

THE CANADIAN

MAY 1971

# leader

Oh, the grass is greener back in Gilwell,  
And I breathe again that Scouting air,  
While in memory, I see B.-P.,  
Who never will be far from there."

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Reprinted by request from March 1968

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

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

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

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

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

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

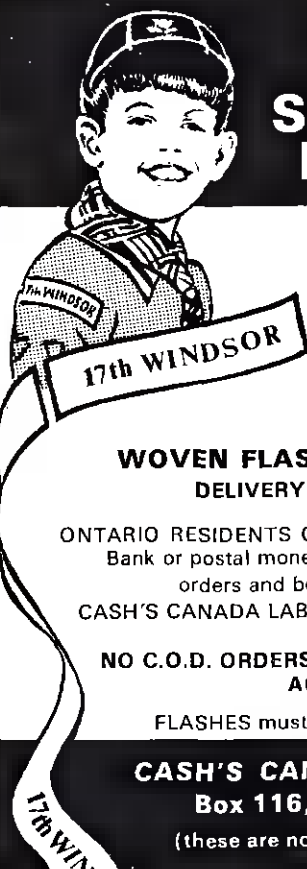
When he was nineteen, he was approached by an upper classman who offered the test answers for \$3. "It's OK, kid," he said. "Everybody does it." Johnny was caught and sent home in disgrace. "How could you do this to your mother and me?" his father said. "You never learned anything like this at home."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

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

Author Unknown

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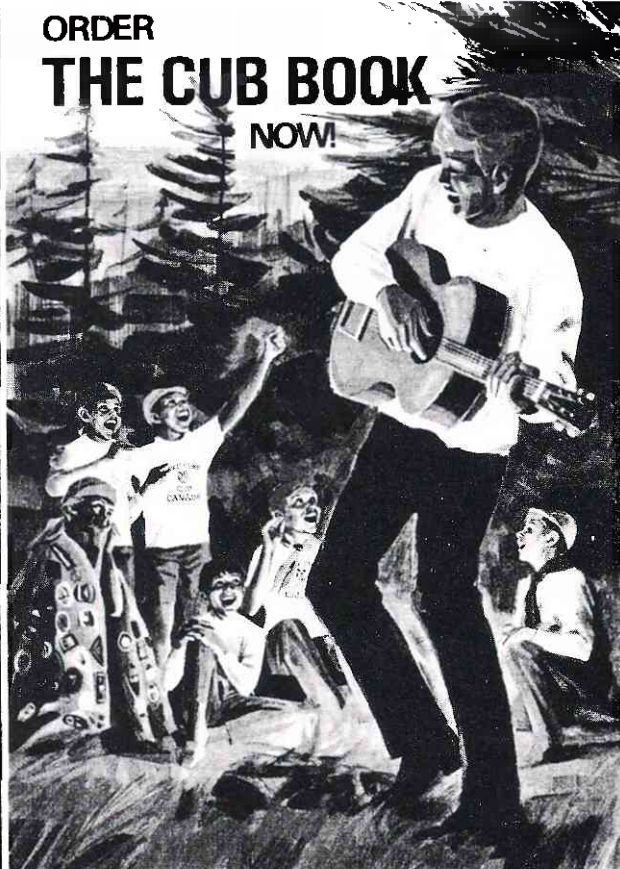
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# THE CUB BOOK

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THE CANADIAN

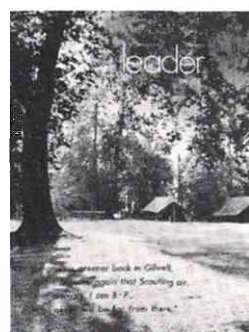
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# leader

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JAMES F. MACKIE, Editor

BEATRICE LAMBIE, Assistant Editor MICHEL PLANT, Editorial and Advertising



## COVER

Located at the edge of Epping Forest, within sight and sound of London, *Gilwell Park* is a 108-acre property dear to the hearts of Scouters the world over. Purchased in 1919 as a campsite for the Scouts of East London and a leaders' training area, it has, over the years, become a focal point for world training. Gilwell has grown with the times and, although the *traditional* is still in evidence, changes have been made. Read *Gilwell Today* (page 4) for the full story.

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## SUPPLY SERVICES

## NEWS

## Important Notice to Mail-Order Customers:

Ottawa has been selected as a pilot area for the new POST CODE system of mail handling. Boy Scouts of Canada, National Headquarters, has been allotted POST CODE — K2C 3G7.

This new system will facilitate the mechanization of postal operations and will be a giant step toward faster and more efficient mail processing.

We request that all mail addressed to National Headquarters be addressed as follows:

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Ottawa, Ontario  
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Your assistance and cooperation will be very much appreciated.

We have a considerable quantity of 1970/1971 **Supply Services catalogues** and shall be pleased to respond to requests for them. Make sure each of your boys has a copy.

Keep your beret ship-shape, during the damp Spring days ahead, with a **Beret Shaper**, catalogue No. 36-120 — only 75¢.

We have been unable to obtain material in acceptable shades and have been forced to discontinue **neckerchiefs** in which orange or brown colours are used. Sorry for any inconvenience but all our efforts to get the correct shades have been fruitless.

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39-213 Brown and Lemon (1/2 and 1/2)  
39-231 Grey and Maroon (1/2 and 1/2)

Here's something — we're actually reducing a price. **Adventures of a Scout** (the story of B.P. in comic book form) is now only 20¢ a copy for any quantity.

Because of small demand, we are discontinuing the **Reflector Oven** (catalogue No. 55-940).

Are you ready for Spring and Summer? Now is the time to think of your **Leader's Maroon Jacket** — order the dressy, water-repellent, nylon-and-cotton jacket now. Even sizes 30 to 46, ONLY \$11.95.

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By Jim Mackie

To thousands of Scouters around the world, the mention of *Gilwell* will evoke memories of good friends, happy times and their introduction to that mystic quality known as the "Scouting spirit." The strange thing is that the majority of this group have never actually visited Gilwell Park but they have travelled there many times in spirit and song.

Gilwell is located within sight and sound of London but, thanks to the Lea River, manages to remain aloof from the urgency of that great city. It sits on the edge of Epping Forest, a 6,000 acre fragment, saved by the Corporation of London as a recreation area for its citizens, from the vast woods once known as the King's Forest of Essex and later as the Forest of Waltham. Steeped in history, Epping was a great hunting reserve of the nobility of England. Even today, the hunting lodge of Queen Elizabeth I stands, only a few miles from Gilwell, as it did in her day.

The main house at Gilwell was built in 1542 as a hunting "stand" where ladies could sit and observe the hunt and hunters could rest after the chase. It passed through many hands over the years before it became the property of The Scout Association.

The main house and nearby property are said to have two resident ghosts. The first, Adolphus Frederick, first Duke of Cambridge and seventh son of George III, was a frequent visitor at the house when it was owned by the Chinnery family and occupied the bedroom over the main dining room that is still known as the Duke's Room. Some say he

still occupies the room. The second ghost is that of Margaret Chinnery who died in exile in France around 1840.

Mrs. Chinnery, who received the property as a wedding gift from her father, had a great love for Gilwell. The Chinnerys were cultured gentlefolk and many well-known people of the time were regular visitors at their home. However, in 1812, double tragedy struck Mrs. Chinnery with the death of her son and the discovery that her husband had embezzled some £81,000 from the government treasury. The family was forced to flee to the continent to avoid prosecution and, although Gilwell was the legal property of Mrs. Chinnery, it was seized by the Crown.

Margaret Chinnery's attachment to Gilwell is shown in a letter she wrote from exile in 1812: "It was an earthly paradise, in which the delightful harmony resulting from the perfect accord of duty and inclination were felt and enjoyed. Those who have been witnesses of our manner of living at Gilwell can vouch for the truth of what I say. . . God. . . best knows why that happy, peaceful home where he was adored in fidelity and truth is now to be sold by public auction! . . . In the garden is a little monument to the memory of my youngest son. We adorned it every day with fresh flowers. . . Is it now to be pulled down or destroyed? There is also a column very dear to my heart, because it was put up in remembrance of what we vainly thought was the recovery of my

daughter from whooping-cough (*both the monument and column remain today*). The Will of God be done. Nothing now remains to me of all that I so lately possessed but one only child. . . I bow my head in resignation; to those who are the delegates of power on earth I resign my claim to my paternal home."

Rex Hazlewood wrote recently in his book, *The Gilwell Story*, "So dear Margaret Chinnery went. She had left a tradition of planting trees and shrubs and flowers including the great Lime Walk which thousands of Scouters have wandered in so long and so often. It is there her ghost still walks. She was seen only a few weeks ago by two commissioners late at night, or perhaps it was early one morning, gliding out of the Walk through a large oak tree straight through the sides of a tent and across the Training Grounds. They were startled almost out of their wits, but they are not the first nor will they be the last to have seen her as she revisits those sorrowful and happy years."

Scouting came into possession of Gilwell shortly after the First World War as a result of the desires of two men. B.-P. felt that there was a real need for the Association to own a permanent campsite where Scoutmasters could be properly trained. At the same time, a Scottish commissioner, Mr. A. duBois MacLaren, was concerned that the Scouts of London's East End needed their own camping ground, where they could go at any time to get away from the slum surroundings. He felt it should be near London, and offered B.-P. £10,000 for the purchase of such a site.

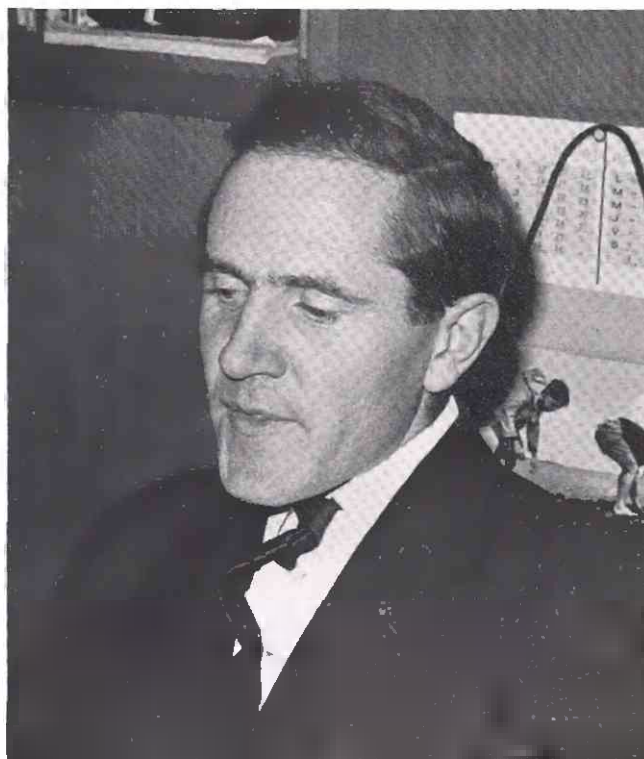
B.-P. first visited the proposed campsite on November 22, 1918 and immediately decided it was the location he was looking for. Negotiations for the purchase of the then 57 acres began immediately and on July 25, 1919, Mrs. MacLaren cut the ribbon to officially open Gilwell Park. Since that time, well over one million boys and one hundred thousand adult leaders have used the site. Mr. MacLaren's gift to Scouting has been remembered over the years in the small square of MacLaren tartan that adorns the back of each Gilwell neckerchief. B.-P. further honoured the camp by choosing Gilwell for his title when King George V conferred a Peerage on him in 1929.

On a fine day in October last year, I drove from London with Jack Olden, Publicity Manager of The Scout Association, for my first visit to Gilwell Park. My initial impression as we drove up the main camp road was of the greenness of everything, the rolling campgrounds and the large number and variety (83) of trees. Many times I had sung Ralph Reader's famous words, "Oh, the grass is greener back in Gilwell," and now I knew they were true.

We were met by Gilwell's new Camp Chief and Director of Leader Training for The Scout Association, John Huskins. A graduate of Cambridge University, John was a master and Scoutmaster at B.-P.'s old school, Charterhouse, before assuming his new duties at Gilwell. After a complete tour of the camp, we returned to John's office and recorded the following interview.

*JFM: John, how many acres does Gilwell cover?*

*JH: Gilwell has 108 acres wholly owned by The Scout Association. We also have the use of some adjoining property and this gives us a total area of nearly 120 acres. Most of the property is fields and woodland which is used for camping. The essential part, of*



John Huskins

course, is the traditional training ground which is the portion originally purchased in 1919 by Mr. MacLaren.

*JFM: How many permanent buildings are there on the site?*

*JH: There are some forty principal buildings and many other, smaller wooden structures. Probably the best known building at Gilwell is the Main House or, as it is also known, Gilwell House, which is over 400 years old. We also have the new International Hall of Friendship which is being built from contributions received from friends of Gilwell all over the world; the new Pack Holiday Centre; the Storm Hut, which will accommodate up to 800 in bad weather; and our self-service grocery and souvenir shop, to name only a few.*

*JFM: What size staff do you have?*

*JH: We have about 48 working here at the moment but it is likely to go up to 50 in the near future. This number includes the administrative staff, training personnel, the quartermaster and secretarial groups and the camp wardens on the boy side.*

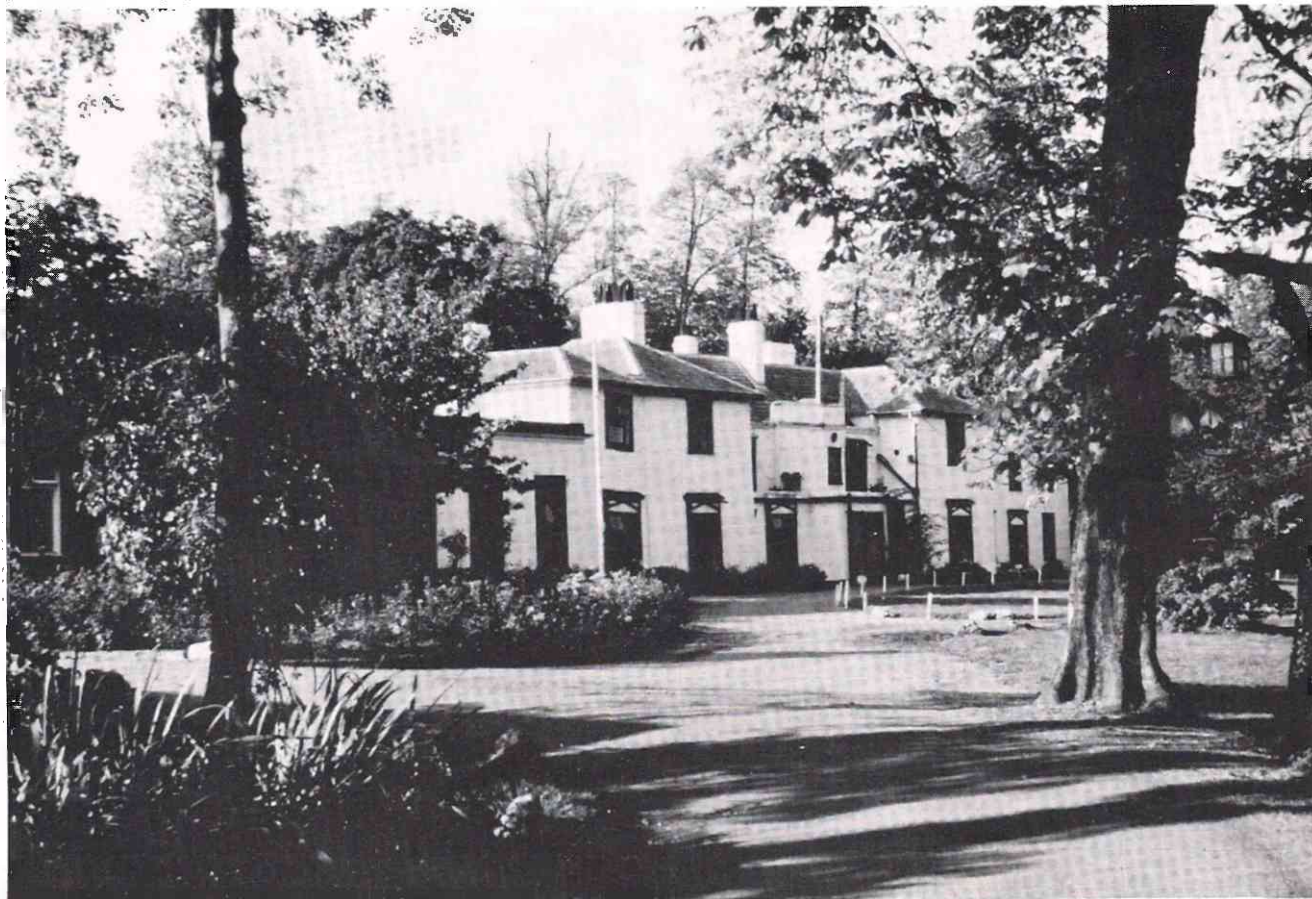
*JFM: Is there much boy camping done at Gilwell now?*

*JH: Boy camping was one of the reasons for Gilwell being given to Scouting in the first instance and this aspect has always been an important part of our work. At the moment we have, probably, half of the available acreage allocated for boy camping, mainly in the Scout age range. To serve the boys further, we are now developing facilities for adventure activities and indoor accommodation for weekend training for boys in the London area. I suppose we have a quarter of the Scout population within 30 miles of us. We record about 50,000 camper-nights a year; most of these are obviously during the months of July and August when we have approximately 1,000 campers*

(continued on page 6)

## Gilwell Today

(continued from page 5)



Gilwell House

at any one time. This number represents boys, not only from this country, but from many countries abroad who come over during the summer. We also get many Girl Guide camps and, this year (1970), we hosted an international Guide camp with 450 girls attending. So you see, we certainly have the opportunity to keep in touch with young people and this is very important in the development of our leader training programs.

*JFM: Can you tell us more about the adventure sites you have planned?*

*JH:* I think that Gilwell is basically a training centre rather than a place where local boys come for summer camp and so, from this point of view, we need to provide the patrol leaders, for example, with a place where they can train their boys for the summer camp which may take place in a more remote area. And for this we are quite well situated. We've got Epping Forest right on the doorstep. Map and compass work, orienteering exercises, are now part of our standard training. Within Gilwell, we would have a number of orienteering circuits set up permanently, of varying difficulties. We also have small water facilities in the form of a World War II bomb hole where we do basic canoe instruction and we also go out of camp to use the many waters that are in the surrounding area, particularly the Lea Valley and the many local reservoirs. We are about to construct a climbing wall which will be one of the largest in the area, about thirty feet high and fifty feet wide. It will incorporate all the large cracks and chimneys,

slabs and buttresses of an actual mountain, to give realistic climbing opportunities for training purposes. Nature work and field study work are now being developed under the direction of our chief instructor, who specializes in outdoor activities. We have also developed a Gilwell project book this year for patrol leaders. It contains fifty activities, some frivolous, some serious, but all designed to test Scouting skills.

*JFM: Have you done anything in the way of co-ed camping?*

*JH:* We don't normally set out to organize this type of thing ourselves, but many local counties run joint activities. More usually, we have Scout troops and Guide companies camping here at the same time. We also get a lot of mixed units from abroad. It is now part of our policy to encourage more joint activities with Guides and a number of mixed units already exist in this country and, obviously, they come here. We are, in fact, aiming to develop informal training opportunities for Venture Scouts and Rangers, and Scout and Guide leaders in the future, but this is still very much at the developmental stage. In the coming year there are two specific mixed events to be held at Gilwell, the Sedan Chair Rally and an international weekend. We expect about 1,500 to 2,000 on each occasion.

*JFM: Do Cub Scouts camp at Gilwell?*

*JH:* Oh yes, and one project undertaken in the last year was the development of more facilities for Cub Scouts. This led to the building of the Pack Holiday Centre. It's a Norwegian log-cabin building which is

close to the main grounds but, because of its unique construction, stimulates the imagination of the age range of 8 to 11. We furnished it with Norwegian furniture and, with its indoor accommodation, central heating, recreation hall and kitchen, it will house 40 people, year round. We are also developing a new adventure playground area for Cub campers. And, of course, each year we have National Cub Day when as many as 32,000 boys are here on the one day.

*JFM: Could you tell us what is happening in adult training, what changes have been made from the traditional Wood Badge course that is familiar to many Canadian Scouters?*

JH: I prefer not to talk about *changes* from traditional but rather the *developments* that have taken place, in response to the needs of modern Scouting. You may remember that our Advance Party Report (*The Scout Leader, April 1967*) did much to bring Scouting up to date some four years ago and, in response to this changed pattern of Scouting, obviously leaders' needs changed. I think it would be true to say that the principal change has been one of emphasis, from activity-centred training to more boy-centred or relationship training. By this I mean more emphasis on helping the leader to *put across* Scouting to young people, rather than just *telling* them what it's all about. The training method that we are using at the moment lays much more emphasis on the leader applying the principles and ideals of Scouting to their own situation, and learning to work out for themselves the pattern of Scouting which is relevant to the needs of their particular boys. In the past, we have tended to assume that there was a very definite pattern of Scouting that could be applied almost anywhere. This is not true! What is important is that each leader is made aware of the fundamentals and methods of Scouting and the needs (and interests) of his own boys and how, in fact, he can bring the two together. And this will often lead to different patterns of Scouting in different areas but still, fundamentally, Scouting. I think that this is important, because young people today often come from different educational environments, and Scouting sometimes tends to compete with schools instead of complementing what boys are getting in their everyday life. If Scouting tries to compete, it won't succeed. If it complements and gives young people what they want, obviously under adult guidance, it will continue to succeed in the future; and it's to help leaders to do this that we changed the emphasis. Having said all that, let me emphasize that the courses here have not changed as radically as some people have thought. Courses are still fun, courses are still practical and, to this extent, our courses are mainly camp based. Leaders still prepare meals out of doors and this, we find, is an essential part of getting to know each other in a patrol or six, as we still call them on our courses. It helps people to relax before and after the demanding mental discussion sessions we have. It also enables tutors to get to know course members and give them the personal help they need to deal with their own particular problems.

*JFM: Do you still have singing and campfires?*

JH: We still have entertainment and we still sing, but less emphasis is given to this now because what is important is to get the *emphasis* right. We have to put the right use to our time on a course. On a Scout course, we now have one evening entertainment-

cum-campfire; whereas, on a Cub course, we have two or three of these because this aspect of training plays a more significant part in the Cub program.

*JFM: Does the traditional STA (spare-time-activity assignments to individuals and groups, to help develop basic skills) still have a part in the courses?*

JH: No, we have dropped the STA in the traditional sense. We now give them long-term projects, which they work on together, to some depth. We try to ensure that, when leaders come on our advanced courses or Wood Badge courses, they have already mastered the basic skills. We then help them to use these skills to help their young people.

*JFM: Do you still hold the Gilwell reunion?*

JH: Yes, indeed. The Gilwell reunion has traditionally been the main event of the Gilwell program and I hope this will continue. We've just recently had the first Gilwell reunion for which I have been responsible and, I must say, I was extremely pleased by the support that the leaders gave to it. We had between 1,500 and 2,000 people here, at different times, and I was encouraged by the atmosphere and spirit of it all, which shows that the older generation are prepared to support Gilwell today, in its slightly "new-look" approach. We gave the weekend much more emphasis on informal training opportunities by providing activities and displays for those who wished to increase their knowledge.

*JFM: What are the future trends in training at Gilwell?*

JH: Well, rather than talk about trends at Gilwell, I would prefer to tell you what we are trying to get over to our people; and this is that training is not just concentrated on courses, it's something continuous, it is something that must be personal to the individual leader. Therefore, much more emphasis in the future

7



The "Bomb-hole" on Cub Day.

needs to be given to informal training opportunities. In the future, we will give more emphasis to commissioner training and the training of the training teams, so that they are more prepared to give personal support to leaders in their own unit situation. We are planning to adapt our correspondence studies to enable more personal help to be given to leaders, as a follow-up to the actual course and as a means of "in-service" training to their own situation. The course leader will be responsible for the course follow-up, and will not only help the leader to apply the knowledge he acquired on the course to the home situation but, at the same time, will receive valuable feedback to aid in the planning of future courses. And this, obviously, is going to demand, in future, a more alive team which can adapt training to suit individual needs; but this, of course, is going to take a long time.

# A History of Measurement

Courtesy of Educational Affairs Department, Ford Motor Company

If someone asked you to describe yourself, you'd probably include your height in the description. You know how tall you are because accepted standards of measurement exist.

A car manufacturer knows how much room to allow in an automobile between seat and floor pedals, between floor and ceiling, because tables of measurement have been compiled, showing the average driver's size and height.

A scientist knows that physics could not be the precise study it is today without accurate systems of measurement. In almost every physics experiment, it is important to be able to measure accurately such things as the magnitudes of forces, the quantities of materials, the amounts of energy or the passage of time.

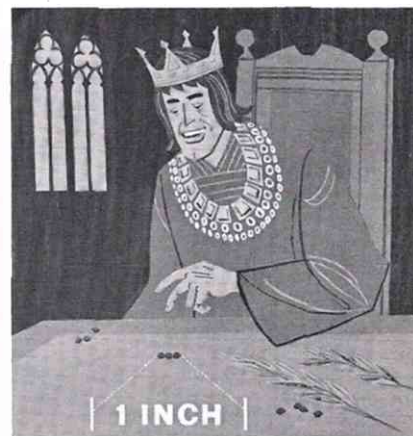
Measurements are necessary to our daily lives, to every product manufactured, to every scientific system.

We are grateful to the Ford Motor Company for permission to reproduce their short history of how our system of linear measurement—the measurement of length—came into being. Next month we will take you one step farther in an article on the interest and fun you can have with estimations.



## THE CUBIT

As civilization developed, definite standards of measurement became necessary for trading, building and science. The cubit, used by the Babylonians and Egyptians; was the first unit of measurement recorded by history. The measure of the cubit was the length of a forearm from elbow to middle fingertip, and its symbol was the figure of a forearm.



## THE INCH

The Greeks subdivided the foot into twelve thumbnail breadths, which the Romans called "uncia," meaning "twelfths." The Anglo-Saxons changed "uncia" to "inch" and, in the 14th century, King Edward II decreed that the inch was the length of three barley corns, round and dry, taken from the centre of the ear and laid end to end.



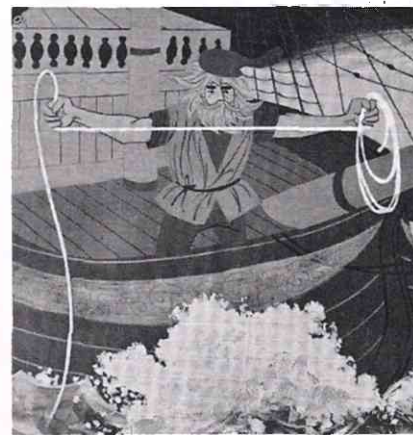
## THE BEGINNING

From earliest times, man has worked at devising standards of measurement. Primitive man probably used parts and movements of his body—his fingers, hands, pace—to describe lengths and quantities. And, when the first "fish story" was told, a caveman probably scratched the measurements of his catch on a cave wall to prove its size!



## THE FOOT

A modified Egyptian cubit—the Olympic cubit—was used by the Greeks and Romans. It was equal to our 18.24 inches. Two-thirds of this Olympic cubit became the first unit to be called a foot. And, as the Roman legions marched across the world, they brought the foot measurement to the nations they conquered, including Britain.



## THE FATHOM

The major occupations of a people determined many of the measurements they developed. The English were sailors and one of their important measurements was the fathom, a unit used to measure the depth of water. The word "fathom" meant outstretched arms, and one fathom equalled the length across a man's two arms outstretched.



### THE YARD

The English also were merchants of cloth. They devised the yard to measure this vital trade product—a measurement equal to half-a-fathom or the distance from the middle of the chest to the fingertip of an outstretched arm. Unfortunately, the merchant with a short arm would sell a shorter yard of material than a merchant with a long arm.



### THE ROD

The rod and the furlong were other Anglo-Saxon units of measurement longer in length than the yard or the fathom. Today we say that the rod is  $5\frac{1}{2}$  yards long, or  $16\frac{1}{2}$  feet. But, in the 16th century, the length of the rod was determined by lining up sixteen men, left foot to left foot, as they left church on Sunday morning!



### THE METER

During the French Revolution, French scientists proposed a new system of measurement. This was the metric system—a decimal system based on permanent natural standards, not on kings' decrees. The basic unit of length was the meter, defined as exactly one ten-millionth of the distance from the earth's equator to either pole.



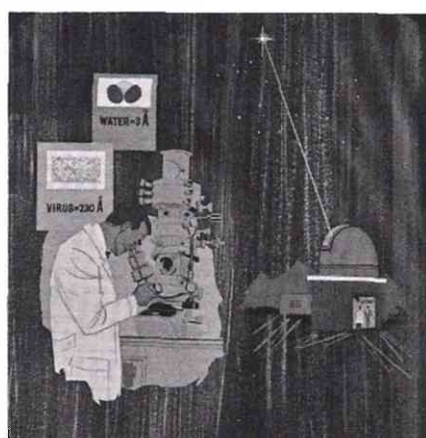
### THE STANDARD YARD

Uniformity in measures obviously was needed to regulate trade, so English kings established standards by enacting laws. King Henry I decreed that the lawful yard was the distance from the point of his nose to the end of his thumb, but King Henry VII ruled that the standard yard measured three feet, and had this measure marked on a bronze yard bar.



### THE FURLONG

As the fathom was related to sailing and the yard to trade goods, so the furlong was related to another English occupation—that of farming. Today, the furlong is defined as 40 rods long. In Anglo-Saxon times, however, it meant what its name said—a furrow's length—or the length of a furrow plowed by a farmer.



### SCIENTIFIC TERMS

Today, scientists use infinitesimally small, as well as astronomically large, measurements. The angstrom measures only 264-millionths of an inch! The light-year, however, is defined as the distance a beam of light (which travels at 186,281 miles per second) covers in one calendar year, and measures approximately six trillion miles!

## SYSTEMS OF MEASUREMENT

### American and British Linear System

12 inches	1 foot
3 feet	1 yard
2 yards	1 fathom
$5\frac{1}{2}$ yards	1 rod
220 yards	1 furlong
1,760 yards	1 mile

### European Metric System

10 millimeters	1 centimeter
10 centimeters	1 decimeter
10 decimeters	1 meter
10 meters	1 dekameter
1,000 meters	1 kilometer

### Conversion Table

1 inch	2.54 centimeters
1 foot	0.3048 meter
1 yard	0.9144 meter
1 rod	5.029 meters
1 furlong	201.17 meters
1 mile	1.6093 kilometers, or 1609.3 meters



# Projects in the Open Air

By DONALD H. SWANSON, Program Services

Any suspicions we may have held that the ice age was upon us can now be dispelled. Spring is with us and the hardships of the past winter can be filed away with other memories to be taken out and retold when the time is right.

If you and your boys have been hibernating through the winter with the bears, now is the time to get out.

Outdoor activities can take on a number of forms: service projects, wiener roasts, hikes and, of course, weekend camping.

## SPRING CLEAN-UP

May is a month of tidying up after Old Man Winter has withdrawn. What could be a better project than to undertake a neighbourhood clean-up? This could be approached either as a good-turn, service project or as a fund-raising project. Select a Saturday afternoon and advertise that your Scout group is available for any clean-up job in the area. Use a group member's home as a dispatch centre, with all requests for help being called into that number. No job should entail *any more than one hour's work*. This ensures that the boys really have an opportunity to assist a number of people. Some of the tasks could be: raking lawns, carrying out rubbish after the lady of the house spring-cleans, washing windows, cleaning out flower beds, fertilizing lawns, removing paper and other debris from hedges, painting fences.

End the day with a bang-up wiener roast and ensure that every worker gets his fill of food and drink.

## THE HUMAN RAKE

In our efforts to find service projects, invariably, we overlook our own organization's needs. Council offices, buildings and campsites are seldom in the position of not requiring an extra set of willing hands.

*The Human Rake* is an excellent method of carrying out a quick but very effective clean-up.

Participants form a single line, shoulder to shoulder, at one end of the area to be covered. The line moves slowly forward with each person-picking up everything found on the ground in front of him.

Provide each participant with a plastic garbage bag; and you may wish to have each person make himself a litter stick. Use a piece of  $\frac{1}{2}$ " dowel, about three feet long. Cut the head off a  $2\frac{1}{2}$ " common nail. Drill a hole in the end of the dowel and insert the nail into the hole, to a depth of about 1".

## CAMPFIRES

Here's an activity that can be utilized for several purposes. If you've ever attended a campfire where the fire didn't light, or was too big or died too soon, you'll appreciate the idea of dry runs.

Have your boys build several types and sizes of campfires. Divide the group into teams of three or four and assign each a different type or size of fire. While a variety of fires can be used, the following seem to be the two most common: the *log cabin* and the *top lighter*.

The *log cabin* fire usually is laid by building a pyramid of lighter (soft) wood and kindling and then building a "log cabin" around the pyramid of heavier (hard) wood.

The *top lighter* fire will burn for a long time with very little attention. While there are various approaches to laying this type, here is one approach which will give a fire of about one hour's duration.

First you'll require four wet or green logs about 4" in diameter, and about 26" long. Use an axe with a 26" handle as a measuring tool. Cut all wood 26" long and split all logs with the exception of the four previously mentioned. Now lay two of the four logs parallel to each other. Place the second pair at right angles, one at each end.

On this base, lay the split wood, forming a solid deck. Continue laying the wood at right angles until the height of the fire is just short of the axe handle length (from the base or ground). As you build each layer, fill all cracks between the split wood with chips. The last layer should be built of light, dry kindling. As a final touch, lay a small teepee at the top to start the fire. Now, by lighting the teepee, a hot fire is created at the top. As the fire burns, the hot embers drop down and start the next layer. If built correctly, it never needs tending or additional fuel.

This fire requires some experimentation, as different types of wood result in different timing and heat.

When each team has completed its assignment and started its fire, provide the following materials for preparing Twists:

## BAKING POWDER BISCUIT MIX

4 cups flour  
 $1\frac{1}{2}$  teaspoons salt  
 $\frac{1}{4}$  cup dry skim milk  
8 teaspoons baking powder  
6 tablespoons margarine  
 $1\frac{1}{2}$  cups cold water (for  
total amount of mix)

Thoroughly mix dry ingredients. Cut in margarine until mixture resembles coarse cornmeal. Store in plastic bag. To make dough, add entire amount of water; stir lightly with a fork until dry mix is absorbed.

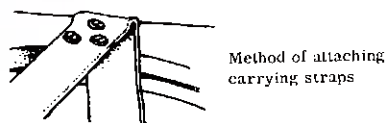
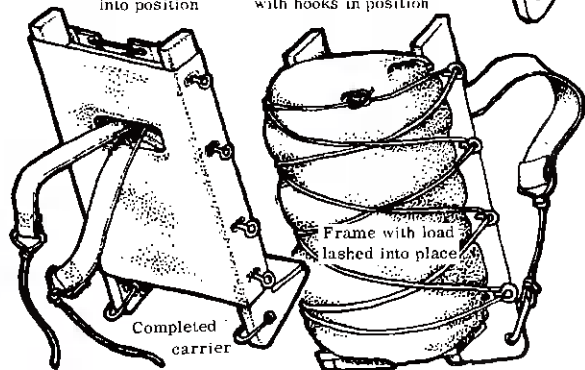
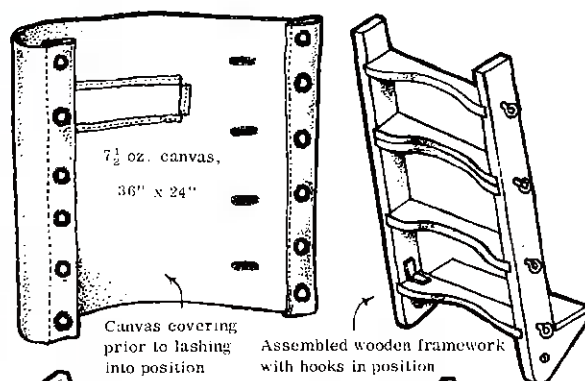
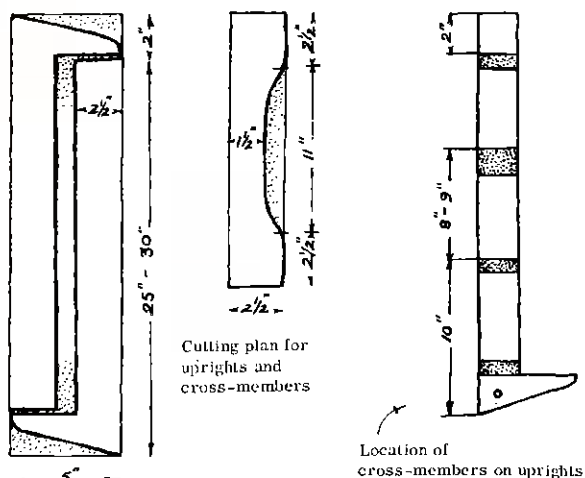
## TWIST

Peel a stick of wood, 2 inches thick and 2 feet long; point the ends. Preheat the stick near the fire. Roll a long sausage of dough (don't make the "sausage" very thick). Wet the hot stick and then twist the roll of dough around the stick. Place one end of stick in the ground near the fire. Keep turning and reverse ends of stick to brown evenly. Delicious with jam or butter.

## HIKING

Hiking is an activity boys enjoy. Combine a hike with the testing of a piece of equipment made by the boys themselves. The following pack frame is called a *Chinook Carrier* and originated with the Chinook Indians of British Columbia.

# Chinook Carrier



## MATERIALS

- 2 side pieces of 3/8" plywood, 25"-30" long (depending on owner's height)
- 5 cross pieces of 3/8" plywood, 16" long and 2 1/2" wide
- 8 eyelets or cup hooks
- 1 piece of 7 1/2-oz. canvas, 36" x 24"
- 2 carrying straps, 2-2 1/2" wide

Now, with a packboard to test, a hike is a must.

Try combining the hike with a simple orienteering walk, or provide an element of mystery with sealed instructions that can be opened only at certain times

or at predetermined locations. The instructions may contain directions to buried treasure (this entails a Scouter's trip to bury the treasure), a project to be completed or a direction to follow. One caution, keep instructions simple so that the directions can be successfully completed.

## FATHER AND SON CAMP-OUT

Here's a chance for your boys to demonstrate their skills, Dad's chest to swell a little and for you to get to know each boy's father. It can provide an excellent opportunity for securing willing assistance on future projects. If the camp-out is the first one attempted, don't make it too rugged. Keep the camp setup simple and provide lots of fun activities based on team efforts. Form a team from the dads and match them against the boys. Activities should also include father-and-son teams.

Some of the games that lend themselves to a father-son camp are: log rolling race, string burning, blind-folded compass course (see the *Handbook for Troop Scouters and Counsellors*, pages 172 and 173 for details). Making twists, foil cooking, kabobs and just plain old wiener roasts also lend themselves to this kind of outing.

Plan to leave for camp Saturday morning and have each father and son bring a lunch. Set up camp, have games and activities, supper, a rousing camp-fire and to bed. Plan to depart shortly after breakfast the next day.

Use the Human Rake to ensure a clean site.

## A STAR HIKE

A star hike can be a fascinating experience and requires a minimum of equipment. You will need:

- a) a clear, starlit night
- b) a six-volt light
- c) a waterproof ground sheet for each boy (air mattresses can be used and add to the comfort)

Some time will be required, prior to the hike, to research the star formations. While there are a large number of books available, three are:

*The Key to Astronomy*

by Walter B. Gibson

(Key Publishing Co., New York, N.Y.)

*The Observer's Book of Astronomy*

by P. Moore

(Frederick Warne and Co., Ltd., London, England)

## Stars

by H. S. Zim & R. H. Baker

(Golden Nature Guide, published by Simon & Schuster, N.Y.)

All three books are small enough to slip into a pocket or haversack. *Stars* is in colour and gives a brief comment on the mythology surrounding each star formation.

The approach is to have each person stretch out on a ground sheet or air mattress, and then the star-hike guide uses his light to point out each constellation and briefly explains the mythology.

It's a good idea to try a dry run before you take the group out, to ensure that you can locate the appropriate star formations. Much of the effect is lost if the star-hike guide has to continually refer to his book during the actual hike.

# Who Cares About the Big Bad Wolf?

Reprinted from *Ralston Purina Magazine*

MOST OF US HAVE LITTLE DIRECT CONNECTION WITH MOUNTAIN LIONS, grizzly bears, timber wolves or ivory-billed woodpeckers. So we may wonder, "Why all the fuss to preserve them?" But as we see our air and water polluted, our land eroded and our very existence threatened, we also see the part these creatures play in the whole balance of nature — and our lives.

The dodo was an awkward bird — large, flightless, stupid, ugly. It had no fear of the sailors that came to its island in 1598 and by 1693 it was gone forever. The dodo lacked the intelligence or means of defence to cope with the "superior animal" — man.

Unlike the dodo, the bald eagle, timber wolf, mountain lion, walrus, grizzly bear and alligator are not stupid or defenceless. Yet they and many other well adapted species are in danger of disappearing and man is ultimately responsible for their demise.

During the past 2,000 years, the world has lost 106 forms of mammals through extinction. Two-thirds of the losses have occurred since mid-19th century. It was then man gained the upper hand. Instead of living and working with nature, he set out to "tame her" and succeeded all too well.

There are many reasons for the plight of dwindling species, but all stem from man's basic ignorance of the biotic community and the way it functions.

The first American settlers were confident their wildlife could never be depleted. The passenger pigeon was the first dramatic example of their faulty thinking.

These birds were so abundant that a single flock was estimated to contain a billion birds. Audubon described pigeons passing over him for hours in such concentration they almost blotted out the sunlight.

Martha, the last survivor of the species, died in 1914 at the Cincinnati Zoo. It took only 50 years to completely exterminate five billion passenger pigeons. Both the Indians and settlers used them for food, then the railroad brought the professional pigeon hunter. Millions of the birds were salted and shipped to markets in the East.

Another animal exploited for food was the giant tortoise. These lumbering remnants of the Age of Reptiles were abundant in two groups of islands — in the Indian Ocean and off the coast of Ecuador. Since the tortoises could be kept alive, unfed and packed in a ship's hold, they provided unsurpassed supplies of fresh meat for the early buccaneers. Vessels stopping at the islands would load 300 or more

of the tortoises, which stayed alive in the hold up to a year.

A few of these animals still exist today under rigid protection, yet their slow reproductive rate keeps them on the danger list. As yet none have been bred in captivity.

Economically valuable animals have been exploited for centuries, but only within the last few hundred years have any species been brought to the verge of extinction. High on the list of thoughtlessly exploited animals are the whales.

The most valuable product of the whaling industry is the oil extracted from the thick layer of blubber beneath the whale's skin. By-products include meat meal, bone meal, liver oil, liver meal and frozen whale meat.

The slow moving right whale received its name simply because it was "right" for the whaling industry. Long before the peak of whaling it had become a rare animal, too scarce to hunt.

New England prosperity was long linked to the sperm whale. Sperm oil and spermaceti candles lit the homes of America. At one time there were nearly 800 whalers out of 20 ports from Maine to Virginia and in one year they sailed to every last island, cove and inlet in the world except in the Antarctic. As a result, the sperm whale, too, was severely reduced.

Seals have also been the victims of ruthless exploitation. The elephant seal once ranged for a 1,000 miles along the Pacific coast. By 1892 commercial hunting for its oil had reduced it to a herd of 100 animals on Guadeloupe Island.

The fur seal's fate has been an awful one. When the Russians took over the Pribilof Islands, breeding grounds for the fur seal, fortune hunters soon swarmed the shores. Thousands of seals were clubbed to death, skinned and left to rot on the beaches. Finally the government intervened.

When America bought the islands, the same thing happened again. Conservationists protested the wasteful slaughter, without results. Finally, in 1911, the North American Sealing Convention was signed, just in time to prevent the extinction of fur seals.\*\*

In the case of both whales and seals, international cooperation is a must if the species are to be preserved. Much has been done in this respect. Herds have been rebuilt; limits set. Yet poachers still take advantage of the problems of patrolling on a world-wide basis.

The most senseless destruction of wildlife in this country has taken place under the guise of "predator control." Eagles, bears, wolves and lions represented competition for game and, in some cases, a threat

**\*\* Canadian sealing regulations** are strictly enforced by Department of Fisheries and Forestry officers on board ships and on shore.

Largely as a consequence of Canadian initiatives, international action has been taken to limit the seal harvest along the Labrador coast, eastern Newfoundland and in the Gulf of St. Lawrence. The International Commission for the Northwest Atlantic Fisheries agreed to an overall quota of 245,000 seals for 1971. This figure is based on scientific calculations of the total number that may safely be harvested without jeopardizing the seal stocks.

Biologists state that the natural environment can only support a limited number of animals of any species, and an unrestricted population increase would intensify the seals' struggle for survival. Competition for food in these circumstances would become fierce and, as a result, more animals would die of starvation, parasites, predators or disease.

Controlled harvesting keeps the seal herds at a safe, self-perpetuating level and provides for productive use of what otherwise would be wasted. These are the aims of Canada's seal conservation policies.

to livestock. A far-reaching program of predator control was legislated, steeped in concepts of "good" and "bad" animals.

Even Teddy Roosevelt, father of American conservation, was guilty of thinking predators inherently evil. He described a cougar treed in the Grand Canyon as a "big horse-killing cat, the destroyer of the deer, the lord of stealthy murder, facing his doom with a heart both craven and cruel."

Such thinking caused disaster like the Kaibab Forest in northern Arizona. In 1906 man decided more deer could live in the 700,000 acres and, to facilitate matters, killed every wolf, coyote and mountain lion that preyed on the deer. By 1918 deer had increased from 400 to 40,000, seriously overbrowsing the area. By 1923 the deer had grown to 100,000 and in the next two winters 60,000 deer starved to death. This continued until, in 1939, there were only 10,000 deer trying to survive in the damaged forest.

Predators are essential to the balance of nature. They control the number of herbivores the land can support, while keeping herds vigorous by killing the weak, sick and old members. Unlike man, predators know how to "live off the interest and let the capital remain."

The timber wolf has been the target of the most vicious war of extermination waged in the United States. The "gray ghosts" originally ranged over the entire continent of North America. Today the only timber wolves in the United States, south of Alaska, are in Minnesota, Michigan and Wisconsin and these number only a few dozen.

Long before Little Red Riding Hood's encounter, wolves had become the classical villains of the animal world. Perhaps their eerie howling (in reality a social event, something like a community sing) has bred the mysterious legendry.

Actually, authenticated accounts of wolves attacking humans are practically unknown. The wolf's family affection and loyalty stand out in the animal world. Wolves mate for life and the male not only provides food for his family, but takes equal responsibility for training and protecting pups. Wounded members of the family or pack are fed and cared for until they either die or recover.

Since bounties first came to the colonies in 1630,\* the wolf has had a price on his head. Yet it wasn't until the western livestock industry blossomed that he was systematically destroyed. Ironically, the wolves that once lived on buffalo turned to cattle and sheep after man exterminated their usual food. Every conceivable type of trap and poison was used against the "gray ghosts." A government hunter, assigned to a particular wolf, studied its habits like an engineer doing research for a scientific project.

\* The bounty system is still in operation in all provinces west of Quebec; but there are no poisoning programs in Canada.

The wolf has been beaten into submission and with him went the cougar and grizzly bear. These latter two are so scarce today they require almost complete protection in national parks. Coyote and bobcat are vanishing from portions of their range, even where there is no livestock to protect.

The public conscience has been aroused. Yet reformed predator control alone isn't the answer — a great deal more research is needed in wildlife management.

It has been said that man is the only creature on earth that willfully destroys his own environment. America's poisoned streams, polluted air and eroded lands testify to the statement. As man destroys his own environment, he destroys the wildlife dependent upon it.

Pesticide poisons are absorbed by soil organisms, plants, herbivores that feed on plants and carnivores that feed on the herbivores. At each step in this biological food chain, the poisons are further concentrated.

Mining operations, agricultural poisons and industrial wastes kill millions of fish each year, not to mention the thousands that die from unknown poisons.

The public is too knowledgeable, too sophisticated, to ever again exterminate a species with guns. Yet we are destroying wildlife habitat just as unwittingly as we destroyed the passenger pigeon.

The bald eagle, though protected for several decades, is still in danger of extinction. An Audubon Society study showed only about 5,000 of these birds left in the U.S., exclusive of Alaska. Quantities of DDT have been found in infertile, unhatched eggs and desirable nesting sites are fewer and fewer.

Private landowners are playing a vital role in the fight to save the bald eagle. Cooperating with federal agencies, they are protecting nesting sites on their property.

Government conservation efforts can never succeed without public awareness and support. Until women lose their fancy for alligator shoes and purses, the million dollar traffic in illegal hides will continue. Until conscientious hunters learn to recognize endangered birds, thousands will be accidentally shot. Until the public supplies the muscle, existing laws will remain words on paper.

As far back as history is recorded, man has considered himself something more than an animal. Never is this more clear than when he accepts his responsibility to the wildlife around him.

*"Accuse not Nature, she hath done her part, do thou but thine."* — Milton

# Thank You...

## A Magic Word

By Dennis W. Lewis, Program Services

You know, it seems we are always looking for the BIG effort or the "unusual" from people, and it is the flashy, one-shot effort that seems to get all the recognition.

A guy could be a bum all year but, because he scores the winning touchdown in the last game of the year, everyone makes him a big hero.

Maybe it's just human nature (and it's also quite understandable) that we tend to recognize the OUTSTANDING effort of a person and overlook the steady job being done every day by those who seem to perform certain tasks in a relaxed, quiet and easy manner.

How quick we are to pick on the flashy effort for praise. If we happen to dislike a person's performance, of course, he is too slow; not with it; or he is a nuisance. If we happen to be pleased, then he is the greatest thing since grannie started wearing pant-suits.

While it is those who capture our imagination with the "big play," and are quite deserving of our praise, it is usually the other guy — old reliable — who carries the ball the rest of the time; this is true in business, sports, school — you name it — as well as in Scouting.

Quite often a team full of individual super-stars ends up at the bottom of the league, while a group of good players, working hard and together as a TEAM, wins the league title.

It is also a fact that many people will work harder if recognized. Some people will perform even greater feats to out-do a previous one when recognized. Others will blush and reject any suggestion that the work they are doing is the key to our successful operation, but this should not stop us from extending thanks.

It isn't that everyone is sitting back waiting for a pat on the back all the time, but there is a little area reserved in most human beings ready to receive whatever recognition comes their way. There is no doubt that a pat on the back with a simple "thank you" is still a great motivator. It makes a guy feel good, appreciated — that he is not being forgotten or taken for granted.

Unfortunately, it is true that the simple, everyday efforts of many people do go unnoticed and unrewarded; the one or two outstanding types always seem to get the praise. We seem to be just too darn busy to say "thank you" any more.

"Recognition" can come to people in many other ways. We overlook the importance sometimes of providing others with equal opportunity in sports, games, competitions and various other tasks; recognizing their ability, skill or potential means providing opportunities for participation. Here again, we often play or use our best players, or focus on the few who, we know, will do the job well or will do it the way WE think it should be done.

There are the two boys, for instance, we ALWAYS use to say the Grand Howl; the five Scouts we ALWAYS use at the camporee because we want to win; the six trainers we ALWAYS use on council training courses or boy events — everyone else sits on the sidelines as spectators. The use of a person's ability or skill is important in terms of growth through experience. If WINNING at a Cuboree or camporee is more important to a leader than anything else, then many boys will never really have the opportunity to experience the thrill and excitement of participation at a large event because the leader will always field his best team.

If we are going to do a good job of individual boy and leader development, we will have to realize that there is a great source of potential in others; this potential, if used, will give the whole group a lift.

Sometimes it's the ordinary things in life — those things we take for granted — that give us any measure of success at all; and it's the recognition of the efforts of others, no matter how small, that makes a team tick. Because it takes many people working together as a team to get the job done and, if used, there is still magic in the words "THANK YOU."

14



## An eye for Design

**IDENTIFY  
YOUR TROOP, DISTRICT,  
CAMP or CAMPOREE.** Bright, new,  
fresh ideas created for you by us. -Lowest Prices!  
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### GRANT EMBLEMS

Stanley A. Grant Limited /  
134 Park Lawn Rd. Toronto 18 / 255-3421





Edited by Al Craig for the Adult Training Subcommittee

Let's talk about training! Why? Because it involves you and me and is an important link in relating knowledge, understanding and skills of our programs to the boys and youth involved in them.

Through formal training and on-the-job learning, we can carry out the objectives of Scouting and translate these objectives into practical, fun activities. Training is enjoyable, can be fun and a very satisfying experience for us all.

We all need more information about training. We want to know what's happening, where it's at and what new training opportunities are available to us. And "trainers" aren't the only Scouters concerned about training — all Scouters should be concerned and kept informed about this important subject.

*Training Talk* will help give you some of the answers to these questions. The best way to get the message across is through *your* idea magazine, *THE CANADIAN LEADER*.

So look for *Training Talk* as the centrespread for easy removal in every second edition of this magazine. This is the 'go' edition.

Content will include articles and features on:

- a) Outlines of training programs
  - skill workshops
  - initial training
  - conference programs.
- b) Methods and techniques (explanation and application)
  - lecture method
  - role play
  - base method.
- c) Visual aids
  - new products
  - projectors and films
  - new methods, techniques
  - flip charts.
- d) Training requirements and recognition.
- e) Council events
  - National Training Institute: purpose, dates, places, costs
  - what's happening in other councils: provincial, regional.

- f) Training material and resources being developed nationally
  - training notes (formerly called units or documents)
  - book reviews
  - aids (such as evaluation forms)
  - film reviews.
- g) Training ideas and concepts explained in understandable language.

We want *Training Talk* to be interesting, readable and useful — and you can help! Let us know what you'd like included. Tell us of your successful training events. Tried any new techniques lately? How about sharing them? We'd be happy to receive good photos of your course, so send them along. In this way, we can give you what you want and share training experiences with others. So, let's get together and talk about training.

#### TRAINING REVIEW

A review of the Adult Training Program has just been completed. This review was necessary because of your feedback which indicated that you had problems and concerns about training.

The review looked at the existing training policy and objectives, and pinpointed the strengths and weaknesses of the training program. Many of you were asked for, and gave us, your views. A National Training Seminar was held in early January which brought together key trainers to look at the problems and come up with solutions. The following recommendations have been approved by the Adult Training Subcommittee and Program Committee as a result of this review.

1. Adopt restated policy and objectives to set out more clearly the fundamental ideas of the Adult Training Program.
2. Establish as a long-range goal that, while some material will be provided for use by trainers, the majority of materials to support the Adult Training Program will be written for use by the person for whom the training is designed (section Scouter, trainer, service team member or committeeman).
3. Provide guidance for training of committee personnel at the section/group and council levels.
4. Produce an easily revised and up-dated guide for trainers designed to: educate and orient trainers to their jobs; explain the Adult Training Program and its application; explain the use of training notes; provide guidance in a broad range of training methods and techniques and their application; outline the procedures for training administration; list current training aids.
5. Decentralize training by improving trainer skills and understanding about the Adult Training Program at all levels. Such skills, competence and understanding can be increased by providing resources and support.
6. Decentralize the National Training Institute to:
  - permit more people to participate;
  - design the content to meet local needs;
  - build in team training and emphasize participants "passing on" the skills learned in their back-home situation.
7. Emphasize understanding of the Adult Training Program, and training design and evaluation skills at National Training Institute and provincial and regional training events.

## TRAINING TALK (continued from page 15)

8. Develop a method for continuing consultation at all levels on the development of the Adult Training Program.
9. Increase contact among key training personnel at all levels and, particularly, among those charged with the responsibility of training nationally and at provincial and regional levels.
10. Use all possible approaches to ensure that training information and new developments are communicated to all levels. Introduce a national training bulletin in *The Canadian Leader*, directed to all those interested in training.
11. Modify the existing "Training Units Scheme" by:
  - a) calling the program "Adult Training Program";
  - b) stopping reference to training documents as training units;
  - c) assessing the appropriateness of existing training units and discontinuing those considered inappropriate.
12. Provide for immediate needs for subject material by directing those responsible for adult training to appropriate handbooks or other resources. Where material is not readily available, produce training notes as resource material, with improved style, understandable language and an acceptable format.
13. Simplify the coding system for training notes. A system of title and catalogue number is suggested.
14. In either a trainer's guide, or as a separate resource document, give guidance on induction and orientation training.
15. Refer to Initial and Intermediate Training as "Wood Badge Part I" and "Wood Badge Part II."
16. Base the requirements for trainee, Initial and Intermediate Training recognition on a combination of hours of participation in training. In specified subject areas, eliminate the mandatory subjects related to specific training notes.
17. Accredite trainers through a system based on specialized training and performance.

Recommendation 1 has been approved by the Program Committee, with restated training policy and objectives to be presented to the National Council for consideration at the May meeting. We will report on these when approved.

Action is already being taken on a number of other recommendations, and part of Recommendation 10

N.T.I. 1970, Carleton University, Ottawa.

has been accomplished with *Training Talk*. Read on to find out what's happening on the rest of the recommendations.

## TRAINING RECOGNITION SYMBOLS

Many Scouters seem unaware of the availability of recognition symbols for training. Recognition is available for participation in training as follows:

- |   |   |
|---|---|
| Part I Wood Badge :<br>(Initial Training) | Gilwell woggle or colour-coded tie tack   |
| Part II Wood Badge:                       | Wood Badge and parchment or colour-coded tie tack superimposed on a gold maple leaf, plus a parchment |

In addition, Training Certificates, Catalogue Number 93-202, are available to those councils who wish to use them for issue for Part I training.

Recommendations 16 and 17 are being acted upon.

## GUIDE TO TRAINERS

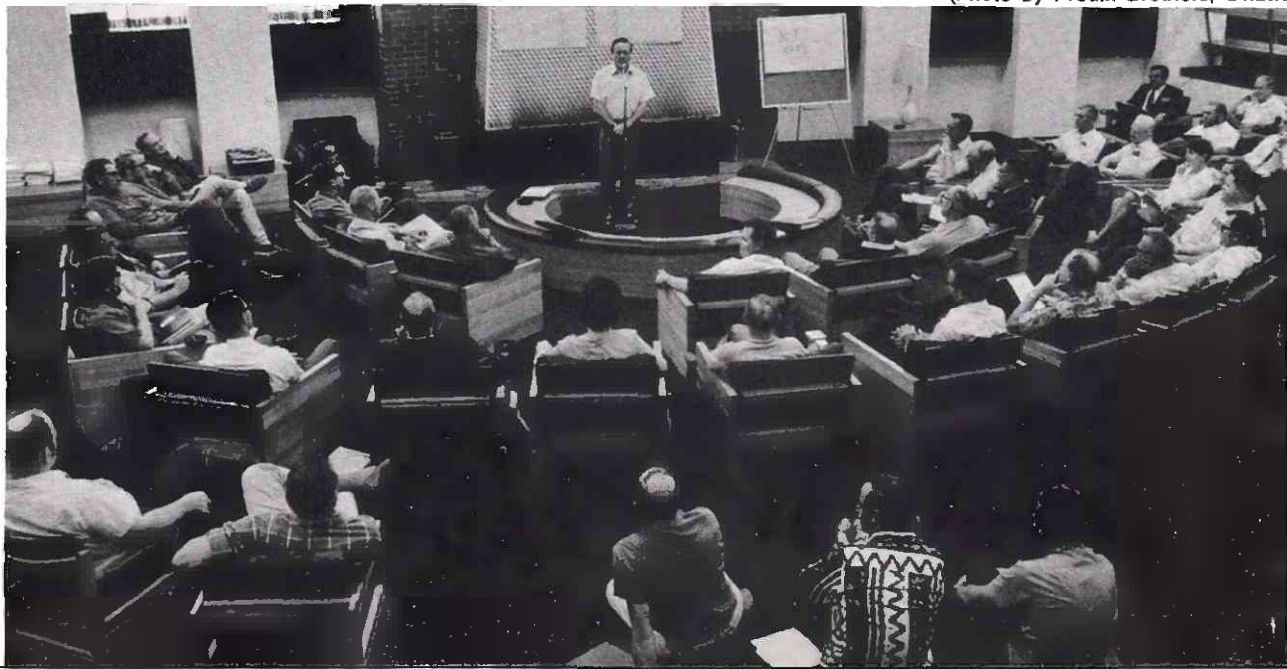
Two publications, a *Guide to Service Team Personnel* and a *Guide to Trainers*, are being prepared and will be available this spring. *Service Team Personnel* will set out the job of the service team/district staff and will provide guidance on how to learn to be effective. The *Guide to Trainers* deals with formal training. See Recommendation 4 for content.

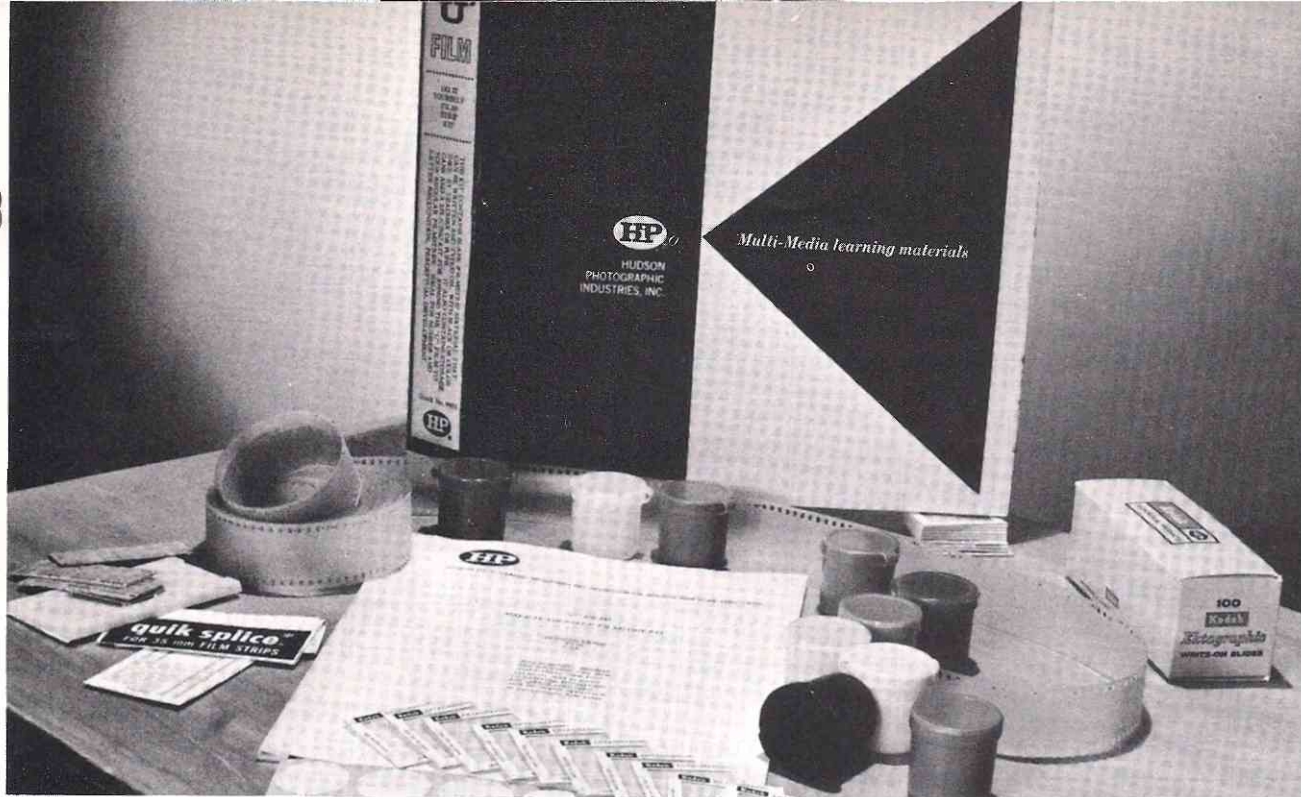
## NATIONAL TRAINING INSTITUTE

Up to seven events will be held in 1971 as part of National Training Institute — '71.

Trainer Development Course	Ottawa, Ont.	June 26-July 4
Human Relations Course	Ottawa, Ont.	June 26-July 2*
Regional Institutes	British Columbia	Aug. 29-Sept. 5
	Alta./Sask.	Fall
	Maritimes	September
	Newfoundland	August 13-18
	Quebec	Sept. 2-6

(Photo by Proulx Brothers, Ottawa)





The Trainer Development and Human Relations courses will be national in scope, with participants being recommended by their provincial council.

The Regional Institutes are new this year, with provincial and national personnel combining to operate them. The general purpose is to:

- further develop understanding of adult learning principles and the Adult Training Program;
- further develop knowledge and skill in identifying training needs and the design, organization, conduct and evaluation of a variety of adult learning experiences;
- identify problems in the Adult Training Program and develop courses of action to bring about improvement.

Interested? Enquire at your council office.

#### TRY THESE

##### "U" FILM

How about a "make-it-yourself" filmstrip kit?

The kit contains:

- 25 feet of "U" film,
- 10 empty filmstrip cans with blank labels,
- Quik Splice film splicer block,
- Quik Splice filmstrip splice tapes,
- cutting blade,
- instruction book.

"U" film is a tough, plastic film, exactly the same size as standard 35 mm. filmstrips.

Pencils, pens, felt-tip markers in any colour can be used in writing or drawing on the film. A typewriter may also be used.

The kits are manufactured by Hudson Photographic Industries, Inc. Audio-visual outlets handling tape-recorders, projectors and photo supplies should be able to provide the kits. They cost about \$20 and will produce a number of inexpensive filmstrips, tailored to your special needs. If you can't find these kits, drop us a note and we'll arrange to order one for you.

##### WRITE-ON SLIDES

Kodak now produces a visual aid called "Kodak

Ektagraphic Write-On Slides." Imaginative use of this visual aid can add life to your training sessions, meetings or committee reports. The slide measures approx. 2" X 2". Preparation involves printing or drawing on the slide with almost any pencil or fibre-tip pen. Transfer letters (such as Letraset) can also be used.

Kodak Ektagraphic Write-On Slides are available through photographic supply stores. A box of 100 costs between \$6 and \$7. Try 'em and let's hear how you made out.

##### BOOK REVIEW

Usually, setting out objectives for training is a difficult task. But we must specify them if training is going to achieve the desired results.

*Preparing Instructional Objectives* provides a valuable approach to the job of setting objectives. Robert F. Mager has seen the need for sound guidance on stating objectives and has provided it in a simple, straightforward, concise way. The book discusses the importance of being explicit about what is to be taught; the qualities of sound objectives; what the learner will be doing following the training; and how to assess the success of the training. Recommended for all trainers. (Fearson Publishers, Palo Alto, California; price \$1.75.)

##### NEW MATERIAL

*Training Notes* — This is the term we are going to be using for materials previously called "units" and "documents." But, more important, we are taking steps to simplify and clarify the language and brighten the notes.

Two new training notes are now with the printer and will be available in the near future. Check with your local office or order from Supply Services.

*Guide to Training for Activity Leaders and Scouters-in-Training*, Catalogue No. 96-101, and *Creative and Outdoor Activities for Cubs*, Catalogue No. 96-102.

These are the first two of the newly designed, colourful Training Notes and they will sell for 75¢ each.

(continued on page 18)

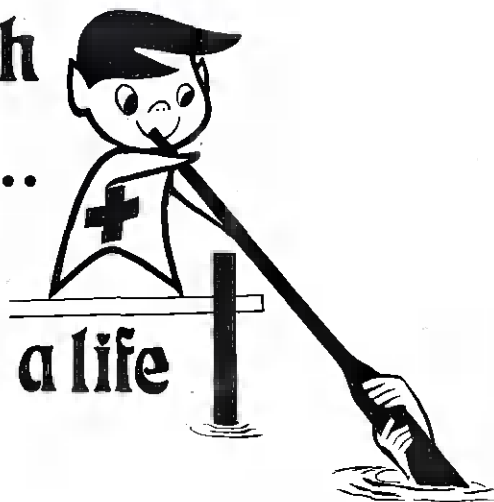
One of the jobs facing a trainer is to help Scouters identify the areas where they require additional training. The following aid can be of assistance to both the Scouter and the trainer.

**INSTRUCTIONS**

This self-inventory of skills and abilities has two purposes. To help identify those areas where you have knowledge and skill that can be used immediately. To help identify those areas where you will want to develop additional knowledge and skill.

AREA OF KNOWLEDGE OR SKILL	I KNOW OR CAN DO				I WANT TO LEARN	COMMENTS
	WELL	SOME	NOT SURE	NOT AT ALL		
HELPING BOYS LEARN: know how people learn, skill in teaching, leading discussions and using audio-visual materials.						
WORKING WITH GROUPS: helping groups plan and evaluate, skill in communicating, ability to influence others.						
ARTS AND CRAFTS: skill in drawing, painting and hand-crafts, skill in making things.						
SINGING & PLAYING INSTRUMENTS: skill in song leading, skill in playing instruments, lead a music group.						
GAMES: know how to lead games, indoor and outdoor; use games to teach skills, fitness, games for fun.						
ACTING & STORY TELLING: directing skits, plays; skill in costuming, telling stories.						
RECORD KEEPING: skill in keeping records, writing reports, keeping financial records.						
NATURE LORE: know something about nature and able to help others learn about it.						
SPORTS: skill in indoor and outdoor sports, skill in individual and team sports, skill in coaching.						
HIKING AND CAMPING: skill in hiking, living out-of-doors, including cooking.						

# Reach Out... to save a life



By Beatrice Lambie

Waterfront activities are keenly anticipated and the principal delight of camp life. We must alert our boys to the importance of safe swimming and safety practices. Drownings occur in many places and under various circumstances. Many are tragedies which could have been averted by the use of reaching assists.

Even a good swimmer can get himself in trouble if he swims out to a drowning person and attempts to swim him to the shore or dock. Land rescues are the safest rescues for everyone. By using a pole, stick, paddle, piece of clothing or throwing a ring buoy, a lifejacket or any other readily available object, a bystander can help the victim without risking his own life.

Hundreds of drownings across the country are reported each year. Just a few of these cases are described below. If witnesses to these tragedies had known about the proper use of reaching assists, these tragedies might not have happened.

"He was pulled under ..."

"A 20-year-old youth drowned Friday night after losing his footing in a partially empty swimming pool.

"Township police said the victim apparently went into the pool with the intention of walking across it. He could not swim. The victim walked into the deep end of the pool, lost his footing and slipped into the murky water.

"Only one of the youth's four companions could swim. He went into the water after the victim and had a hold of him at one point, but was pulled under and was forced to let go to come up for air."

*The youth could have been towed to safety with a lifebuoy from the pool or a companion's jacket or sweater.*

"She was out of reach ..."

"A three-day camping trip came to an abrupt and tragic end early Thursday when two girls drowned. The victims were among five girls who had been driven to a lake where there was a designated shallow area before the lake dropped off to depths of 15 to 30 feet.

"The girls were playing in the water for 15 minutes while the car driver sat on the beach. The victim, Susan, wandered into the deeper area. By the time

the driver, a non-swimmer, was in the water to help her, the girl had drifted out of arm's reach."

"A companion went to Susan's aid but had to be assisted to shore herself by another companion, Cathy, who went back into the water to rescue Susan and both girls went under.

"Janet, the only one with some swimming ability, went out to the drowning girls but was unable to cope with both of them and was just barely able to reach shore again herself."

*Extend your reach! The driver might have prevented two tragedies if he had used a reaching assist to save Susan when she first drifted into the deep water. What was available? A towel? Car floor mats or seat cover?*

An oar is a lifesaver

"A 22-year-old man drowned Tuesday while his mother watched helplessly.

"Jim Brown fell from an eight-foot punt that he and his mother were rowing 150 feet from shore, near their summer cottage. Since neither of them could swim and the boat was not equipped with life jackets, Mrs. Brown was unable to save her son.

"After he disappeared beneath the surface, she rowed to shore to call police."

*That mother might have saved her son's life if she had used the paddle as a reaching assist instead of rowing to shore with it!*

Danger of drop-offs

"A 23-year-old university student drowned when he stepped off a sandbar into deep water while playing with a toy plastic flying saucer, 300 feet off shore.

"A non-swimmer, he had been playing in the shallow water with his girl friend when he stepped into ten feet of water. The young man surfaced twice but, in his panicky state, he could not make it to shallower water."

*If the young man's girl friend had had the presence of mind to hand him a reaching assist — the plastic saucer perhaps — she might have been able to pull him to shallow water.*

Easy Techniques

"The search continues today for the body of a four-year-old boy who fell into a river near his home yesterday. Ricky and his four-year-old companion were pulling a stick from the water's edge when the stick came up suddenly, causing Ricky to stumble into the water.

"By the time the little companion could obtain help from an adult, Ricky's body had disappeared beneath the water's surface."

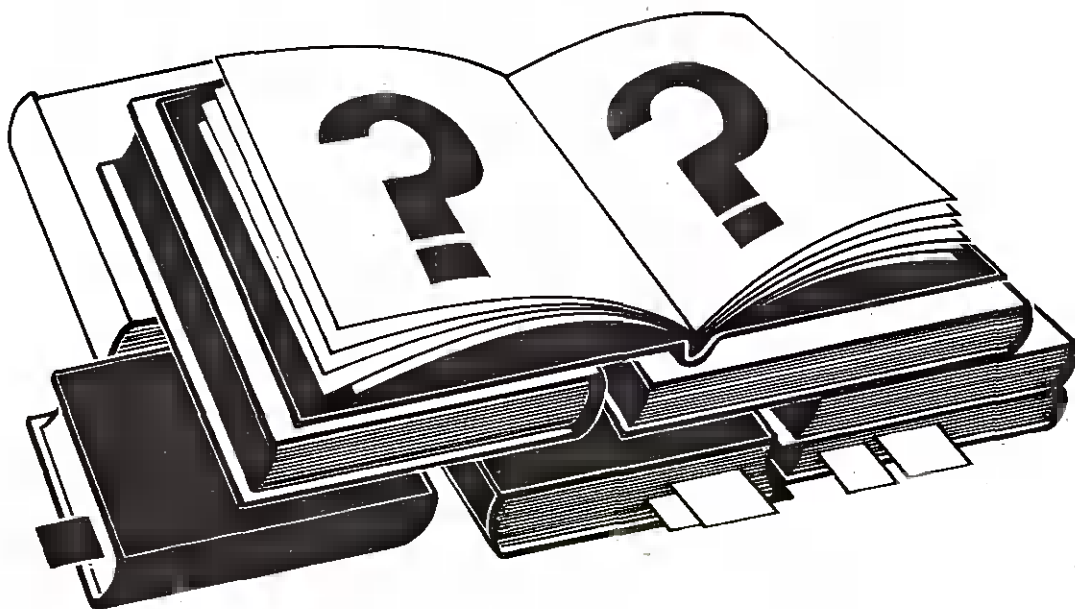
*With previous instruction in using reaching assists safely, Ricky's little friend might have saved his life. A shirt — or the stick that caused the mishap — could have been used to prevent the tragic drowning.*

Life-saving equipment for a dock is a must. Standard equipment should include 50 feet of 5/16 manilla or sisal rope with a ring buoy attached to the end, coiled and ready for use. Teach older children how to throw it, with the correct throwing technique: split the coils, holding half in one hand and half in the other. Drop the free end of the rope to the dock and step on it. Throw the buoy, letting the remainder of the rope peel from the hand.

Our thanks to The Canadian Red Cross Society and to Ontario Traffic Safety for material included in this article.

# A Question of Content

By Reg J. Roberts, Program Services



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For some time the Venturer Subcommittee has been working on a new handbook for Venturers and advisors and, in order to have this new publication as complete, interesting and informative as possible, they have solicited comments from a variety of different sources.

The Deputy Chief Scout's questionnaire of a few months ago, and correspondence and conversations with a number of different people across the country, have provided a wealth of information and ideas that will be extremely valuable in the final publication.

This feedback has also indicated a need to re-examine Venturing in detail to be sure that what is printed about this section can be used effectively by companies in each of the provinces.

The general feeling expressed to the Subcommittee is that the Program Objectives of Venturing, as defined in By-Laws, Policies and Procedures, are generally sound, but that the contents of current handbooks do not present a clearly recognizable choice and sequence of activities from which Venturers, working with their advisors, can develop and carry out a constructive and enjoyable program.

The Subcommittee has set out the significant factors under the headings of The Problem, Possible Solutions and Conclusion, and, recognizing that comments from a wider audience would provide even more feedback than we now have, urge you to read on and reply to the following with your own opinions in this matter.

## THE PROBLEM

As a result of considering the feedback from all sources, the following areas appear to be causing the most concern and the general expression of opinion is:

- that there is a lack of well-defined requirements for membership which spell out for a company, what must be undertaken by a boy seeking admission to Venturing.
- that some of the titles used to identify experience areas are inappropriate and the accompanying explanatory material generally insufficient, providing poor guidance for program planning.

For example:

- Exploration is taken by some to mean meeting new people and by others as going to new places.
- Competence is taken, by some people, to mean what one does and, by others, how well things are done.
- Culture seems to mean very little to almost everyone.
- that some of the expectations of Venturing, such as hunter safety, driver education, scuba diving and flying appear to be difficult or impossible to achieve by most of the age group currently in Venturing; that, while instruction can be taken in such subjects in some areas, a licence or certification is usually not available to most fourteen- and fifteen-year olds.

- that the requirements for the Queen's Venturer Award are extremely difficult to achieve and even to understand, and that there does not appear to be any form of progression or linkage between the Venturer Award and the Queen's Venturer Award.
- that while some stress has been placed on the Duke of Edinburgh's Award Scheme as a way of achieving the Queen's Venturer Award, no logical bond is in evidence and no serious attempt has been made to interpret the scheme for use in Venturing.
- that the Amory Adventure Award, the Drummond and Pepsi Cola Rifle Competitions and the Nicholson Wildlife Photography Award all seem to have application to Venturing and yet have not been considered very seriously for incorporation into the program.
- that agency awards which were originally seen as a strong part of the program have not figured strongly and tend to be viewed as activities outside the program, when used at all.
- that agency awards, the Duke of Edinburgh's Award Scheme and the others already mentioned have a challenging potential and could, if incorporated into the program, form valuable projects for both individual and company consideration.
- that the Religion in Life Award has continuously been understressed and, generally, its meaning has not been understood.
- that it is necessary to upgrade many of those opportunities which have been ignored, such as camping, hiking, canoeing, in fact the whole of the outdoors, and play down the more unusual areas such as gliding, scuba diving and flying, which are generally beyond the scope, physically and financially, of most of the boys in Venturing.
- that it is also necessary to emphasize the need for activities to be progressively more challenging, to ensure constant reaching for potential and to recognize and accept the need for non-damaging failure, as well as success.

#### *The Structure*

The feeling is also:

- that there is a need to come to grips with the variety of terms now in use in Venturing which seem to lead to a good deal of confusion. Many of the terms have not been clearly defined, and some are not understood.  
For instance:
  - Concepts, developmental tasks, purpose, program objectives, club-style structure, parliamentary procedure, aim, principles, leader and advisor.
- that there is confusion around the constitution. Its meaning and value are often not understood. There is little to show how it can be used to help achieve the program objectives and its relationship to the by-laws has caused considerable dissatisfaction.

#### *Role of the Advisor*

Here again indications are:

- that the role of the advisor is not understandably spelled out in the handbooks and,

as a result, advisors are uncertain in the discharge of their responsibilities to their companies. Companies are suffering from a lack of consistent, understandable and acceptable counsel from their advisors.

- that this confusion about the role of the advisor leads to some uncertainties as to how training programs should be set up and what the content of such events should be.

#### *POSSIBLE SOLUTIONS*

After serious consideration of all the expressed concerns, the Venturer Subcommittee feels that action could be taken to:

- state, in clear terms, conditions of membership.
- simplify and clarify terms used in Venturing.
- develop a recognizable program of activities which will include the Duke of Edinburgh's Award, the Amory Award and those awards made available by a variety of agencies.
- define the Venturer Award and Queen's Venturer Award in terms which give companies a choice of specific requirements, and also the opportunity to create their own requirements. Thus the high degree of flexibility in Venturing will be preserved.
- place emphasis on the value of challenging activities and the importance of adventuresome, outdoor activities.
- clearly state the meaning, value and content of a constitution in the operation of a Venturer company.
- redefine and emphasize the role of the Venturer advisor.

#### *CONCLUSION*

It has become increasingly evident that there is, in many areas, a desire for a more solid core for Venturing and the foregoing will suggest such an approach.

In considering such an approach, however, it is necessary to ensure the retention of the element of choice inherent in and so important to Venturing.

The above remarks are probably not all-inclusive; however, they do represent the major concerns conveyed to the Subcommittee, and they outline some possible approaches seen by the Subcommittee as being necessary for Venturing to become an acceptable and enjoyable way of achieving the program objectives.

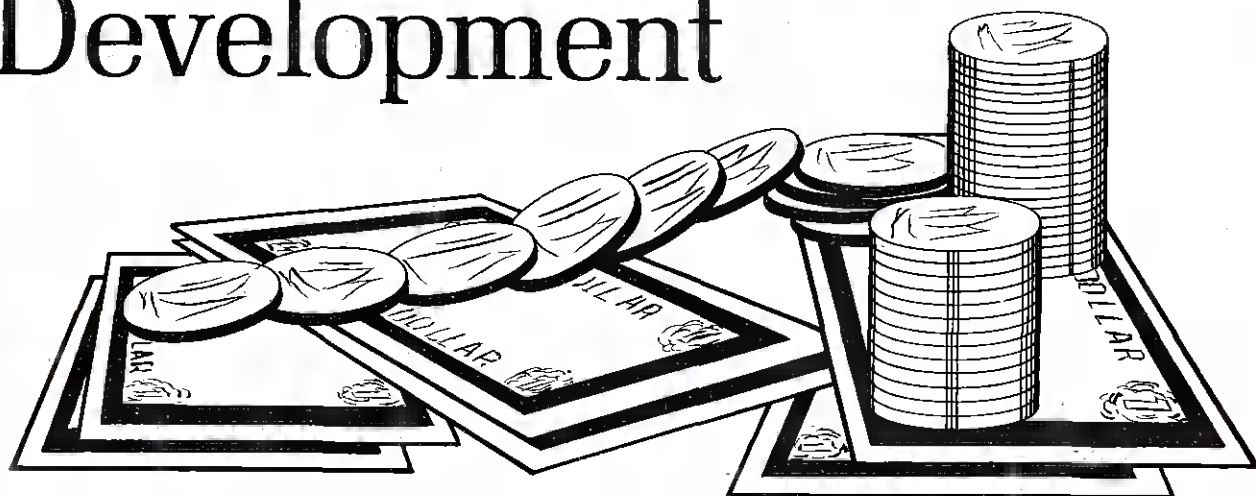
In view of the foregoing, the Venturer Subcommittee would appreciate your consideration of the problems that have been set out, the practicality and workability of the possible solutions, and your comments on the validity of the conclusion.

Venturing offers many exciting opportunities to young men across the country to plan and operate a program of their own basic design.

Would it be more appealing if some of the above suggestions were incorporated, if a more detailed and step-by-step approach were made available to those companies not as well able, or as prepared, to do all their own planning themselves?

The new handbook should reflect the type of Venturing seen as being needed by Venturers and advisors in all parts of Canada. It is to you that we look for the answers and, hopefully, you will provide them by return mail.

# Dimes, Dollars and Development



By B. H. Mortlock  
Director, Relationships & Information Services

Remember the civil war in Nigeria?

It left, not only the country but the Scout Movement also, impoverished and desperately in need of rehabilitation. Five hundred Canadian Scout dollars went across the Atlantic to help with that rehabilitation.

Remember the disastrous earthquake in Peru?

Immediately, the Boy Scouts of Peru placed all their national Scout equipment at the disposal of the victims. Five hundred Canadian Scout dollars went over the Andes and the Amazon River to assist in replacing that equipment.

A new Scouter training library was being assembled by the Boy Scouts of Korea, and a whole section is devoted to Canadian Scouting books — a gift from Canadian Scouting through the Canadian Scout Brotherhood Fund.

In tropical Ceylon, where Scouting is being updated, they needed Canadian books to help them in this task. Through the Brotherhood Fund, the need was met — another gift from you.

There will be few Canadian Scouts or Scouters who have not heard of the Can-Carib project — the most ambitious attempt ever made by Canadian Scouting to assist Scouting overseas. The scheme undertakes to provide, for a four-year period, the services of a travelling commissioner to work in 18 Caribbean islands and territories, to "organize, promote, supervise and administer Scouting" in those areas. The project is now in its third year and, through Canadian Scouting, approximately \$12,000 has been made available toward this objective in each of the past two years.

An additional boost to several Scouting countries in the Caribbean also was given by Canada in 1969, when uniforms, books, badges and equipment, to the value of \$51,405.88, was shipped to Haiti, Trinidad, Surinam, Guyana and Barbados. This material was surplus to Canadian needs as a result of program and uniform changes in this country.

And there's more to this story of Canadian Scouting accepting B.-P.'s dictum to "Look Wide."

A special donation in excess of \$500 was made toward the operation of the Inter-American Scout Committee, a regional committee of the World Conference, which serves all of Latin America.

Baden-Powell House in London, where scores of Canadian Scouts and Scouters have stayed when visiting in Britain, received furnishings to the value of \$150, and a further \$600 went from Canadian Wood Badge holders toward the erection and furnishing of Friendship Hall at Gilwell Park, the international training centre founded by Baden-Powell in 1919.

All of this sounds as though Canadian Scouting is doing a whale of a good brotherhood job in world Scouting. But before we pat ourselves too vigorously on the back, perhaps we should point up a fact or two, which might serve to make us all realize that, with a little more effort, we could be doing a whole lot more — keeping in mind that the Good Turn is still a very important part of the principles and purposes of Scouting. There's a lot more we should be doing.

Here's what we mean. Out of the nearly \$24,000 that we have invested in the Caribbean project in the past two years, the Canadian Government, through the Canadian International Development Agency, contributed 33%, and the bulk of the balance came from Canadian banks, industries and individuals operating and interested in the Caribbean. ONLY — and get this — only a little better than 20% actually came from the membership of Boy Scouts of Canada, in whose name all this is done.

Most of the other foreign aid listed did come from member donations to the Canadian Scout Brotherhood Fund, and it is to this fund and to the services it can perform that we direct your attention.

There are scores of developing countries that need assistance to build up their Scout organizations. The World Bureau has a whole list of them, even worked

out in priorities. The contribution Canadian Scouting can make in this field is limited only by the generosity, or lack of it, displayed by members of Boy Scouts of Canada.

Really, the story is very simple. If, from the \$77,370.75 which Canada has given to world Scouting in the past two years, you deduct what was surplus stock and what was contributed by government, business and industry, the actual amount given by our membership was discouragingly small.

And yet, if every Cub, Scout, Venturer, Rover and adult leader were to give only one dime — 10 cents — to the Scout Brotherhood Fund annually, we would be able (based on the 1969 census figures) to spend \$28,421 each year on worthy causes such as this. And industry and government would still be there to give our undertakings a financial boost.

And perhaps we should mention that the Brotherhood Fund also looks after disaster cases in our own country.

Just recently a Scout troop at the Baptist Church in Springhill, N.S., lost all their equipment in a disastrous fire. The Brotherhood Fund will help them replace it.

In another fire in Lillooet in southern British Columbia, a long-time Scouting family lost everything — including a member of the family — and the Brotherhood Fund will help replace their Scout losses.

Last year groups in Ancaster and Hamilton, Ontario, suffered losses by fire and were assisted by the Brotherhood Fund.

That's what dimes, dollars and development is all about.

Want to try for \$28,421 this year?

You may send donations either through your district, regional or provincial office, or directly to the Canadian Scout Brotherhood Fund, Boy Scouts of Canada, P. O. Box 5151, Postal Station "F," Ottawa, Ont. K2C 3G7.

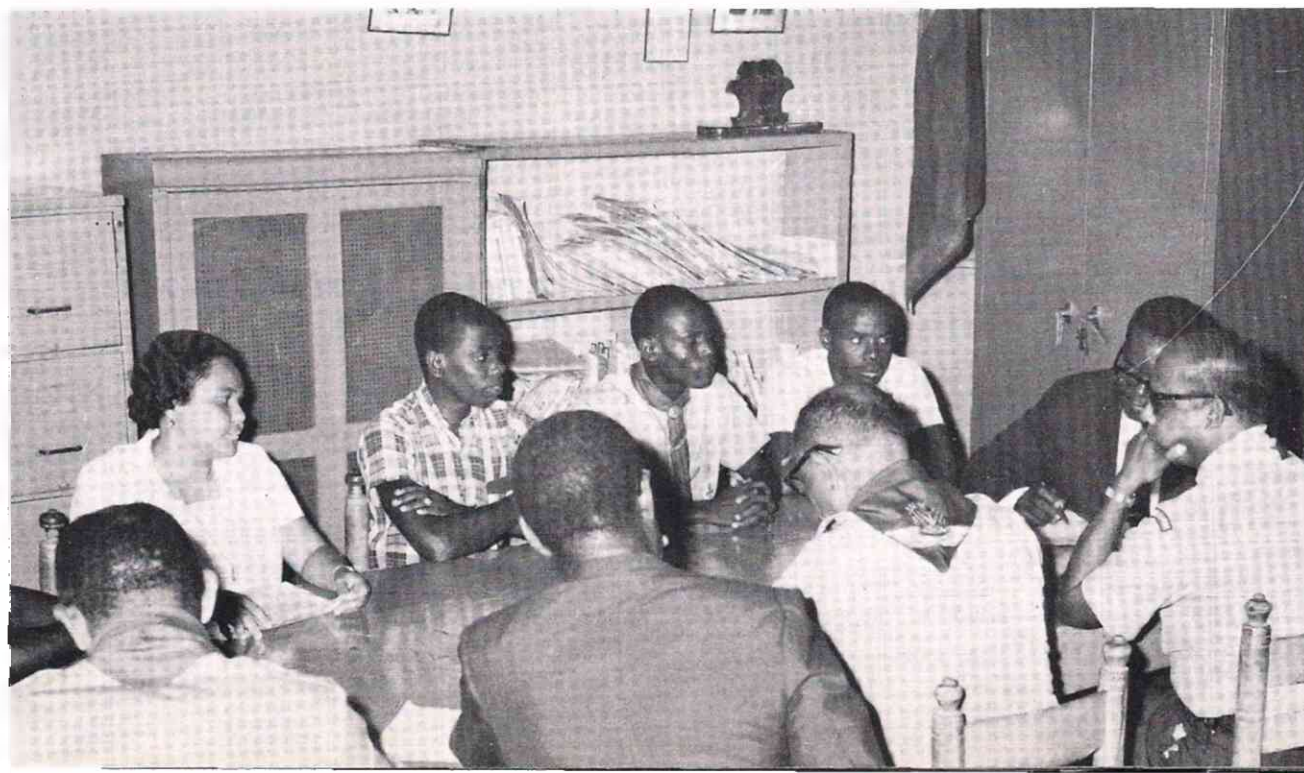
We'll be delighted to send you a receipt.

# CAN-CARIB DONATIONS — MARCH 1971

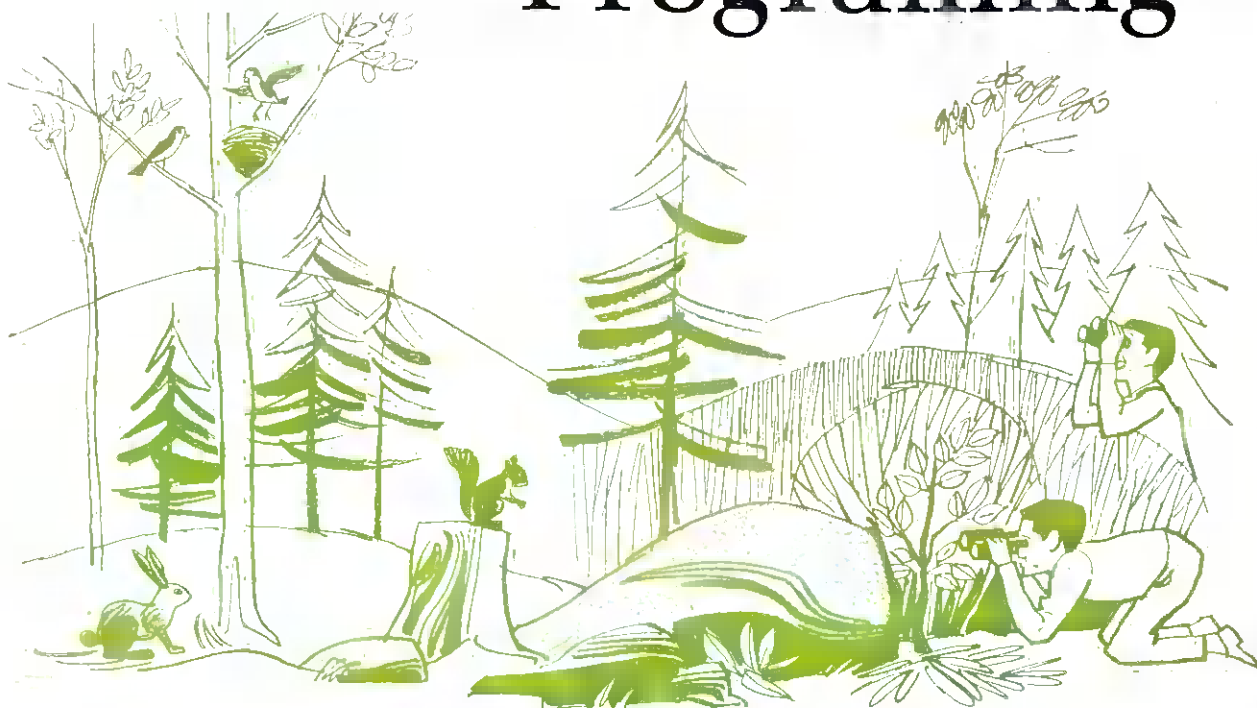
North Waterloo District .....	\$ 2.50
85th Ottawa Scouts .....	10.00
Parkland (Yorkton) Cubs .....	51.50
7th Burnaby Mountain, B.C. ....	2.50
Laurie Smith, Brandon, Man. ....	5.00
Cubs, Scouts, Brownies, Guides, Rangers:	
CFB, Baden-Soellingen, Germany .....	30.00
1st Greenwood Scouts, Ont. ....	25.00
6th Thornhill, Ont. Auxiliary .....	70.00
Saskatoon Region .....	250.00
6th Thornhill, Ont. ....	7.50
7th Douglas Group, Victoria, B.C. ....	10.15
10th Kingston, Ont. ....	5.00
3rd Capilano, B.C. ....	17.11
Scotian Gold Co-Op, Kentville, N.S. ....	25.00
3rd Burrard, 2nd and 5th Mountain, B.C. ....	20.85
MacDonalds' Hamburgers .....	100.00
Kindred Industries, Midland, Ont. ....	1,000.00
Brockville, Ont., Auxiliary .....	15.60
1st Kingsboro Pack, P.E.I. ....	5.00
Aluminum Co. of Canada .....	1,000.00
Bank of Montreal: Bahamas & Caribbean .....	1,000.00
Hugh Purdy, Delta, B.C. ....	4.00
St. Matthews, Abbotsford, B.C. ....	50.00
12th Kitchener, Ont., Auxiliary .....	5.00
Distillers Corporation, Montreal .....	500.00
Ben Banks, Toronto .....	200.00
Government of Canada, CIDA .....	4,100.00
The Miner Co., Granby, Que. ....	500.00
43rd B Pack and Troop, London, Ont. ....	9.75
1st Langenburg Troop, Sask. ....	5.00
1st Watson Lake, Yukon, Troop .....	15.00
2nd Tillsonburg, Ont. Group .....	2.01
32nd Ottawa Troop .....	10.00
3rd Burnaby West Group, B.C. ....	15.56
5th Burnaby West Group, B.C. ....	15.56

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Les Scouts d'Haiti Executive Board, with Travelling Commissioner Sherman Ramsingh seated at far right.



# Summer Cub Programing



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By P. J. HORAN

Pack Scouters, what are your Cubs going to do this summer? Some may not get away for a holiday. Most will be around home for part of the time. A fortunate few probably will be away all the time.

What about a SUMMER FUN PROGRAM for the less fortunate? It has to be sparked, but need not necessarily be led by the Cubmaster. District leaders (service team members), group (section) council personnel, ladies auxiliary members, parents, grandparents, older brothers and sisters could be invited to assist and/or take the lead.

Even a composite pack can be formed, involving Cubs from a number of neighbourhood packs. Leaders may work on a rotating basis — one leader taking over June, or two weeks in June; another doing July, or part of July; and so on.

In addition, families should be invited to take along individual Cubs, or small groups of Cubs, on family activities; and this can be part of your SUMMER FUN PROGRAM.

Keep the program flexible and varied — lots of things to do that, in the event of bad weather, or other such problems, can be changed to something equally appealing. Picnics, tours, visits, bus trips, community explorations, splash parties at the local pool, backyard escapades, fishing, are some ideas.

#### VISITS COULD INCLUDE:

municipal, provincial or federal government buildings; police/fire station; waterworks, sewage disposal plant, power plant;

newspaper office; telephone exchange; printing plant; radio or television station; airport, bus station, railway station; library, museum, playground, exhibition, circus; swimming pool, sports arena.

#### PROJECTS FOR ONE OR MORE CUBS COULD INCLUDE:

develop and use a backyard gym;  
design and run an obstacle course;  
make a windmill, waterwheel or weathervane;  
make and use a working model of a boat or car;  
make and fly a kite;  
make and use a simple periscope;  
collect and make an article from driftwood;  
get and complete a sketch book;  
make a nature collection;  
learn how to stop nosebleeds;  
grow a vegetable from seedlings;  
learn how to call for police, fire, ambulance services;  
learn main highways in and about community;  
wash the family car;  
learn how to care for a lawn;  
earn the swimmer badge;  
point out the North-star and any three constellations;  
help to make a backyard barbecue;  
make and use a fire starter;  
make and use a tin can fire;  
try some hay-box cooking.

## THEME PROJECTS

### Water Fun

earn the swimmer badge  
earn the lifesaver badge  
build and sail a raft  
dam a creek  
learn how to canoe  
learn how to row a boat  
learn how to water ski  
water games and stunts  
collect and examine tadpoles.

### Nature Fun

plant and care for a tree  
make a collection of rocks, leaves, sands  
make a terrarium  
clean out a creek  
visit a forest ranger station  
fly a kite  
explore a pond or beaver dam  
nature games



### Rambling

to an historic site  
to a cave or mine  
to a large (older) church  
to a museum  
wide games

### Backyard Fun

barbecue snacks  
backyard gym  
party with Chinese lanterns  
build a shelter  
adopt and look after a tree  
observe birds feeding  
observe growth of caterpillars

### Conservation Fun

learn about erosion and how to prevent it  
plant grass in bare areas  
visit a paper plant  
find out about oil surveys  
find out how birds live, what they eat and how they raise their young  
visit the source of local water supply  
study and practise ways of preventing accidents

## HOW DO YOU GET OFF THE GROUND?

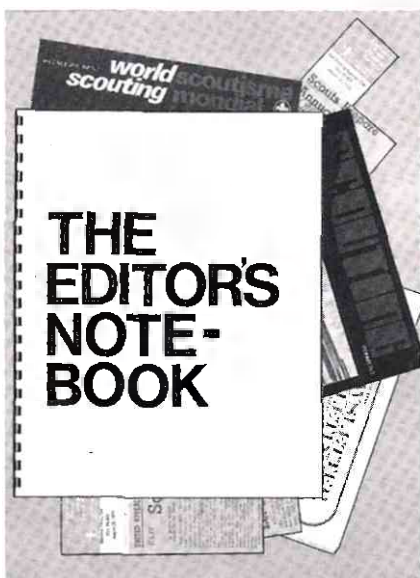
- 1) Make copies of the chart at the end of this article or write it on a blackboard — leave blanks for local ideas of appeal.
- 2) Discuss the ideas with your boys.
- 3) Discuss the ideas with parents, leaders, service team and committee personnel.
- 4) Decide to go.
- 5) Make decisions and allocate responsibilities.

More details and suggestions for some of these ideas will be found in *Outdoor Activities*, No. 5 of the *Pack Scouters' Series*, and *The Cub Book*. Have these available for reference. They will be especially helpful when planning a SUMMER FUN PROGRAM.

Your "volunteers" may find that, depending on the ability, the time and the local situation, they may have many, or only a few, boys available for any one activity. Numbers alone are not the key criteria. It is the needs of those taking part that count. A few boys may get more out of a well-planned visit to an historic site than a lot of boys passively attending a sports event.

Leaders may encourage all the Cubs to participate by providing them with a list of suggested activities that can be done during the summer months.

SUGGESTED ACTIVITIES	PARTICIPANTS					
	Personal	Father & Son	Gang/Six	Family	Pack	District
Fishing						
Camping (backyard)						
Tree-house Building						
Swimming						
Bicycling						
Tours						
Sleep Out						
Cook Out						
Soapbox Derby						
Kub Kar Rally						
Picnic						
Compass Hike						
Sports Event						
Mystery Trip						
Train Ride						
Historic Hike						
Explore Community						
Bus Tour						
Out-of-Town Visit						
Bird Identification						
Drownproofing						
Gardening						
Good Turn						
Shelter Building						
Sketching						
Star Gazing						
Tree Identification						
Wiener Roast						
Athlete Badge Day						
Campfire						
Camping						



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Sometime last spring, the group committee of the 128th Ottawa was meeting at my home and, in the course of the evening, I mentioned (proudly, I must admit) that in future, *The Canadian Leader* would be mailed via computer, produced labels and that this would improve and speed-up delivery service. The reaction of a couple of those present can best be described as riotous hysteria. When they managed to calm down, they proceeded to relate some of their unbelievable experiences with computers. At the end of the evening, I was shaken and couldn't believe that so many things could happen when you work with such sophisticated equipment. Today I am a believer!

To date, just about everything that can, has gone wrong — I hope! Two examples — in February, the machine came up with some 2,500 extra names which necessitated checking the whole list, name by 28,000 name, to weed out the duplicates. This delayed the mailing nearly ten days. In March, the labels arrived on time but not sorted in proper postal zone order. The good men of Canada Post Office bailed us out on this occasion. I hope that your patience holds out until the problems are cleared up, and that you received this issue on time.

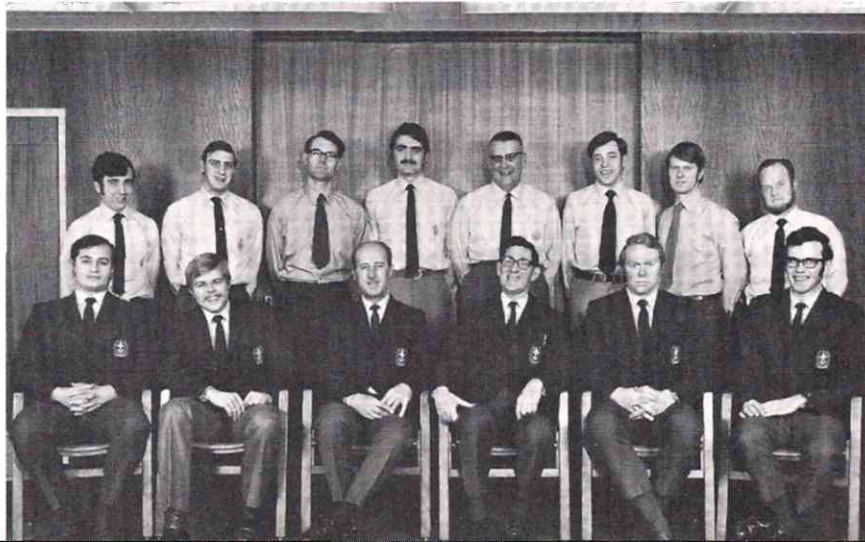
As the *East Dayton Bulletin* put it: "To err is human. . . but if you really want to see things fouled up, use a computer."



Here's another good turn idea, this time from Australia. Concerned that acts of vandalism make many public telephones, which may be needed in an emergency, useless, Cubs and Scouts of some groups are "adopting" a telephone which they pass frequently. Each time they pass, they step into the booth and 1) lift the handpiece, insert a coin and check the dial tone; 2) note if the directory is missing or damaged; 3) note if the cabinet itself is damaged. Anything out of order is reported to their leader who relays the news to the proper authorities.



Each year, new entries to the executive staff, Boy Scouts of Canada, spend six weeks at the National Office participating in a *Scout Executives' Development Course*. The Course covers a wide variety of topics designed to help prepare the executive for his new role in the community and Scouting. The sixteenth such course ran this year from February 15 to March 25, under the direction of Reg Roberts, Assistant Director, Program Services, with twelve new executives from all parts of Canada participating. Shown in the class photograph are: seated, left to right — Rick Gauthier, Ottawa; Dan Peace, Toronto; Reg Roberts; Chief Executive J. Percy Ross; Don Lavers, Southwest Area, Saskatchewan; Bob Connors, Southern Area, Saskatchewan. Back row — Jim Sutton, Windsor; Doug Campbell, Quebec; Klaus Schleindl, Edmonton; Wayne Malone, Newfoundland; Don Ferguson, Brantford; Brian Keir, Vancouver; Gary Thomas, Edmonton; Al Jones, Manitoba.



**Brigadier-General Robert T. Bennett**, recently appointed senior military advisor to the military component of the Canadian delegation in Viet Nam, is active in Scouting in Ottawa. Besides being a chairman of a group committee, he is a member of the National Supply Services Committee. Bob's three sons are the Venturer, Scout and Cub, shown on the popular "Duty to God" program folder.



The Scouts of Northern Ontario have a unique event planned for the July 1st weekend at Ramsey Lake, near Sudbury — a *Kayak Regatta*. Rules state that the Scouts and Venturers, themselves, must build their own kayaks. Entry fee of \$5 provides, among other things, a set of plans for a standard, two-man kayak and a material list. The kayak can be converted for sail. For more information write: Kayak Regatta, Box 274, Sudbury.



Going to Montreal with your boys this summer? If so, why not stay at *ROSEDALE HOSTEL*? The hostel is a service of Rosedale United Church, offering dormitory accommodation at *reasonable prices* in a modern, airy building located in a residential district of Montreal. Accommodation is \$2.25 per night, including breakfast. Added features include: safari cots with pillows (provide your own bedding); washrooms and showers; nearby public swimming pool and close to many well-known Montreal landmarks. For more information or reservations, telephone 514-484-9969 or write *Rev. Donald Burns, Rosedale Hostel, 6870 Terrebonne Avenue, Montreal 262, Que.*

Troop Scouter *Stan Hamer* writes of the unique good turn performed by his 31st Capilano troop, in an age when worthwhile good turns are "hard to find."

In 1968, the 31st group committee made contact with their city council regarding the future development of a large tract of heavily timbered land bordering on a creek. The land had been earmarked for a future park but there was no money to proceed with development. The committee saw this as an excellent opportunity for the Scouts to take on the development of this land as a community, good turn project. The response of the boys, when approached, was enthusiastic and it was arranged with the council that the troop would provide the labour force, and the Parks Department would provide the overall development plan.

Work parties of Scouts were organized, with numerous fathers volunteering to supervise. Employees of the Parks Department felled the few trees that had to come down and then the boys grubbed, cut, dug, hacked and, gradually, forced trails, two to three feet wide, through the tangle of wild underbrush. Areas were drained, the creek redirected in places and two bridges built to span the water. Each group of boys was assigned a section of trail to clear and a healthy rivalry developed to see who's section was the best.

The project has now reached the halfway mark and, with the arrival of good weather, further development will continue. Plans for this year include further trails, picnic sites and more bridges.

Our *Vancouver Sun* photo shows Stan Hamer and a few of his

boys, pointing out progress to the Park Superintendent for the North Vancouver District.



The newly elected leader of the Progressive Conservative Party in Nova Scotia and new leader of the Opposition, *John Buchanan*, is a longtime supporter of Scouting. A King's Scout, he helped found the Harbour West District of the Halifax Region and has been its active president for ten years.



The article "*Time and the Volunteer*" (February, '71) motivated a number of people to write concerning their personal thoughts on the subject. A letter from *Gerry Mills of Tide Head, New Brunswick*, hammered home a number of interesting thoughts and I quote, in part: "If you 'really' want to be of assistance, put into a book, or perhaps publish in the *LEADER*, five troop-meeting programs each month which are packed with fun, adventure, achievements. Be specific! Don't generalize! Spell it out! Loud and clear! Don't worry and don't proceed with caution! Just proceed. Let's have inspections that put them on their toes; steam-off games; instruction on achievement badges; resource people; campfire programs; suggestions for Court of Honour meetings and parental involvement. There's a million ways you can help!"

Couldn't agree more, Gerry and, in future, the *LEADER* will provide as many practical program ideas as possible. The August/September issue will feature an outline of sample programs that the *Islands Region*, British Columbia, issues to new troop Scouters to help them get rolling. We also have, in an

outline stage, a new program-planning book that should assist Scouters to plan their program content on an annual basis. The book will provide plenty of program features, ideas and resources. Watch this column for developments.



Delays in arriving on time at your destination by air these days can be blamed on everything from poor weather to hi-jackers but *Camping* magazine has come up with a new one.

Travelling on a Northeast Airlines DC-9 jet aircraft were 60 children bound for a private camp in New Hampshire and the airline had promised snacks for the campers. However, the peanut butter and jelly sandwiches failed to arrive on time.

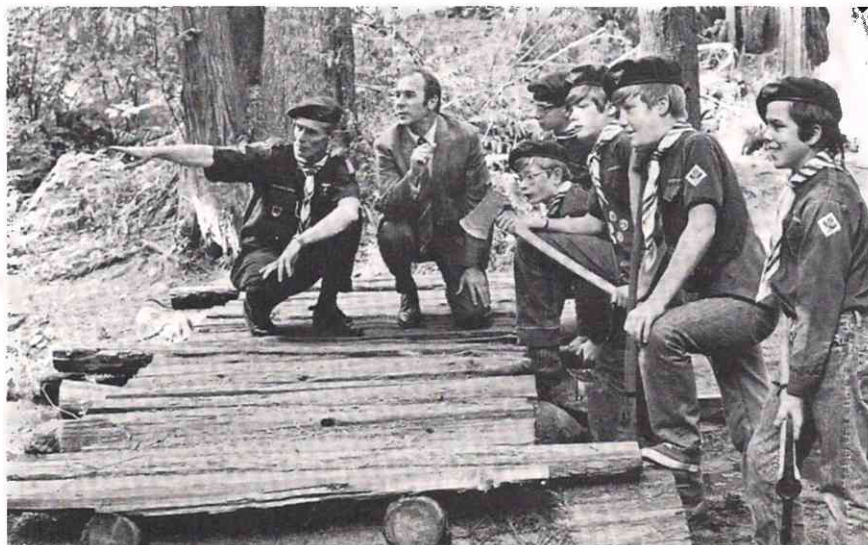
A frantic search by company personnel located half a dozen jars of the vital material at one of the airline caterers across the field and all hands were pressed into spreading and wrapping. Take-off followed a 30-minute delay. The jet's captain announced over the PA system that, after many years of flying experience, he had a new first for the flight log: "Aircraft take-off delayed 30 minutes due to shortage of *peanut butter and jelly*."



The 5th Alberta Provincial Jamboree will be held at Camp Wood, Sylvan Lake, west of Red Deer, July 17 to 24. The \$30 camp fee covers registration and food. A large number of participation events have been planned along with a number of out-of-camp, option items.



After its offices had been broken into a number of times, the Fraser Valley Region, British Columbia, recruited a new "staff member" to guard the premises, a *watch dog*. Two weeks later the new staff member did her best for the "Go and Grow" program by contributing eight additional members to the staff. We're told that good homes were found for all the puppies. Scout Executive *Ric Clarke* had better take a closer look at the references of future prospective employees.



# paksa

H. D. JAMIESON DCM, Portage la Prairie, Manitoba

## INTER-PAK VISITATIONS

In the pack program, inter-pack visitations show the boys that there are a lot more boys involved in Cubbing than they think, and it gives them a chance to meet for a good time.

Sure, it's a lot more work for the Scouter, but it pays off in the end when you hear the boys saying, "Boy, I sure had a lot of fun tonight, didn't you?" An inter-pack visit with a Brownie pack helps to build good public relations with our sister groups. One of the greatest things coming from these inter-pack visits is the chance to meet other leaders and exchange different ideas on Cubbing.

The following is a list of ideas and actual visits in which my pack and others in Portage have been involved.

1. Two packs went to the Island Park for a Saturday afternoon of baseball playing and ended the activities with a wiener roast. Both groups of boys expressed their desire to have another outing.
2. Two packs went on an evening hike out of town, to the home of one of the boys, enjoyed a good outdoor singsong and lunch; and a car-ride home. Everyone attending, including the fathers who volunteered their help, had a good time and thought this could be done again in the future.
3. Sixers from two packs, with adult

leaders, went on a three-day camp; both leaders and boys expressed their desire to have a return engagement. This type of inter-pack visit helps the Scouters to know their sixers better and to learn other methods of putting their sixers to good use.

4. Three packs went on a joint camp last summer, and all had a very enjoyable time. This type of camp involves a lot of planning but the companionship really makes it worthwhile. When planning this type of camp, watch the overall attendance so as not to have too large a camp. I would say, no more than 60 boys in order to maintain good camp discipline. The knowledge and friendships exchanged by leaders and assisting fathers were other very good side benefits from this camp. Our campfires were well received and, with three packs, the songs and skits were very entertaining, to say the least.

5. As a special pack visit, we went on a Saturday afternoon, athletic outing with a Brownie pack. This outing took a little planning as the requirements for Brownies and Cubs are different. With different score sheets, and a lot of help from some very willing parents, we had a wonderful time climbing ropes, skipping and throwing softballs. We ended with a wiener roast and a "girls against the boys" ball game.

Everyone went home with a smiling face and the question, "When can we do this again, Akela and Brown Owl?" 6. Here is another idea that our group has found very rewarding. We have two Cub packs, one Scout troop and a Venturer company. As a combined effort, we held a Christmas party with all parents, brothers and sisters invited. The evening started out with a Christmas carol and then we sang Cub and Scout songs for about three-quarters of an hour. Later we enjoyed a nice lunch and a good gabfest. To end the evening, every child went home with a bag of candy and an orange. (We kept these until the end to save on the mess.) At this gathering, we had one of the largest attendances ever held in the Scout Hall. We are planning another for this year.

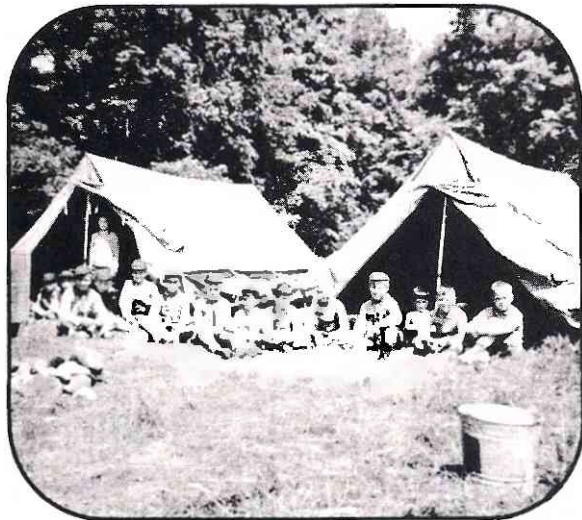
7. Our Group Committee rented two buses and took the whole group — Cubs, Scouts, Venturers and interested parents (to help) — into Winnipeg to visit the CN railway yards on a Saturday morning. From there, they went to a city park for a picnic on the grass and then on to visit the zoo.

8. Another group here held a Christmas party but, instead of buying presents for each other, all put the money in an envelope and presented it to the Dorcas Society.

Even with the extra work involved, we are going to keep up these inter-pack visits in Portage. Our present idea is to start a Travelling Totem Pole, with a little log book to go with it. It will start out in one pack and they, as a pack, will have to take it to another pack for an evening or afternoon program. They, in turn, will have to visit another pack and it will continue to pass from pack to pack until it gets back to the first pack that started it.

All one needs for a good inter-pack program is a little imagination, some advance planning and good cooperation from parents.

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# songs & games



In February, when we published the music of the 13th World Jamboree song, with the Japanese words and characters, the English words were unavailable. Since then we have obtained an English translation from **World Scouting** magazine.

Several of this month's games are suitable for either outdoor or indoor use since a meeting in the fresh air is such an appreciated event at this season.

## STRIVE FOR BRIGHT FUTURE 13th World Jamboree Song

- (music printed here in February 1971)

Let us make our way along a bright and shining road

- Marching on towards tomorrow with flaming zeal burning

In our youthful hearts:

Let us together gaze upon Mount Fuji and young eyes sparkling brightly

- Sing of the glorious years to come.

## COCKLES AND MUSSELS

In Dublin's fair city, where the girls are so pretty

I first set my eyes on sweet Molly Malone, As she wheel'd her wheelbarrow thro' streets broad and narrow

Crying cockles and mussels! alive, alive, O!  
Alive, alive O! alive, alive, O!

- Crying cockles and mussels! alive, alive, O!

She was a fishmonger, but sure 'twas no wonder,

- For so were her father and mother before, And they each wheel'd their barrow thro' streets broad and narrow

Crying cockles and mussels! alive, alive, O!  
Alive, alive O! alive, alive, O!

- Crying cockles and mussels! alive, alive, O!

She died of a fever, and no one could save her,

- And that was the end of sweet Molly Malone, But her ghost wheels her barrow thro' streets broad and narrow

Crying cockles and mussels! alive, alive, O!  
Alive, alive O! alive, alive, O!

- Crying cockles and mussels! alive, alive, O!

## BARNYARD BEDLAM

- From one to five pounds of shell peanuts are hidden around the area, or laid in small piles around a field. Players are divided into teams, depending on the size of the group; for example, a pack of 36 might have three teams of 10 boys, with two captains for each team.

Each captain is given a paper bag. Each team is named for some animal and must imitate its cry: cat, dog, turkey, rooster.

- Each team is to gather as many peanuts as possible in the allotted time: say, ten minutes.

Only the captain may touch the nuts and put them in the bag; when a boy finds a peanut he stands by it and gives the call of his team. The captain must run and gather the nuts indicated to him. As many players call at once, the chorus can be funny. There should be a prize for the team gathering the greatest number of nuts — this will discourage eating them.

## SPIDER'S WEB

- A prize is hidden. As many strings as there are patrols or sixes are tied to it, and wound about in every conceivable way: through the various rooms of the hall, around pillars, under doors, through keyholes, behind pictures, around legs of tables and benches, under doormats. (In camp: under tent walls, over branches of trees, through hedges, under woodpiles.)

- Each patrol or six is given the end of a string. All teams start on signal.

Winner of the prize is the first team to have wound its string and reached the centre of the spider's web.

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## BALLOON FOOTBALL

Equipment: one or two blown-up balloons.  
Divide boys in two teams, seated on floor,  
facing each other with feet touching. Leader  
drops a balloon between the two teams.  
Players hit balloon with one hand, trying to  
hit it past the other team so they cannot re-  
turn the balloon. If the balloon goes behind  
a team so a player cannot reach it, a goal  
is declared for the opposing team.

Feet must be touching opposing player's  
feet at all times.

If the balloon goes to the side of the team  
and cannot be reached, it is considered out  
of bounds and no goal is counted.

## THREE DEEP

Players form a circle, two deep, facing  
centre. Two players on the outside of the  
circle, and at some distance from each other,  
begin the game as runner and chaser. The  
runner may save himself from being tagged  
by stepping in front of one of the pairs of  
players, thus making the circle, at that point,  
three deep.

Immediately, the outside player must leave  
or be tagged. If a player is tagged, he be-  
comes the chaser. A runner may run in any  
direction, to right or left or across the circle  
or around the outside.

When a player finds himself the third or  
last player in a line, he must run or be tag-  
ged. He tries not to be tagged and, for safety,  
may stop in front of any line of two.

Set a time limit.

## THIS OLD MAN

This old man, he played one,  
He played nick nack on my drum;  
Nick nack paddy whack, give a dog a bone,  
This old man came rolling home.

This old man, he played two,  
He played nick nack on my shoe;  
Nick nack paddy whack, give a dog a bone,  
This old man came rolling home.

This old man, he played three,  
He played nick nack on my tree;

This old man, he played four,  
He played nick nack on my door;

This old man, he played five,  
He played nick nack on my hive;

This old man, he played six,  
He played nick nack on my sticks;

This old man, he played seven,  
He played nick nack on my Devon;

This old man, he played eight,  
He played nick nack on my gate;

This old man, he played nine,  
He played nick nack on my line;

This old man, he played ten,  
He played nick nack on my hen;

# FUN- The Core of the Scout Program

By Dennis W. Lewis, Program Services

If you are not having fun in Scouting, you may be a little off centre in your ideas about programing Scouting for boys.

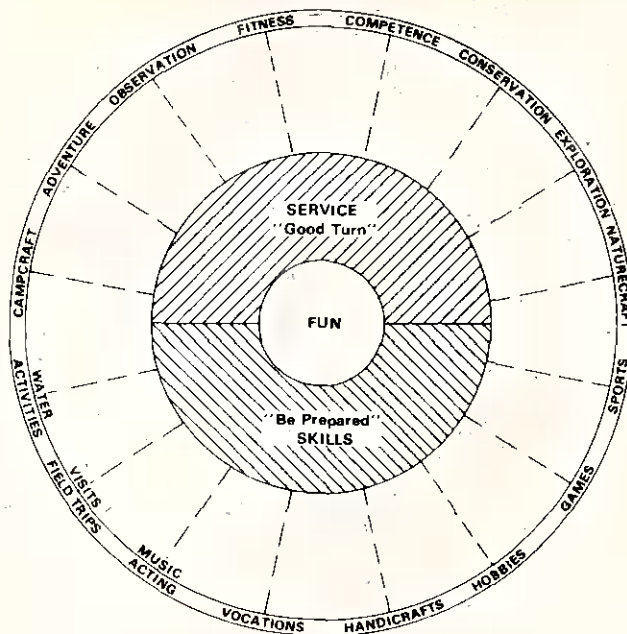
FUN is the nucleus (or should be) about which other parts of the program or things are grouped.

Your role, as an adult leader in program planning, is indicated in the first two objectives of Scouting:

- to develop right personal relationships by membership in small groups AND
- to provide appealing and challenging activities for these groups.

These objectives are the key to a successful Scout program.

"Success," of course, can be measured in many ways, and you have to work within your capabilities and with the resources available to you. The two objectives, however, summarize the threefold purpose of ANY program. Note the key words:



1. To *provide* an OPPORTUNITY for members of a group to PARTICIPATE in activities which THEY ENJOY.
2. To *provide* a SITUATION where new skills and information can be LEARNED.
3. To *provide* an ENVIRONMENT in which the group can GROW and DEVELOP in mutual trust and friendship.

The objectives cover virtually the full range of a boy's developmental tasks so an infinite variety of program activities is possible.

The Scout program is made up of a number of interrelated elements, as shown on the chart. FUN is the core and the energy needed to motivate boys — it is a very important part of programing.

31



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BADGES  
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