, and a flashlight. The flashlight is suspended from the tree and switched on. This is done at both ends of the field; thus there will be two lighthouses.

The game is then a question of attack and defence; the defenders are stationed at a reasonable distance away from the tree. The distance is decided beforehand by the umpire as it must be possible for an attacker to break through the defence ring and climb the tree without being detected. Defenders may, of course, send back a defender to check on and around the tree but he shouldn't stay in the defence area long.

The object is to put the opposition lighthouse out of commission by capturing the flashlight.

○ This game may be played in silence or with prearranged signals for stalking. Defenders capture an attacker by holding him and declaring, "You are captured"; this rule should be observed by everyone as rough-housing can develop which can be dangerous in the dark. The umpire should also prearrange with all participants on what the finish or call-in signal will be to stop the game. Captured members are out of the game or can be employed in defence. Should the two lighthouses still be operational at the end of the game (time period) the number of captures can determine the winning side.

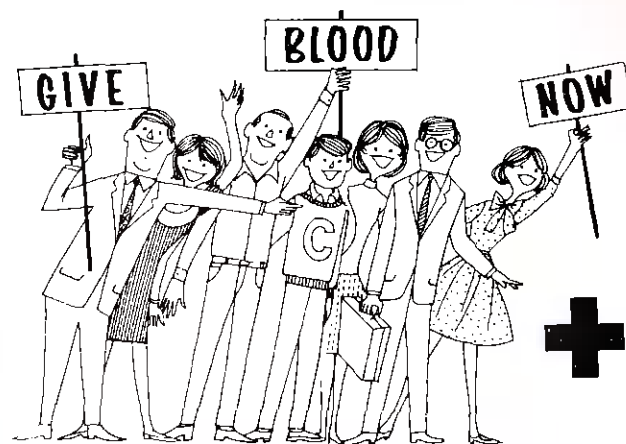
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SHIPS IN A FOG

This game is a great troop or patrol competition. The best location is a large field with a few rough spots, hills, shallow ditches and brush on the site.

The patrol leaders are shown the finish line. The patrol members are blindfolded and the patrol leader must guide his "ship" (patrol) to the finish line by using only certain noise commands.

The patrol will decide whether to walk arm in arm or Indian file or some other way as a group. The patrol leader can give commands only by a whistle, compass directions or by drill commands; the extent of these commands can be decided beforehand with the umpire who is directing the game. The more difficult the site and the commands, of course, the greater the challenge.

On the word "GO", the patrol leader will guide his ship across the field, around and over/under obstacles to safety across the finish line which will represent the harbour. The first ship in wins.

THE WHIFFLE-POOF TRAIL GAME

The Whiffle-Poof is a little instrument for laying a trail. Make it from a log: 10 to 12 inches long, 3 or more inches in diameter; drive it full of nails to look similar to a porcupine. Attach a rope to one end. When dragged through the grass or along a dirt road or trail, it leaves just enough track for a sharp-eyed patrol to follow.

Build a mystery around following the Whiffle-Poof: challenge another patrol or troop to follow your trail. Plan your route ahead very carefully, but lay your Whiffle-Poof track just half an hour ahead. Any Scout who can follow a Whiffle-Poof trail for a couple of miles across country, over all kinds of ground, may be declared a GOOD tracker.

TEN GREEN BOTTLES

There were ten green bottles hanging on the wall,
Ten green bottles hanging on the wall.
And if one green bottle should accidentally fall,
There'd be nine green bottles a-hanging on the wall.
There were nine green bottles hanging on the wall,
Nine green bottles hanging on the wall.
And if one green bottle should accidentally fall,
There'd be eight green bottles a-hanging on the wall.
(And so on to):

There was one green bottle hanging on the wall,
One green bottle hanging on the wall.
And if that green bottle should accidentally fall,
There'd be nothing but the smell a-hanging on the wall.

MICHAEL FINNIGIN

There was an old man called Michael Finnigin,
He grew whiskers on his chinigin,
The wind came up and blew them inigin,
Poor old Michael Finnigin (beginigin).

There was an old man called Michael Finnigin,
He got drunk through drinkin ginigin,
Thus he wasted all his tinigin,
Poor old Michael Finnigin (beginigin).

He kicked up an awful dinigin,
Because they said he must not sinigin,

He went fishing with a pinigin,
Caught a fish but dropped it inigin,

Climbed a tree and barked his shinigin,
Took off several yards of skinigin,

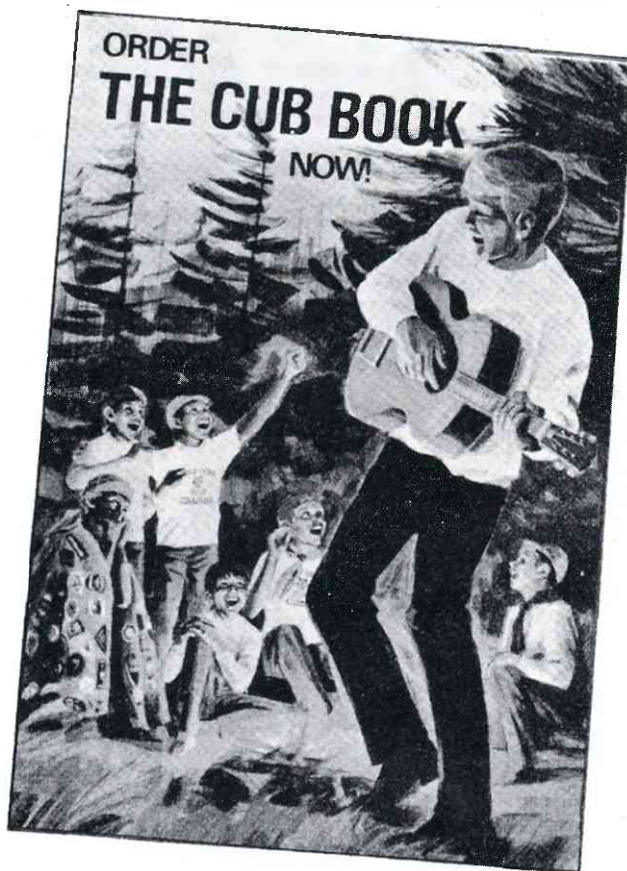
There was an old man called Michael Finnigin,
He grew fat and then grew thinigin,
Then he died, and had to beginigin,
Poor old Michael Finnigin.

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PRIZE OR PRESENTATION
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