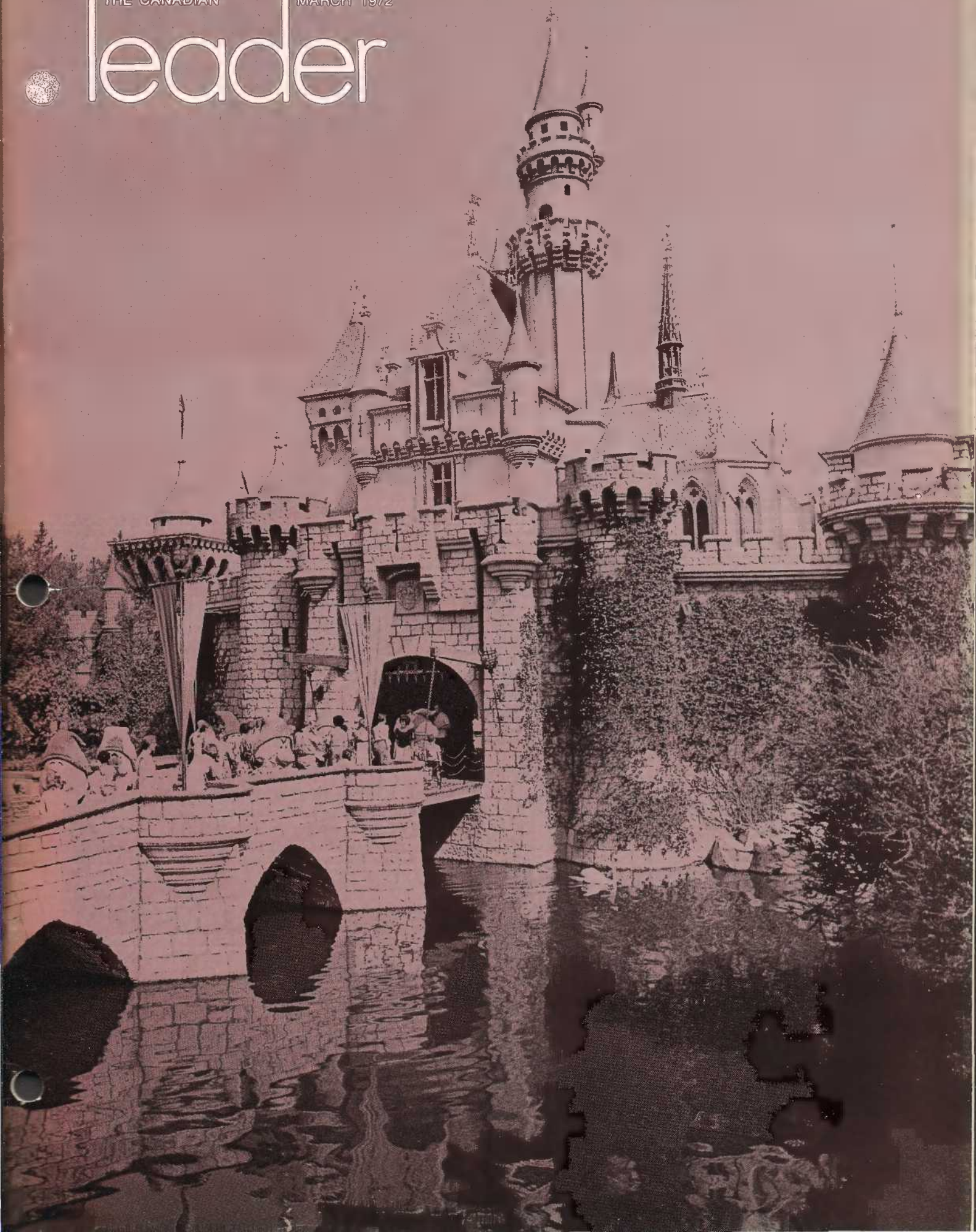


THE CANADIAN

MARCH 1972

leader



Program "Ideas" Contest

Those \$\$\$\$ signs mean money, and that's just what you can win for your section by telling us what special or unique program items you and your boys have been involved in lately — a special hike, meeting, camp, trip, money-raising scheme, visit, craft idea, good turn. Anyone might be the one to win a prize.

- Tell us who, what, where, when and why, and send along any supporting photos that will help to tell the story.
- Supply Services have donated the following prizes, and winning contributions will be published in

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- \$ 5 Cash Voucher — 2nd Prize — Troop
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- \$ 5 Cash Voucher — 2nd Prize — Company/Crew

Non-winning entries may also be printed in the magazine. Sorry, but items previously printed in the **Leader** are not eligible.

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2



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THE CANADIAN leader

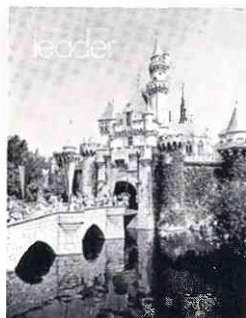
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JAMES F. MACKIE, Editor

BEATRICE LAMBIE, Assistant Editor MICHEL PLANT, Editorial and Advertising

COVER



Once there was a young artist and a mouse who talked and from this unlikely partnership there grew an empire and a land of make-believe. Ask any boy where he would visit, if he could visit any place on earth, and the answer would probably be — Disneyland! So it was with the 1st B Bramalea Pack and, after two years of hard work, they made it. See their story on page 4. Photo of Sleeping Beauty's Castle at Disneyland, courtesy of © Walt Disney Productions

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SUPPLY SERVICES NEWS

The shades of yellow used on WOLF CUB-CANADA strips and the Tenderpad badge recently changed to match that utilized in the Cub cap. All yellow now appearing in the Cub uniform is the same and helps toward a smarter appearance.

Readers will be interested to learn that 291,000 **Scout Calendars '72** have been sold — this is a 17.6% increase over Calendar '71 and indicates the growing acceptance of this item as a fund-raiser. The revenue to Scouting, on all levels, from calendar sales amounts to over \$113,000. We hope your group shared in the \$59,000 received by groups.

A new **Rover Crest** is available — very attractive, red on white; measuring 3½" x 3¼" — catalogue number 03-309 — price 40¢.

An illustration of the new **Link Badge**, announced in the February **Canadian Leader**, appears below. The link and border are in yellow on a green background. It is now available through your Scout office — catalogue number 01-551 — price 15¢.



Members of Scouting in the Yukon will be pleased to learn that the **Hudson's Bay Company** in Whitehorse is now a **Scout Dealer**.

We have been forced to discontinue grey neckerchief material and brown-with-lemon neckerchiefs due to problems of fabric supply.

Scouting's uniforms, like all uniforms, are standardized in style, cut, cloth and colour. This allows every member to be identified immediately with Scouting in general and with a particular program section.

Supply Services will continue to make changes in your uniforms to keep them as stylish as possible. But it must be realized that no uniform can be changed as often as fashions change in the regular clothing industry.



CANOE TRIPS
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Swinging down the plane ramp to the skirl of bagpipes at Los Angeles International Airport one Thursday evening last May came 39 Canadian Cubs, accompanied by seven adult leaders. For many of the boys, aged 8 to 12, this was their first experience in a commercial aircraft and, for all, it was the beginning of a dream coming true.

For the previous two years the boys of the 1st B Bramalea Cub Pack had undertaken many projects to raise sufficient money for a visit to Disneyland. The enterprises included showing Saturday movies for children, distributing various advertising leaflets, staging a fashion show, holding bottle drives, two dances, a car wash, participating in a "clean-up" at a local hotel, and selling some 1,700 dozen hot-cross buns at Easter. They raised just under \$5,000.

Through the father of one of the Cubs, the efforts and intent of the boys came to the attention of Garrett Manufacturing Limited of Rexdale, Ontario; subsequently, The Garrett Corporation in Los Angeles arranged the group's living accommodation at the Firestone Scout Reserve and provided a full schedule for the boys while in California. Friday was spent touring Disneyland — eight hours of riding the Matterhorn, Monorail, Submarine, Pirates of the Caribbean and others; of taking in all the big attractions and covering most of the four different sectors. Many of the moving animals looked so real that the Cubs found it hard to believe they were not alive.

Friendship Across Two Borders



Saturday morning the boys left by bus for Knott's Berry Farm, 150 acres of Old West Ghost Town where they were welcomed by the Ghost Town Sheriff. As in gold-rush days, the boys panned for gold in an old mine shaft; they watched the town blacksmith make horseshoes; and rode a wood-burning engine, one of the last of the "iron horses" still in operation. A stage-coach ride and log ride through the mountain high-lighted the stay at Knott's Berry Farm.

The boys returned to the Scout Reserve for dinner and a short rest, after which they set out for the North Orange Council Scout-a-Rama at Los Alamitos Racetrack where they were presented as honoured guests from Canada. ACM Hyndman piped in the Cubs, led by a 13-member colour party, to meet 3,000 American Cubs and Scouts. Here Akela Bob Ford presented the Canadian flag to Scout Michael Peter McAdams of Fullerton, California, and Mr. Ford received the Stars and Stripes in return. Cub Jimmy Ford led the Grand Howl before the Bramalea Cubs and Scouters began looking over the displays, and swapping everything available.

Early Sunday morning an air-conditioned bus took the group 120 miles down the coast to Sea World on Mission Bay. There they were met by Mr. Jacquin Aguire, coordinator of all Scout activities between southern California and Mexico, and his family. Mr. Aguire was making final plans for Monday's trip to Tijuana. The two Aguire sons, Jocquin and Manuel, joined the Bramalea Cubs to tour Sea World and would return to Mexico with the Canadians next day. The 70 acres of Sea World necessitated scheduling the trip through the area to allow only five minutes between each of the five shows.

After taking in all the shows, and having lunch, the boys with their two Mexican friends returned to the bus for the trip up the coast to swim in the Pacific at the Cities Recreation beach. Here the boys were instructed by three lifeguards on the dangers of swimming in rough surf waters and, after a couple of hours of beach fun, again it was all aboard the bus for the return to the Scout Reserve.

Monday morning all were back on the bus for the trip to San Diego Zoo, this time taking the old, coastal

highway through the mountains. The San Diego Zoo, Balboa Park, is noted for exhibiting 950 different species and 3,700 individual animals. Here the animals are seen in huge, open-air grottos which give them natural surroundings without interfering barriers. A one-hour guided bus tour took the boys to see all the larger exhibits.

Back on the bus they clambered for the 15-mile journey to the Mexican border where the Canadian party was met by their counterparts from Tijuana. With ACM Andy Hyndman still piping, they crossed the border and were greeted by Sr. Bayarda de Murguia Carbajal, Commissioner for the Province of Baja California, Mexico. San Diego and Tijuana newspapers photographed the group of Mexicans, Americans and Canadians with hands crossed over the border, the theme of the trip.

Boarded this time on Mexican buses, the group was escorted to provincial headquarters in Tijuana where they were met by a group of Mexican girl Cub leaders. A guard of honour comprised of 12 Mexican Scouts was assembled and in their midst Mexican and Canadian flags were presented and exchanged.

Mexican leaders were presented with Scout mugs, miniature Canadian flags, provincial crests and North Peel District badges. The Canadian leaders received leather binders tooled with the Mexican Scout emblem.

A complete Mexican dinner was ready to be served, prepared by the leaders. After lunch, a bus tour was taken to the largest bull ring in Mexico and to a large area where rodeos are held. After touring these areas, the group stopped to purchase sombreros for all and returned to the border for farewell to their Mexican hosts.

The final evening had arrived and, after a very late supper at the Scout Reserve, presentations were made to their American hosts.

By 5 a.m. on Tuesday morning the group was preparing to reach Los Angeles International Airport at 8 a.m. Wearing Mexican sombreros and carrying the flag of Mexico, those boys rolled off the plane in Toronto after five days that had been a fantasy come true.



Recently, a three-year-old girl died approximately three hours after drinking kerosene from a cup at her grandfather's home. The little girl and her younger sister had been playing alone in the kitchen where a cup had been placed to catch the kerosene leaking from a faulty stove connection. The child had swallowed at least half a cup of kerosene, some of which had entered the lungs.

Another report tells of a young father who was cleaning jewellery with a polishing compound. He had poured the contents of the original container into a cup and set it down on the dining-room table. His one-year-old son drank its contents. Fortunately, the boy recovered.

In both instances, the children drank the poisonous contents from containers which, in their minds, were associated with food and drink.

It is estimated 200,000 products are manufactured for household use that are potentially dangerous and harmful. However, most are harmless and safe when used as directed with the necessary precautions being taken.

Each year, in Canada, about 400 people die from accidental poisoning, in and around the home. It is estimated by the Canada Safety Council that nearly 100,000 persons are involved in home poisoning each year. Of these, perhaps close to half require medical attention and 20,000 result in disabling illness. Children under 14 lead the list.

Human carelessness requires that people must be continually reminded that every potentially dangerous product must be treated with respect and care. And what better place to begin a poison prevention program than within the program sections of our own Movement? Wolf Cubs and Scouts can be provided with information on the handling and storage as well as a basic respect for drugs, cleaning materials and other hazardous items. They can be taught how to conduct a safety check within their home, with their parents, for accidents waiting to happen. Venturers and Rovers can help by conducting safety campaigns in their communities, schools and churches.

Because most accidental poisoning victims are children, a special effort should be made to educate parents and this can be done by inviting them to take part in training with their boys.

Canada Safety Council statistics show that certain areas of the home are more likely to produce poisoning accidents than others:

kitchen	34%
bedroom	27%
bathroom	15%
living room	9%
garage, etc.	9%
outside	5%
basement	1%

As indicated in the opening paragraphs, many tragedies happen because harmful materials are placed in containers children associate with food and drink — pop bottles, milk cartons and jugs, jars, cereal boxes, candy boxes, cake tins and coffee cans, to name only a few.

The most common causes of accidental poisonings are: headache tablets, insecticide, bleach, detergents, soaps, cleaners, furniture polish, kerosene, vitamins and iron preparations, disinfectants, deodorizers, lye, drain cleaners, corrosives and laxatives.

According to a recent survey, the main reasons for accidental poisonings seem to be:

- failure to read and heed labels and directions;
- leaving or storing potentially hazardous products where children can reach them;
- taking products out of original containers and storing in unmarked food or drink containers;
- lack of adult supervision;
- children not trained to leave household products or drugs alone;
- lack of public awareness of potentially dangerous products and drugs;
- underestimating the ability of children to find dangerous products;
- a hungry or thirsty child is more apt to ingest non-edibles;
- households without children, unprepared for visiting youngsters;
- not realizing the increasing mobility of growing children;
- keeping edibles and non-edibles on the same shelf;
- storing kerosene in the house, on the back porch, in tin cans or glass jugs;
- calling flavoured medicine "candy."

A POISON PREVENTION PROGRAM



By Jim Mackie

A four-year-old recently liked the artificially flavoured laxative that his mother had fed him for "candy" so much that he crawled up on the bathroom basin in his mother's absence and consumed the entire, large-economy package of the product. Fortunately, a rush call to the local poison control centre wrote a happy ending to the story. Medicine should be referred to as medicine.

In digest form, here is how the Canada Safety Council suggests that a poison prevention program start:

- Check with your local health department, hospital, medical association, druggist or doctor to find out what is happening in your own community. What prevention programs, if any, are available? What kinds of poisoning accidents are happening and what household products and drugs are involved? How did the people involved cause these accidents? What could have prevented the accidents?
- If you plan to develop a poison prevention campaign, enlist the help of interested organizations or people who are concerned for the welfare and safety of their neighbours. Among the people or groups who might give you some help are service clubs, druggists, local businessmen, clergy, church organizations, farm and rural organizations, medical associations and schools.



DANGER

POISON



WARNING

POISON



CAUTION

POISON

Your campaign can assist those beyond your immediate group, if only by reminding them through press, radio or television coverage that Scouting is concerned and is doing something about this real problem. The media may be willing to provide time for you to tell your story firsthand. Don't forget to make use of your local cablevision station or educational television.

Here are only a few of the activities and projects that have been successfully conducted in communities throughout the country to promote poison prevention:

- window displays in local drugstores of household items that should be kept out of the reach of children;
- promotion of poison prevention as a part of a clean-up, paint-up and fix-up program;
- talks by doctors, nurses and child psychologists on the principles of child growth and development and how they apply to accident prevention for children of various-ages;
- preparation of a small pamphlet, with the cooperation of a druggist or pharmaceutical association, listing the major causes of poisoning and what to do until expert help arrives;
- preparation and promotion of lists of poisonous plants which grow in your area and how they can be recognized;
- talk by a gardening expert on insecticides and how to choose and use them.

On June 1, 1971, the federal Department of Consumer and Corporate Affairs introduced a system whereby all products had to be marked, through a series of symbols, if they were poisonous, explosive, flammable or corrosive. Each category was further broken into three degrees of hazard:

1. Danger — if it could kill.
2. Warning — if it could make you very ill.
3. Caution — if it could make you ill or hurt you.

You will note that these symbols now appear regularly and their meaning should be explained to all children.

FOUR KEYS TO HOME POISON PREVENTION

1. Read and heed labels and written instructions on containers before using household and drug products.
2. Keep all drugs, poisons and potentially harmful household products out of the reach of children. Keep household products on high shelves and not under the sink or on a low shelf. Deadly poisons should be kept in a locked cabinet or storage area. Store kerosene and other fuels *out* of the house, in well-marked storage containers.
3. Keep household and drug products in their original containers with labels and instructions intact...*Never* put potentially harmful materials in empty food or drink containers.
4. Dispose of empty containers and unused portions; don't practise false economy by keeping them around for children to find.

Why not start now to plan either a simple information session for your boys on poison prevention or, better still, a community program that will involve and benefit many? Perhaps the final test could be a safety check of each boy's home, using a safety list developed by the group.

For full information, write Canada Safety Council, 30 The Driveway, Ottawa 4, Ontario. Their comprehensive booklet is only 35¢ or \$25 per 100 copies.

— Preview '72

By R. J. Roberts

Just about a year ago, and after a great deal of consideration of feedback from a number of different sources, the National Subcommittee put together a paper outlining the problems that they saw were affecting the Venturer program. This paper was circulated to a number of people across the country, and the replies indicated a general agreement that these problems did exist and that some steps should be taken to solve them and thus make the Venturer program more attractive, action oriented, and more understandable to the advisers who work with the Venturer sections.

Following the receipt of this confirmation of the problems, a task group was created to come to grips with them and to try to improve the Venturing picture. Since that time, this group has been hard at work, looking at every aspect of Venturing and putting together what is hoped will be a more acceptable program.

In October, *The Canadian Leader* magazine carried an article on the role of the adviser. This was intended as a lead into changing the image that most people had of a Venturer adviser from that of a passive, non-directive individual, to one of a person much more involved in the operation of the company.

In November, another *Canadian Leader* article set out the organization of a Venturer company, listing the officers and the duties they should be expected to carry out for the company to operate in an efficient and satisfying manner.

Then, in January, another *Leader* article went to some length to set out a program of activities in which any company could become involved, have fun and increase their knowledge and skills in specific areas.

All the information in the articles mentioned above arose from the thinking of the Task Group as they worked through the slow process of trying to revitalize the program.

In going through this process, the Task Group had the difficulty of coming up with a program that would allow enough flexibility for those companies who enjoy an open-style program and, at the same time, provide a more structured operation for those companies who seem to require that type of approach.

The other major problem was that a lot of people indicated a lack of concern for any kind of a badge or award system, while others were clamouring for a detailed badge system that they could follow.

Naturally, this has not been an easy task, and it has taken longer than many people would have liked. However, the task groups are almost at the point where the program will go out in its revised form for testing and, by way of a preview, wish to share some of the results with you.

PROGRAM FOCUS

It is intended that the Venturer program will place emphasis on three main areas or experiences which are Leadership, Organization and Activities.

1) Leadership Experience Area

This experience area is intended to encourage Venturers to take an active part in the leadership of the company. This will most likely happen through the election of company officers to look after the affairs of the company, through the appointment of activity or project chairmen to handle the details of specific events, and through the members themselves acting in a leadership role with a Cub pack, Scout troop, or similar youth agency where they can learn and put into practice a variety of leadership skills and techniques.

A special award has been created called the Blue & Gold Award which will be available annually to any company meeting the requirements for both this experience area and the one on Organization.

2) Organization Experience Area

This experience is intended to encourage Venturers to conduct their affairs in an adult, business-like fashion so that they can get the most out of their company meetings.

It also provides opportunities for Venturers to learn methods and procedures for conducting their business affairs which will allow them to feel more comfortable in the company of adults.

In both the Leadership and the Organization Experience Areas, detailed information will be provided on a number of skills and how Venturers can learn and make use of them, together with checklists that will be invaluable in testing how well they are doing.

The Blue & Gold Award will also encourage company members to come to grips with both of these areas and, hopefully, allow them to get far more out of company life than was possible before.

3) Activity Experience Area

This experience area provides a wide range of opportunities for Venturers to become involved in activities of their own choosing while, at the same time, setting out all kinds of examples they can follow.

The Activity Experience consists of six activities: Exploration, Fitness, Personal Interest, Service, Social and Cultural, and finally Vocational.

The Exploration Activity covers the whole field of the out-of-doors and is designed to get Venturers involved in hiking, canoeing, summer and winter camping, following nature trails; in fact, doing all things possible in an outdoor situation.

In the Fitness Activity, Venturers will find all kinds of opportunities to improve their physical growth through individual and team activities of a physical nature.

Personal Interest will allow Venturers to pursue an unlimited number of personal interests or hobbies of their own choosing and the listing of examples will simplify the choice for them.

Service Activity gets Venturers involved in working in and for the community and, again, many examples are listed, together with information on how to go about giving service.

The Social and Cultural Activity is designed to have the members involve themselves in a variety of activities with different groups of people. It will encourage them to come into contact with and to

learn more about different age groups, females and people from different social backgrounds and ethnic origins.

The Vocational Activity will encourage Venturers to consider their future through an investigation of the opportunities available to them in many different occupations of their choosing, and it will encourage them to study a number of vocations in some depth.

The foregoing Leadership, Organization and Activity Experience Areas will form the basic Venturer Program and will provide enough opportunities for any company to operate successfully for any period of time they choose. It is also designed to offer the flexibility of choice to any company wishing to operate in a fairly wide-open fashion.

To supplement the three experience areas, information is provided on how to form a company, who can join, how a company operates, and details on special or general interest companies.

In fact, all the ingredients are there to run a successful company operation in a structured or unstructured manner.

For those companies requiring more structure and a regularized system of rewards, another section is added to the program, covering the types of badges and recognition which are available. For instance, in the section on recognition, the six Activity Experiences are again listed, but with a series of specific requirements that must be achieved. Successful completion of the requirement will be rewarded by the appropriate Activity Award.

For those Venturers who earn all six of the Activity Awards and complete some additional requirement, a newly designed Venturer Award is available.

Another newly created award is the Campcraft Award which will be presented to Venturers who show a high degree of involvement and proficiency in the out-of-doors.

The Queen's Venturer Award has also taken on a brand-new look. It can now be earned by a Venturer who approaches it either through working along the Venturer Award path or the Campcraft Award path or, thirdly, by following a program of activities as required for the Silver Level, Duke of Edinburgh's Award Scheme.

Finally, in the award picture, a Venturer will find detailed information on how to become involved in such schemes as the Nicholson Trophy for wildlife photography, the Amory Adventure Award, or the Drummond and Pepsi-Cola Trophies for rifle shooting.

Time and space do not permit giving all the details of the revised Venturer program, but perhaps what has been said will be enough to cause you to look forward to the full information which should be ready very soon.

The field testing program will begin about the time you receive this issue and probably some of you will be involved in that program. The task group members are naturally very excited with what has been put together as the revised program and hope you will be, too. However, they do hope to hear from you about any aspect of the revised program when it reaches you and when you have had a chance to test it with your company.

Venturing can be an enjoyable and challenging program for young men and for the adults who work with them. Let us hear if you think as we do, and if the revisions help to make it even more satisfying than it was.

PUBLIC RELATIONS

By Lee Dalton, National Park Ranger

Reprinted by courtesy of SCOUTING, Boy Scouts of America.

Imagine taking your troop out for a weekend in a national park or forest area and being confronted with an unfriendly sign: *No Boy Scouts Permitted*. Absurd? Not really, for some of those signs have been posted, and some people would like to see more of them nailed up.

I first encountered anti-Scout sentiment while on a trip in a public recreation area in Minnesota with a group of young boys. We were nearly thrown out of a public campground because a forest ranger jumped to the conclusion that we were Scouts. He blasted us with the demerits of Scouts and Scout leaders. *The worst part was that he seemed to have evidence to back up his charges.*

As a fifth-grade teacher and Scoutmaster of another troop, I was well aware that normal, immature, mischievous boys in the process of being normal can be destructive. I also knew their destructive tendencies could be turned to constructive fun by an interested and alert leader. Most of the Scoutmasters I knew were such leaders. Of course, there were a few exceptions, but it wasn't hard to overlook them as long as their maladroit leadership didn't interfere with my troop.

So I wound up dismissing virtually all that the Minnesota ranger had said as coming from a man who had a mad on for Boy Scouts. Then I became a ranger myself.

One who is charged with the protection of part of our natural heritage develops a personal interest in that part of the public property. Also, anyone involved in law enforcement must keep his perspective of society as a whole, because in the press of business the only people he has more than casual contact with are those who have been involved in some infraction. Soon it seems that at least 95 percent of our park

visitors should be led off into captivity to preserve the world for the few who appreciate it.

Still another trap that we guardians of nature fall into is that Scouts should be perfect representatives of all that is "*trustworthy . . . helpful . . . courteous . . . obedient . . . clean.*" So when we are confronted head-on with a Scout or a troop, that is not, it comes as a rather rude shock — one harder to forgive than one involving non-Scouts.

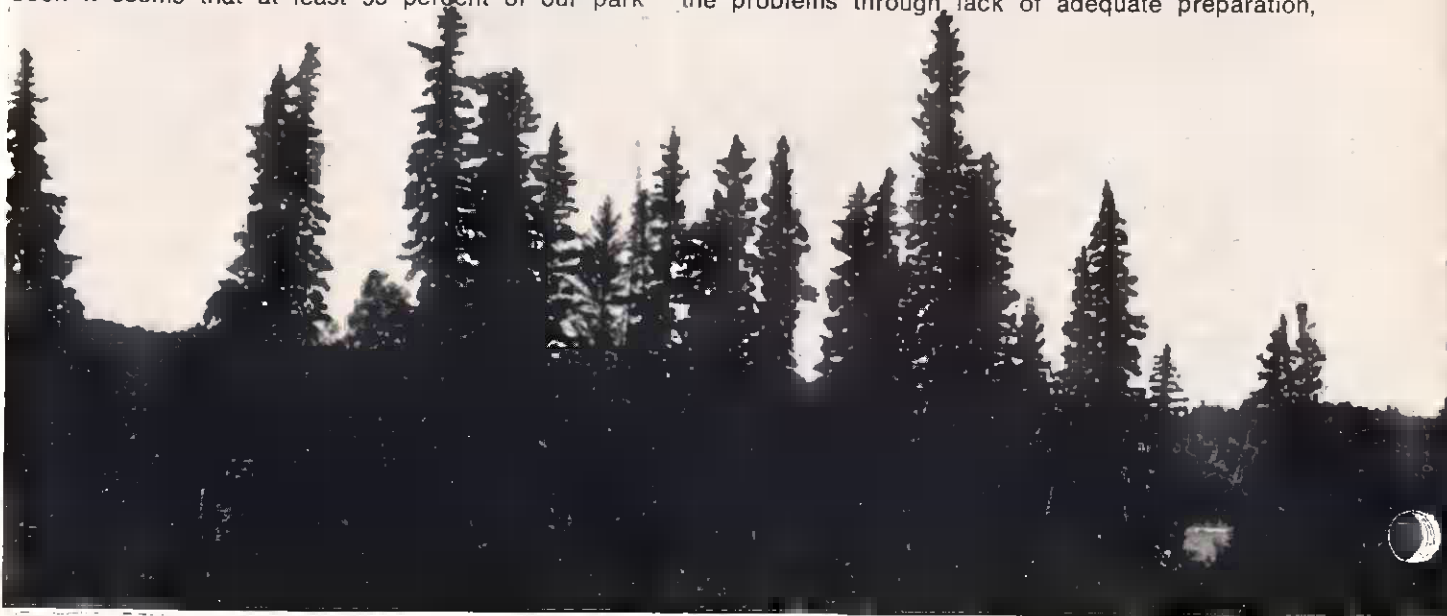
Because of these quirks of human nature, some forest or park rangers stereotype Boy Scouts as *undersized brigands all equipped with hunting knives half as long as their legs and with dull hatchets to hack everything in sight.* Any of us can come up with several hair-raising tales and go on telling of the citations we issued to Scouts, and even to Scoutmasters, for such varied activities as stripping birch bark for making neckerchief slides or being too noisy in the campground during the night.

The possible effects of such opinions should concern everyone interested in Scouting. Several states have banned all group camping in their parks. Recently, I asked a California park official why special group camp areas were not set up. His quick answer was, "*Why, those Scouts would chop them up in no time!*" Under further questioning, he had to admit that other groups would probably do as much, if not more, chopping. The word "Scouts" was the first to pop up.

As with any talk or gossip making the rounds, the problems are magnified by repetition. In 1967, after having had half a dozen disturbing experiences with Scout groups and after listening to the tales of my colleagues, I prepared an article for *Scouting* magazine.

It was one-sided and met with editorial questioning. A winter of careful cross-examination of some of my friends proved to me that I, too, had fallen into the trap of blaming all Scouts for a small minority's actions.

In that article I blamed Scoutmasters for causing the problems through lack of adequate preparation,



N THE WILDERNESS

lax supervision and sloppy discipline. A winter away from the maddening crowds put my perspective in order, and so I no longer place the blame on all Scouts and their leaders, although the finger must still be pointed at some.

However, in a constructive spirit I will add one item to my list of complaints — and on this one I point the finger at virtually all Scout leaders. *The Scoutmaster's most common failing is a lack of practical public relations.* Through public relations, especially with his hosts in parks and forests, he ensures the welcome not only of his own troop but of those to follow.

Scouting carries on nationwide public relations campaigns, but its best advertising men *are the leaders in the field.* After the TV spots, posters and ads have long been forgotten, the people who met you and your troop *will remember you*, not as just one Scout troop but as all Scout troops.

Scoutmastering is an art, but it can be boiled down to a few major points. Abiding by them will help put Scouts and Scouting at the top of everyone's admiration list — which is where Boy Scouts belong.

Any Scoutmaster worth his keep knows that boys will quickly become restless if they are without a planned activity, particularly in the outdoors. Restless boys will come up with their own plans — and trouble often results. So the wise Scoutmaster prepares in advance a written program, complete with alternate plans for rainy days, to keep his boys busy in Scouting.

This Scoutmaster understands his Scouts are not miniature men but young boys. They cannot always be expected to think things through or foresee the possible consequences of their acts, particularly in the often strange environment of the outdoors. He knows that a moment of lax supervision is an invitation to possible tragedy or a visit by a fire-breathing representative of Smokey the Bear.

Because supervision cannot be omnipresent, he makes sure that his troop carries only one axe per patrol. Anyone carrying a hunting knife has been taught to restrict its use to that of a regular jackknife.

As a basis for supervision, he knows that firm, fair discipline is a normal need of Scout-aged boys. He understands that his discipline must be firm, but not harsh, always ready and unwaivering, but tinged with humour and forgiveness. He knows that threats seldom work but, in a troop founded on mutual respect between man and boys, a firm hand on the shoulder and a quiet talking to are usually sufficient. However,

in the field of public relations, the average Scoutmaster doesn't always cut the mustard. Before and after a jamboree, we had a great many Scouts visiting our park. As mentioned, there were about six personal experiences of a distasteful nature involving Scouts — not minor things, which we understand as part of the nature of boys, but flagrant violations of regulations or common sense.

Now, as I think back on things, I wonder how many troops that season visited us with no troubles? How many troops performed Good Turns for us but didn't make them known? Hundreds, probably. But because the Scouts departed quietly, we didn't even realize they had been there.

Public relations for Scoutmasters need not be elaborate. It is merely a matter of abiding by the rules of good outdoorsmanship and good Scoutmastering. It does require an additional item: *making sure you're noticed.*

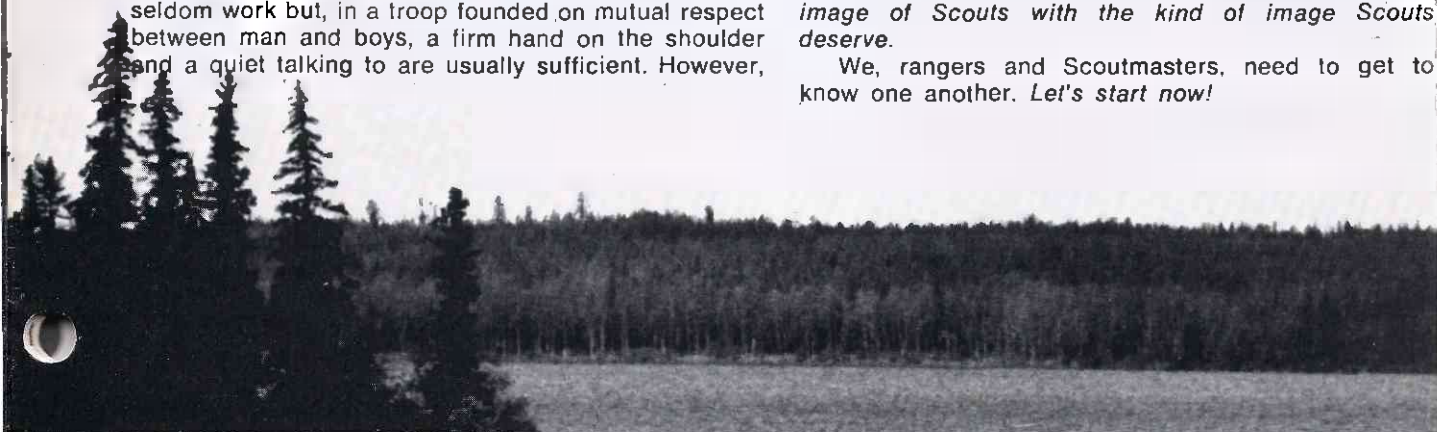
Next time your troop visits a public park or forest, stop in at the ranger station for a short chat. Ask if your boys may help in any way. Invite the ranger to your campfire that evening. He may be willing to help you by passing the boys on some aspect of Scouting, by teaching some of the boys in any of the dozen of subjects that rangers must master. If your troop has done a Good Turn, *let the ranger (or property owner) know in a tactful way what you have done.*

Use imagination in your public relations. The ranger or property owner may not have time to take an active part in your program, but he'll be left with a warm feeling just because you asked. If he does have time, he will surely be able to contribute something of value to your program. Not only will your own program profit, the entire Movement will receive a boost.

On every Scout tour or camp permit issued is a line for the ranger's (or landowner's) signature indicating that this group has done a good job. The wise Scoutmaster will see that the ranger or other official not only is asked to sign it but will want to indicate that the troop deserves this recognition.

Perhaps it's human weakness, but it is easy for the ranger to remember all the unpleasant experiences he has with Scouts, as well as others, when the pleasant ones are few and far between. Again, people expect more of Scouts. *A little public relations will go a long, long way towards replacing the axe-happy image of Scouts with the kind of image Scouts deserve.*

We, rangers and Scoutmasters, need to get to know one another. *Let's start now!*



Sharing the Leadership



Photo by Proulx Brothers, Ottawa

By A. Salt

12

Several of our Scouters seem to be having trouble coming to grips with the idea of giving all boys a chance at working in leadership positions. Many of them don't seem to believe in the idea of sharing leadership roles and find it easier to have permanent sixers and patrol leaders. They also seem to think the boys like it better that way.

When I get a bit concerned or confused about what's happening, or not happening, in my area, I go and talk it over with one or two Scouters whose views are usually open and who try to help me to set my thinking straight.

So, last Thursday about 8.30 p.m., I dropped into the greasy spoon on Angel Street where I was pretty sure I'd find Martha and Henry since they usually end there after pack meetings. They were there alright, with a couple of activity leaders, talking over their program.

When the greetings and chaff were over, they asked what brought me into that den of iniquity. So I told them what was bothering me.

"Umm," said Henry, puffing on his pipe, "it's not easy to see at first — it's so different from the way we usually do things.

"All of us are so used to expecting leadership from those appointed that we equate leadership with authority — the person who has power to 'make' us do as we are told. Perhaps even worse, leaders in these situations tend to feel they have to lead all the time — and begin to see leadership acts by others as a threat to their own position. The tendency is to keep more things to themselves, to make more decisions by themselves and to use 'punishments' and 'threats' to smarten up non-conformers.

"I remember a training course I took a couple of years ago at the plant. The trainers started out

by saying they would not give directions to us — we each had to be responsible for our own actions. It took us about three days to believe that. We even missed lunch the first day because we waited for someone to tell us it was time to go. It's easy to see why the men in the plant don't do anything outside their routine — they just do what they're told. It's not that they're lazy, just the system of which they are a part."

"We didn't believe in it at first," added Martha, who is a very definite person, "but we did talk with the sixers about rotating their job every month or so. Naturally, they didn't think much of the idea. Who wants to give up a prestige position? Discussing the idea with the Cubs, most of them felt it was right for bigger and more experienced Cubs to be sixers. So we continued the way we had always worked.

"We first got our clue that something else was possible and desirable about 18 months ago when young Kevin told about his play group at school. It occurred, strangely enough, just after Henry had completed his course in participative supervision at the plant. He was with the kids, listening to 'things I like doing' which was then a regular feature of our meetings. Kevin had just joined and wasn't quite eight, and he told how he and five or six others played a game called Star Trek each lunch hour at school. They based it on the TV series of that time and decided on their own plots each day. Each person chose a part and the same person did not always play Captain Kirk. At the end of his story Kevin said, with obvious anticipation, 'however, we've decided we've had enough of Star Trek so we're going to have a discussion (his words) tomorrow to decide what to do next.' When Henry asked who the leader of the group was, Kevin, at first, said there wasn't one, but

on reflection said, 'I guess, maybe, we all are at different times.'

"I'll never forget that night when we collected in here and Henry said, 'Those kids are a lot smarter than we are — they seem to know by natural experience what took several days for us at the plant to begin to see — and I'm still not sure about some of us.' Well, from then on, we really started to look at what we were doing to help boys accept responsibility for their own behaviour — discipline from within, the Founder called it. Strangely enough, we discovered that, in *Scouting for Boys*, B-P. recommended that patrols should be made up of boys of about the same age — yet no one can remember it being that way."

"How did you go about convincing the pack it should try something different?" I asked.

"I can remember that clearly," said Wayne, one of the activity leaders. "I'd just started working with the pack when this happened, and the Scouters asked me what I felt about the idea and how we might get the Cubs' interest. I was so amazed that they asked me, because I didn't know anybody, but they said I was a lot closer to Cubs and Scouts than they were and how did young people feel about these things when they were away from formal situations and, suddenly, I knew I had some feelings. All young people have feelings about 'people in authority' and most of them aren't very positive. For instance, we know the teachers who hide behind their authority and use it as a club to try and teach and keep order; and we know those who aren't up so tight about discipline, or what they know or don't know, come through to us as sort of real people. These are the teachers you want to work with, that you learn from and who don't have to wield a stick to get discipline. Oh, I know there are kids who play up anyway, but they usually get their lumps — that's fair enough. A teacher does have authority to discipline and he should use it if he has to. Usually, if someone cuts up and gets 'punished,' he accepts it as fair, but being continually threatened and bossed about so you can't even enjoy a laugh makes you bitter and rebellious."

I was beginning to see some of the skills that Martha and Henry have in working, not only with Cubs, but also with their colleagues. Even as a new and very junior member, Wayne had been made to feel an important member of that team—his leadership contribution was welcomed by the team and he had found a place where he could grow and be himself, with the assurance that the others would help him.

Martha picked up the story, "Eventually, we decided to get the Cubs to explore the way they went about the things they did at home, at school, on the street, in the playground and to examine how they felt about these various activities and the other people involved with them. We set them projects to do in pairs (choose a friend) between meetings and to bring their findings to the meeting. We got different groups of boys to carry out several different activities at pack meetings and provided different sorts of leadership styles and patterns for the different groups so they could later make comparisons and decisions based on experience. Of course, we talked about much of this in sixes, in age groups, in sixers' council and even in pack. Actually, it provided the pack with some pretty exciting programs for several weeks. When we thought they were ready, we explained what we thought we should do in the pack so that all mem-

bers could learn to develop skills in leading, following and self-control, and to have fun while learning more about ourselves and the world around us.

"I think the thing that surprised us most was the willingness of the sixers to break away from the permanent appointments of sixers. It seemed that, all of a sudden, this was not something to be held onto in order to be 'top dog.'

"The way it was finally arranged, and the way it is today, is we have sixes made up of boys who want to be together, who see each other more or less as equals. Each month they choose their sixer and second. Apart from these two, who stands next to whom in the six is not seen as very important. And, of course, the sixer is not necessarily the leader for everything that takes place. Within the pack, these sixes are the basis for most growing opportunities, creative activities, star work and some community good turns. The pack wanted to keep teams of boys of mixed abilities, size, etc., for games, so they could continue to have relay and other inter-team games. These teams tend to have permanent captains chosen for their skills. Very often, however, captains are chosen for a special game. It's a spontaneous sort of thing — it just seems to happen.

"One of the things that seems to be a direct outcome is the spirit of the whole pack, and its leaders seem to have reached a new high — everyone seems to feel it's his pack, the members are his friends and that it's all his and ours. We find the boys, especially the shy, quieter ones, open up more readily; they speak up and say what they feel. At the same time, while feeling and being freer, they also have a better sense of limits and needs for controls."

"Incidentally," said Dwight, the other activity leader, "we gave up this struggle with the sixer and second woggles slipping off the neckerchiefs. You may have noted that sixers and seconds wear a strip of braid in the six colour, slipped through their belt over the left hip. The reds started it by themselves and it caught on like wildfire. It provides quick recognition, is easily transferable and everyone who wears it learns to tie a catspaw."

"I hope we aren't giving the idea that sharing leadership or participative leadership, whatever you call it, is simply a matter of rotating sixers," said Wayne. "A team or a six needs a formal or recognized 'head.' Moving the person who holds that position simply stops the thing becoming too rigid and set."

Shared leadership is really an attitude to others," added Henry, "it means you recognize that others can contribute, can give leadership and should be encouraged to do so. Looking at it from the other side, it means everyone should assess the leadership offered by others to see it's 'good,' and not follow anyone blindly."

Well, I thanked them for their help and we parted. As I strolled home I felt exhilarated by the obvious enthusiasm, confidence and common understanding that team had. Even Wayne felt sure enough to make certain I didn't misunderstand what it was all about. A few years ago I might have resented 'his cheek,' but tonight I saw it as a group of equals trying to resolve a problem and I was touched by his concern.

I felt good, they felt good — how could I help others to find similar joys in their work? How can a service-team Scouter help those, who don't want to try something, find out for themselves if there IS something in it for them?

Encouragement and Support...from Ladies Auxiliaries

By Beatrice Lambie

To Mrs. Jones (John & Paul)

This little bag I hand to you,
Its meaning I'll explain,
'Tis not for cloudy weather,
Nor when it snows or rains.

But every day the sun shines
bright,
If only for a minute,
Just open up this Sunshine Bag,
And drop a penny in it.

Do this all thru' the summer,
And at its close we'll gather,
And count the pennies o'er and
see
Who's had the most good
weather.

The money's for 10th Galt Scout
Mothers,
And our courage never lags;
We hope to raise a goodly sum
Just from our Sunshine Bags.

Please return with one of your sons
to the first Cub or Scout meeting in
September.

From the contacts we made with many auxiliaries we judge that money raised by the mothers is used in what might be termed "usual ways" and yet each auxiliary has its own particular treats and provides a variety of items for its boys. Some auxiliaries supply neckerchiefs; one group raises money to buy Scout handbooks for new Scouts and gives these, as well as neckerchiefs, to boys going up to Scouts. If a boy leaves Scouting before his 14th year, he is asked to return the handbook and neckerchief. Many auxiliaries provided haversacks for their Scouts and Venturers who went to the World Jamboree in Japan.

While many of the auxiliaries are concerned with raising funds for their boys' activities and supplies, and for new equipment and repairs to camps and Scout buildings, some of the year's events are purely social (one group had a "wig-trying-on" party that was a huge success!) and some include community involvement in their annual program. Many accompany their boys on various tours where adults must escort them. And the 11th Galt Scout Mothers Auxiliary wrote of joining with two other nearby auxiliaries for an afternoon of housecleaning at Peacehaven, a Scout camp in southern Ontario.

Uniform exchanges often are handled by auxiliaries. These have the advantage of reducing uniform costs, enabling more boys to participate in Scouting and can be of great assistance when several boys in a family may be involved.

Catering for Scout receptions, Cub and Scout parties and many Father-and-Son banquets is part of the regular program of many auxiliaries. But the 98th Bel Air Ladies Auxiliary of Ottawa told us they no longer cater for their Father-and-Son banquet. A large group with too few mothers available has necessitated outside catering. This group has 89 families on its register, with two Cub packs, one Scout troop and one Venturer company. Most of the mothers work at jobs outside the home and find they cannot undertake banquet catering; so this group has the main course sent in and requires only a small group of ladies to handle salads, desserts and beverages. More auxiliaries are considering this approach; we are told.

Before a group can have an auxiliary, the mothers behind the boys must be invited by the group committee to form an auxiliary. Once established, they serve Scouting in many ways, including the encouragement they give to the boys.

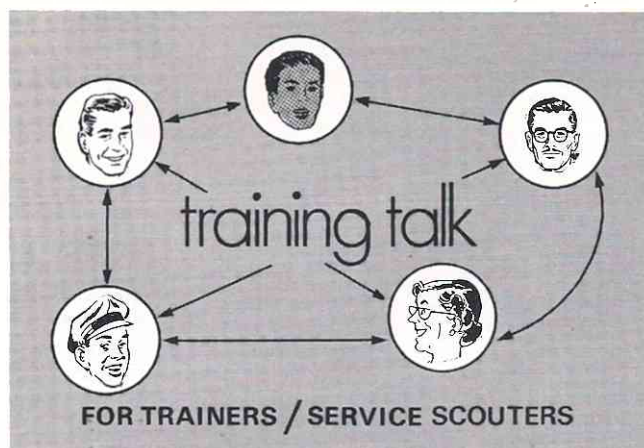


Mothers' Car Wash, Owen Sound, Ontario.

—Gower photo

This little poem was sent to us by Mrs. David Lindhorst, President of the 10th Galt Mothers Auxiliary, who wrote, "This is attached to a little cloth bag which is sent home to all the mothers of all the Cubs and Scouts, usually during the month of June. . . one bag per house, and we ask that they be returned with the boys in September. We thought this might be of interest to some of the other auxiliaries."

Mrs. Lindhorst was one of many auxiliary presidents we tried to contact, and she wrote us a splendid letter, describing quite an active group who enjoy working together. This group has between 60 and 65 boys from whom to draw mothers, and the auxiliary has an average attendance of 12 to 14 per monthly meeting.



Edited by Al Craig
for the Adult Training Subcommittee

TRAINING TECHNIQUES NO. 5

WHAT YOU SEE, IS WHAT YOU GET!

Charts are probably the most popular, simplest, and yet the least expensive of all visual aids. They are certainly easy to make, and to some extent easy to use. Perhaps no other visual aids can equal charts in their flexibility and effectiveness at so little cost.

There are actually two categories of charts: the first is charts that are bound and flipped and, second, those which consist of individual panels. This can be broken down further to charts which contain:

- copy material only,
- copy material plus illustrations, and
- illustration material but no copy.

Let us deal with the flip chart first. Having determined that a flip chart is the instructional tool required for our presentation, it is suggested you consider the following. Will the presentation be indoors or outdoors? If it is outdoors, you will need a heavier stock of paper to prevent rattling from the wind and tearing. In addition, to cut down glare, it is suggested that you use pastel colours rather than white. Further, the size of the chart should be increased as your audience will tend to spread out more in an outdoor setting.

HOW TO MAKE

Having ascertained the purpose and place of the chart in your presentation, the content it is to contain, the setting in which it is to be used, together with the number of persons involved, you can now proceed to plan your flip chart. You should always attempt to keep it simple. We would suggest that you have a title page, and that each succeeding page be devoted to one point only. This will permit you to focus attention on one point at a time, and build up your presentation in a logical sequence. Preferably, each page should contain essential copy material only, together with supporting illustrations. This can serve to repeat without monotony. These illustrations can take the form of cartoons, photographs or large graphs.

Use colour in your charts for contrast, interest and emotional impact. Red, orange, yellow and brown are warm, exciting colours and can be used for emphasis.

On the matter of colour preference, practically all persons, regardless of age, race or nationality, will like blue best of all, then red, then green. Thousands of tests have confirmed this fact. As to size, light colours will appear large, while deep colours will appear small. This is because the stimulation of bright colours spreads out on the nerves of the eye like water

on blotting paper (see Chart Statistics). Colours that give the greatest contrast, and thus contribute to visibility, are black on yellow, white on black, and white on green.

The selection of materials to be used will, of course, depend again on the subject matter, the number of persons in attendance, the location for the presentation, your personal budget, etc. Here are a few examples of materials that can be used:

- coloured bristol board
- various types of coloured cards
- newsprint or various other kinds of bound paper
- linen, roll-type blinds; rolls of wallpaper (preferably ceiling paper as it does not have a pattern, and is relatively cheap); or venetian blinds. Be sure you use washable inks or paints on the venetian blind. The slats can be turned into view one at a time or all at once for startling effect.
- felt pens, speedball pens, water paints and brushes, coloured pencils, pastel chalk, coloured inks
- Perhaps you will also need a lettering book, an eraser, a T-square, a three-foot ruler, compass, set squares.
- Finally, you will also need some binding material for the top of the chart, and this can be either nuts and bolts, wooden strips, or paper and plastic bindings of various types.

One other point to consider. Commercial advertisers tell us that the eye tends to linger at the top of the page and move in the clockwise direction down the page. Therefore, reserve the top of the page for your most important material dealing with the one point you wish to cover. Remember, don't crowd the page — use only a few simple words, together with supporting illustrations.

CHART STATISTICS

(These are minimum sizes)

SIZE OF CHART	HEIGHT OF LETTERS	THICKNESS OF LINES	MAXIMUM DISTANCE
22" x 28"	¾"	¼"	10' (10-15 people)
22" x 28"	1"	¼"	25' (15-30 people)
28" x 44"	1 ¼"	¾"	45' (30-60 people)
28" x 44"	3"	5/8"	75' (60-100 people)

HOW TO USE

When using a chart, stand to one side, out of the way and talk to your audience. Use a chart to emphasize the points you are stressing. Once the chart has served its purpose, remove it from sight.

Most of the points mentioned above are also pertinent to cardboard charts. Turnover charts or flip charts are limited in size by the fact that they must be turned over and thus are really only effective with relatively small groups of, say, thirty-five to forty persons. With cardboard or upright charts, there are no such restrictions in size, and thus they can be used effectively for much larger audiences. Generally speaking, they are not as easy to use as a flip chart; however, they do overcome the limitations of size.

PERSONAL FEEDBACK

- GOAL** To provide feedback to participants on their performance.
- GROUP SIZE** Will work with a group of any size, but time to complete increases with size of group.
- TIME REQUIRED** Approximately 10-15 minutes to discuss five areas of effective feedback. (See *Notes for Trainers*.) Up to 30 minutes to complete form. Actual feedback exercise generally takes 10 to 15 minutes per person with a group of 12-15 people.
- PHYSICAL SETTING** An area large enough for all to discuss effective feedback (with flip chart or blackboard). Room enough for all to have quiet and privacy while filling in form. All seated in a circle for actual process of feeding back information.
- PROCESS** Group assembles and discusses five areas of effective feedback. All should develop an understanding of these areas.
- PHASE ONE** All participants (staff can be included) are given sheets listing all persons by name (listed on the left) and appropriate headings (across the top). Headings could include categories such as: Effectiveness of Presentations, Participation (speaking, listening, concern for others), Contribution (frequency, quality, relevance of), Personal Impression of, Attitude.
Group is then instructed to complete form using one or two word descriptions under each category. Group can disperse around room for privacy and time to think. Time taken would be governed by the number of people participating. (Generally 30 minutes.)
- PHASE TWO** Group reassembles, seated in a circle. One person is asked to start off and give his/her description of another designated person. Everyone in circle gives his impressions of the designated person.
Designated person can query any statement not heard or understood, but comment should not be permitted until everyone in circle has commented. Designated person is then allowed to comment on how he feels the impressions given stack up against his own impressions of his behaviour and actions. If anyone has made a comment that comes as a surprise, the

comment should be discussed and the reasons for making it cleared up. Carry on around the circle with the next person listening to the feedback of all the others.

Time can be a factor. With a group of 15-20 people, it takes approximately 10-15 minutes to feedback and discuss with each person. The process can be speeded up if all restrict themselves to one or two-word comments. It is essential that, once started, the exercise be completed and that everyone gets a chance to hear feedback from all the others and makes his comments on what he hears. Participants should be encouraged to get together later and discuss any surprise comments with the person who made the comment. Greater understanding will develop from this discussion.

- ADVANTAGES** — All participants (and staff) participate and receive feedback which helps them learn about their performance and themselves.
- Discussion is encouraged between people about behaviour or actions of which they are sometimes unaware.
- Reasons for behaviour or actions are revealed which quite often are not the same as the majority of the group sees them to be.
- Develops group openness and reinforces a healthy climate of trust within the group.

NOTES FOR TRAINERS

In the simplest terms, the process of training consists of an "input" phase (the showing, telling and explaining) and an "output" phase (the trainee's attempt to reproduce what is taught). The input is the instruction that goes into the trainee. The output is the trainee's response.

If training is to be successful, a third phase, "feedback," is essential. The trainee not only must attempt to make the responses which the trainer teaches, but also know what success has been achieved in doing this.

Feedback on performance embodies the "principle of knowledge of performance," thus: as knowledge of performance increases, learning increases both in rate and level.

TO BE EFFECTIVE, FEEDBACK MUST:

- a) BE RELEVANT TO THE PERSON IN THE OBSERVED SITUATION.

Only the here and now should be considered. Past performance and behaviour are not relevant. What he or she did, said or how they behaved at this course, seminar, workshop, etc., is the only thing that is relevant.

- b) DEAL WITH AREAS THAT ARE CHANGEABLE.

People can change their behaviour, thinking, actions or how they do things; they cannot change physical characteristics.

- c) BE BASED ON VALID DATA (FACTUAL AND SPECIFIC).

Only behaviour or actions that are actually observed should be fed back. No assumptions should be made.

- d) BE NON-JUDGMENTAL.

This is generally quite difficult but, if feedback pertains to actual observed actions or behaviour and no assumption is made why a person does behave or act the way he does, feedback will be non-judgmental.

- e) BE NON-REDUNDANT.

This means the information fed back should be information the trainee does not already possess about his or her performance. The trainees always have some information about their performance. In feedback we must add to this knowledge.

TRAINING NOTES

The Training Note, *Problem Analysis and Decision Making*, Cat. No. 96-103, is now available. Retail price is \$1.

Clearly written and well illustrated, this Training Note has particular application for trainers and service Scouters, yet could be useful to all Scouters.

The note leads you through all aspects of the technique in a logical manner and includes three different approaches to problem solving. Chapters include Definitions, Elements of Problem Analysis, Elements of Decision Making, Problem Solving — A Step-by-Step Approach, Problem Solving — Force Field Approach, Problem Solving — 3D Approach, Adapting Problem Solving to Discussion Leading, Guide to Developing a Group Problem-Solving Technique, Brainstorming as Applied to Creative Problem Solving, Conducting a Problem Survey, Quotes on Problem Solving, Points to Remember in Problem Solving, Blocks to Effective Decision Making and Resources.

Available direct from Supply Services, Ottawa or through your local council office.

C.S.T.C., cum N.T.T.C., cum N.T.I.

No, this is not to prove how addicted Scouting is to using abbreviations that people outside of Scouting can't understand. It's the story behind the evolution of the National Training Institute (NTI) from beginnings as the Canadian Scouter Training Course (CSTC) through the National Training the Team Course (NTTC) to its present-day form.

Scouting has always provided training for leaders in the belief that "trained" volunteers can do a better job for members and get more satisfaction from their efforts. NTI is one way of training key personnel who, in turn, pass on the skills they have learned to others in their council.

CANADIAN SCOUTER TRAINING COURSE

In 1948 a growing concern about the wide variation and discrepancies in Part II Wood Badge Courses identified the need for training the members of training teams.

The first national course was held in 1948, called Canadian Scouter Training Course and operated as a Part II Wood Badge course where boy programs were the vehicle for training. Separate courses were held for pack and troop Scouters.

In 1954 CSTC underwent a change in format and content to fulfil a new role of training potential trainers.

The emphasis was shifted to training techniques and skills and the scope was broadened to cover all types of training. Candidates now played the part of trainers instructing Scouters. In 1956 the courses for pack and troop Scouters were combined. A gradual trend to more flexible approaches to training was introduced and candidate expectations were increasingly taken into account.

NATIONAL TRAINING THE TEAM COURSE

Another shift in emphasis began to take place in 1961-62. This shift started slowly but gained momentum very quickly and caused a great many concerns in parts of the organization. These concerns centred around the use of human relations training and the lack of emphasis on certain types of trainer skill development.

A move to more of an "educational experience" versus a "training course" started in 1962. To the traditional content of training methods, techniques and tools there was added emphasis on theories of learning, group leadership and relationships.

Gilwell Park, in 1964, gave birth to the title, Training the Team Course, and Canadian Scouting adopted the name, National Training the Team Course, the same year for its national course.

A speed-up in the process of change took place in 1966. The purpose of the course was restated: "to provide a learning experience in leadership skills and the operation of small groups and to develop an understanding of their application to Scouter training." This year also saw the broadening of the base of participation to include key program people as well as trainers.

During '66 the major method used was a trainer working with a small training group which resulted in an experience with emphasis on group work, leadership and interpersonal relationships. Other emphases were in terms of development of the new programs and in promoting understanding and acceptance of their underlying concepts.

This was a very real departure from the usual coverage of training methods and techniques.

The same emphasis continued in 1967 when a human relations experience using a T (for training) group setting was offered. The course was renamed National Training Institute in 1967 to more adequately reflect its scope and intent.

To this point the objectives of the course were determined mainly by the designers, based on their understanding of the needs of the Movement. These needs were largely determined by the current program objectives and what were believed to be the knowledge and skill people required to effectively implement programs. Because of the changes then evolving in Scouting programs, heavy emphasis was placed on introducing and coping with change — with NTI seen as one of the major instruments in initiating change.

In 1969-70 further developments were introduced to make the training offered more relevant to Scouting and to overcome some of the weaknesses identified in the operation of the course during the sixties.

A concerted effort was made in 1969 to have councils identify their needs and to design the institute to meet these needs.

This resulted in four separate courses being offered instead of one, namely:

- a human relations training course to help individuals develop self understanding, sensitivity to others, communication skills and knowledge and skills in group leadership; a need identified by several councils.

- a trainer development course, specifically designed to increase the competence of trainers conducting human relations training. This was brought about by the need for people skilled in human relations training to work at NTI and other levels where human relations training was being offered. Trainers requiring these skills were encouraged to obtain it at NTI or through courses offered by colleges, schools or other organizations.

- one course each in Training Methods and Techniques, and Assessing Needs and Evaluating Training were offered to meet the need for trainer skills in the design and conduct of a variety of Scouter and committeeman training.

These courses included an increased emphasis on applying the learning received at NTI to the back-home situation.

NTI has always evaluated its results but a more precise evaluation tool was introduced to verify the relevance of NTI and to ensure that it was meeting the needs expressed. (See EVALUATION.)

A new format was introduced for NTI '71, with some events being operated on a centralized basis and others decentralized. This was done to:

- make better use of local staff;
- increase participation;
- provide training more closely related to local needs.

Six events were offered: a centralized Human Relations Course, a centralized Trainer Development Course and four decentralized institutes in Newfoundland, British Columbia, Quebec and the Maritimes (N.B. & P.E.I.). A total of 177 persons were involved in the events.

EVALUATION

A scientifically designed Leadership Inventory has been used to evaluate each NTI since 1969. Three of the significant findings are:

1. compared to other group scores, Boy Scouts of Canada groups tested have consistently shown a high degree of growth toward a participative leadership style;

2. group growth at NTI has been the result of the training design and has not happened by chance;

3. comparisons with non-Scouting groups indicate NTI training designs have achieved a high degree of success in providing growth toward a participative style of leadership.

DOES SCOUTING BENEFIT?

The question has often arisen about the benefits to Scouting of NTI in relation to the time, money and other resources spent.

If tenure of leadership is used as a criterion, NTI has certainly benefited Scouting.

Figures from 1964-1969 show that:

- of 232 Scouters attending, 176 are still active (or very close to 76%);
- the average years of service following participation for Scouters no longer active was 2.6 years. (The average service for all Scouters is 1.3 years.)

All of which tends to reinforce the belief that the more highly trained Scouters are, the longer they stay in Scouting.

- NTI has always maintained a high degree of quality in the training offered to participants for the ultimate benefit of all Scouting.

- with the exception of those attending human relations courses, participants are encouraged to pass along skills learned at NTI directly to other trainers in their council. This multiplying effect enables skills to be developed in a much larger group of Scouters.

THE FUTURE

Where does NTI go from here?

The institute will continue to serve the needs of councils that can be met through training. Because these needs are becoming increasingly varied, NTI will likely provide increased varieties of training experiences. Some of the training offered will be directed to trainers and service Scouters. Other training will be of interest to council committeemen and other key personnel. Some of the training will be offered on a nationwide basis to take advantage of the unique features of a national organization. Some training will be decentralized to more effectively meet the needs of a province and its councils.

In 1972 the institute will provide the following training:

- a Human Relations Laboratory,
- a course to train human relations trainers,
- a course to help key trainers use participative training methods,
- regional institutes in British Columbia, Alberta/Saskatchewan, Quebec and the Maritimes.

Additional institutes are being considered in Manitoba and Ontario.

Interested in National Training Institute? More detail can be had through your Scout office.

THIS MONTH'S CONTRIBUTORS:

J. A. Craig
L. C. Wilcox

Especially for Rovers



In our February issue, the article, *ROVERS ARE GROWING*, included notes that appendices to Resource Centres and to Recruitment and Promotion would appear in this issue of *THE CANADIAN LEADER*. The following appendices have been taken from the NAROCO '71 Report prepared by the Conference Committee, October 24, 1971.

APPENDIX TO RESOURCE CENTRE

Suggested guideline for implementation of a Resource Centre.

What is it?

To make available resources (material, people, agencies) to aid in initiating and accomplishing those objectives set down in *Rovers '71*. It is to be established on as local a level as is feasible.

Why do we need it?

1) A crew's resources are not sufficient, on their own, to accomplish stated Rover aims and purposes.

2) To decrease time taken to locate and secure proper connections to implement the program directly.

3) To act as an aid in planning programs for new crews and existing crews (i.e., new programs).

4) To aid crews to get involved in their communities (i.e., social action).

Who will compose it?

We want a professional Scouter whose function is to administer the Resource Board (i.e., to provide reachability: for example, a fixed telephone number). However, we realize that lack of funds, personnel and numbers prohibit this at the present time. Therefore, a regional Scouter(s) or a skipper(s) on a level, or other interested party who is not only enthusiastic but willing to work with the assistance of a number of committed Rovers, should be confronted.

How does the board function?

PASSIVE

1) The board is available to aid the crew to acquire the resources necessary to accomplish their specific program, e.g., a crew desiring to construct a sailboat can be directed to an architect, lumberman, carpenter, sailor.

2) District training team can make use of all resource board for planning their training program.

ACTIVE

1) To accumulate contact with professional people, discount suppliers, financial sources, tradesmen (i.e., resources in general), lists you can consult.

2) To help devise a suitable program for dormant crews.

3) Use active Rover crews as resources.

4) Ensure communication between crews: regional, provincial and national.

5) a. Help evolve programs to encourage social involvement.

b. Make the necessary arrangements so that the public will be more aware of the Rovering movement through community involvement.

6) Once devised, it can also be made available to the rest of Scouting when necessary (e.g., Israel resource log as a basic idea).

7) A copy of this log should be kept in all council offices (at least, resource centre numbers, addresses).

8) Crew surveys, etc.

9) Advise crews of training programs.

How to get it going?

1) The board will compile an accurate directory of crews on the local, regional and provincial levels.

2) Start with list of crew activities (Section eight of *Rovers '71*) and try to compile directory of resources corresponding with these areas.

3) Each crew contributes contact people who will be available.

4) Going to active crews as resource people.

5) Take leadership courses, T-groups, etc.

6) Contact existing social service groups (e.g., drop-in centres, etc.).

7) Contact existing resource agencies (e.g., National Film Board).

APPENDIX TO RECRUITMENT AND PROMOTION

That we recruit new members from non-Scouting groups (i.e., university students) and Venturer companies.

That such recruitment practices be carried out for the following reasons:

1) new members will bring in new ideas;

2) larger membership will enable us to better perform public services (e.g., folk mass, day camps, emergency measures organization).

That the plan of action for such recruitment be:

1) to introduce ourselves into the Scouting program;

2) volunteer work;

3) change the Rover image from super Boy Scout to concerned young people who are interested in what is happening today;

4) try to show the public that we are here.

Atmosphere Counts

By D. H. Swanson,
Assistant Director, Program Services

Seated around a glowing campfire, one feels at peace with the world. Sparks drift upward, the mysterious night sounds and the full moon arouse thoughts which link the near present and the distant past.

All too often, winter or wet weather spells the end to the use of the campfire or council fire as a program item. This need not be so. Many Scouters merely bring the campfire indoors. Obviously, there have to be some adaptations. One can't very well light a fire in the middle of the meeting hall!

Unfortunately, far too many indoor campfires are conducted by just having everyone sit in a circle, either on the floor or on chairs. Some preparation and attention to setting the right atmosphere can assist immeasurably in ensuring the success of an indoor campfire.

To start, let's look at the planning of a campfire program.

A successful campfire program doesn't just happen — it is the result of advance preparations. A good rule of thumb in planning a campfire program is to follow the flames. Build to a high point of lively, active participation, slowing to quiet songs, spirituals, poems and ending on an inspirational note.

Depending on the response of the group and the skill of the leader, the running time will vary between forty minutes to one and a half hours. Better to finish with everybody wanting more. Vary the content to include songs, rounds, skits, yells, a short story, action songs, stunts, spirituals, a short yarn by one of the Scouters, poems and presentations of awards and badges.

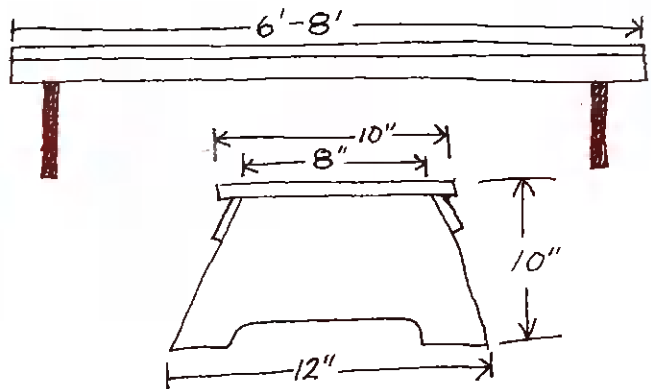
A typical program format could be something like this:

- Formal opening by Scouter
- Two lively songs known by groups
- Skit prepared by boys which will evoke laughter
- Yell
- Action song
- Round
- Skit or stunt
- Yell
- Story or presentation
- Spiritual
- Short yarn by Scouter
- Spiritual
- Silent prayer

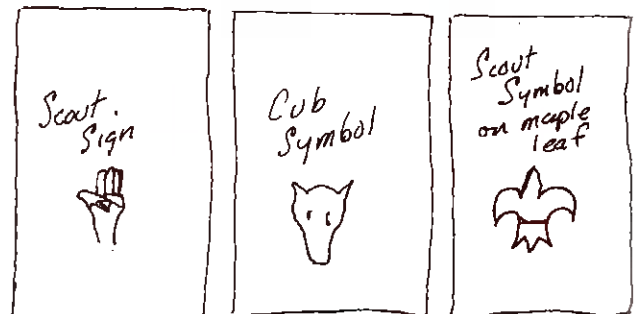
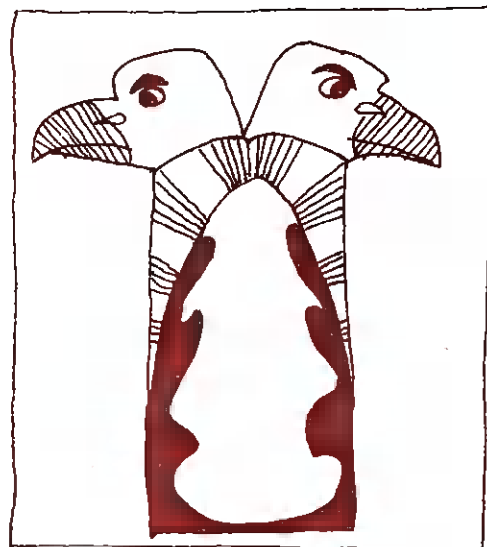
An excellent resource book is the *Campfire Songbook* available through your Scout supplier.

Now that you have prepared your program and have lined up individuals to lead the various parts of your program, let's look at creating an atmosphere. Some work with lights, scrap wood, cloth and poster paint will create the props. The imagination of the participants will do the rest.

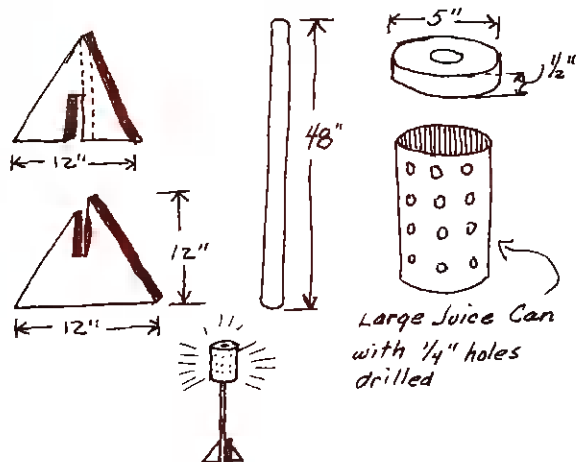
First, the seating arrangements: while it is possible to sit on the floor, this usually becomes rather uncomfortable after a very short time. A better arrangement is to have a number of low, short benches. These can easily be built from shelving lumber. The sketches suggest a possible approach (don't put the legs too far in from each end or your benches will have a tendency to dump the person who sits on the end).



A seat of honour can be devised using either 1/4" or 1/2" plywood or a piece of heavy canvas. The sketches suggest some possible designs. If canvas is used, poster paints in the hands of an interested patrol



or six can provide an evening activity and result in a prop which the boys will feel is "theirs."



A "torch" can be devised using $\frac{1}{2}$ " plywood for the base, a 1" x 48" dowel and a large juice can attached to a small disc cut from plywood. Cut the base and disc as shown in the sketch. Drill a 1" hole in the centre of the disc. Attach the dowel with wood screws to the base. After drilling the holes in the juice can, use two small wood screws to attach it to the disc. Place a candle inside the can. One use of the torch is to place one on each side of the seat of honour.



The moon illustrated should be made from $\frac{1}{2}$ " plywood. Paint the "box" flat black and line with foil. Cover the opening (the moon) with yellow cloth. Use a 20- or 40-watt yellow bulb to light the "moon." A switch is not necessary but can be installed if desired. A handle on the top makes for greater convenience. For the best effect, the moon should be placed well above the floor and some distance from the campfire circle.

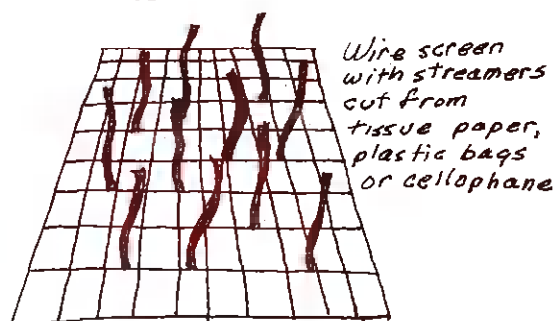
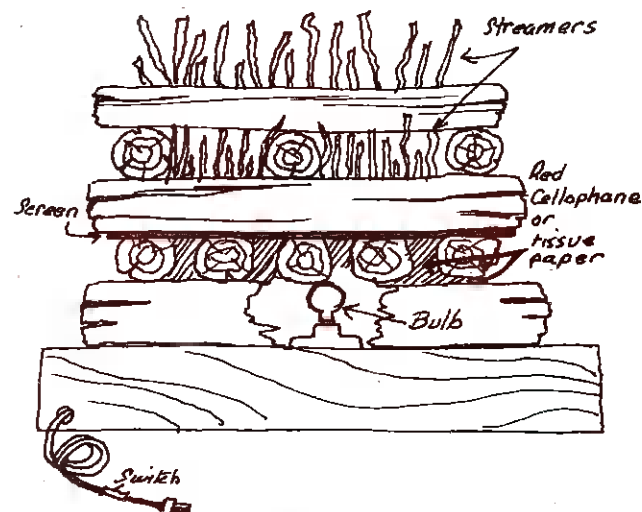
So now we have a circle of seats, a seat of honour for our campfire leader or honoured guest, torches to help us find our seats, and a full moon, but the main feature is missing — the fire.

A number of approaches have been used quite successfully to improvise a campfire.

One method is to use a candle in a large can with holes in the sides.

Another method is a candle in a large glass bowl lined with red foil.

The most widely used approach is a campfire built from logs screwed together, lined with red tissue paper and lit with a red light bulb.



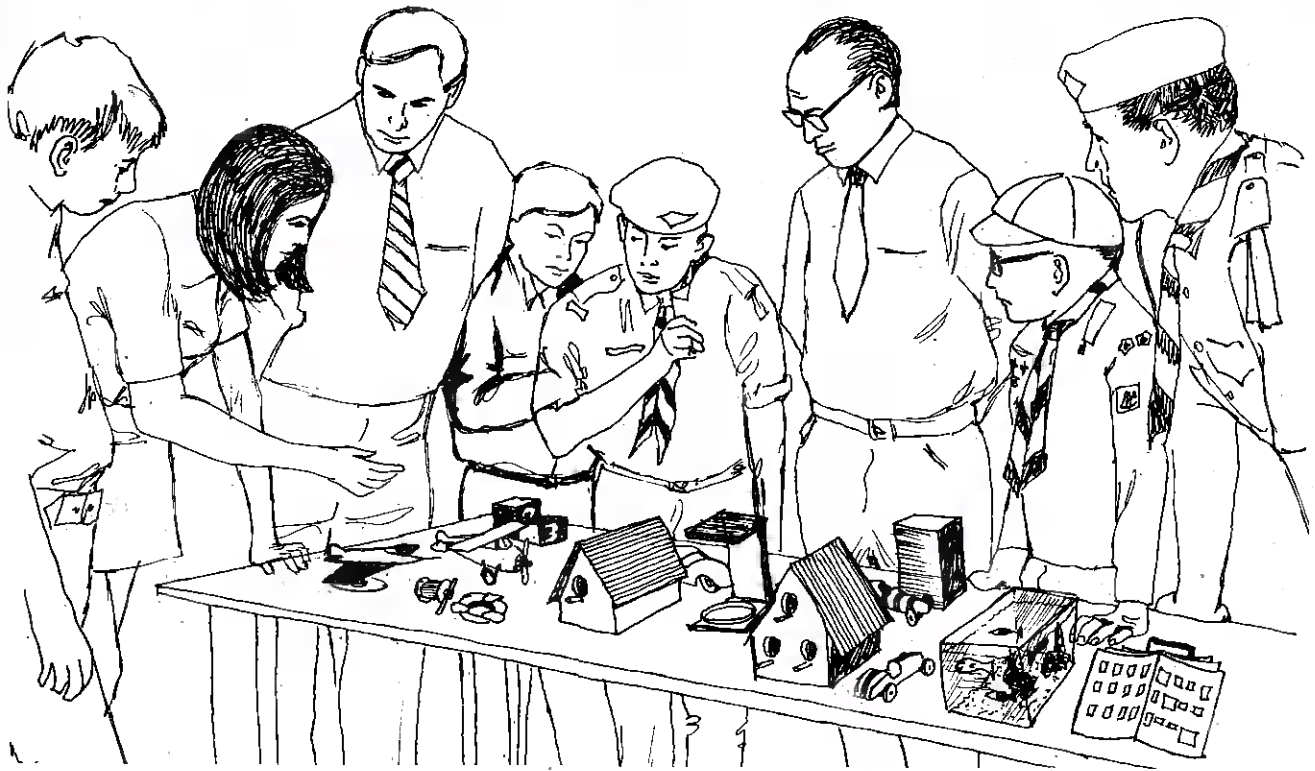
The most elaborate indoor campfire I have seen included two rows of small Christmas lights around the inside lower edge, a two-speed fan and a 40-watt light bulb. Each of these features had a separate switch on a small control box. By turning on first one set of small lights, then the second set and finally the large bulb, the fire appeared to increase in intensity. The fan was used to blow streamers attached to the logs, to give the effect of flames flickering upward. By reversing the procedure, the fire died to a bed of coals.

Make sure your "campfire" has a long enough cord to reach at least to the seat of one of the Scouters. Put the switch at this point. This will allow the campfire to be "lit" at the appropriate moment during the opening ceremony.

Now mix all your elements and enjoy an indoor campfire that has the necessary ingredients to make it a memorable event.

When the crimson flame of the fire fades, a spirit of fellowship prevails. It is small wonder that the tired, busy, adult hands join with those of the child in the eternal search for the primeval peace which radiates from the heat of a campfire.

How About a Hobby Show?



22

By Beatrice Lambie

Toward the end of a winter when many hobbies have had a chance to bloom, a hobby show is a great way to stimulate interest in what the boys have been doing, especially what they've been doing on their own. A hobby show also enables the boys to share their interests and skills; ideas are gleaned and suggestions are swapped. Many times a boy will gain incentive to start a new hobby just from seeing how something is done. And a hobby show gives the boys a great opportunity to display their wide range of talents and abilities to the neighbouring public.

A Friday-Saturday combination is good: Friday night to set up and all Saturday for the show. A church hall or school gym are among the best locations because adequate space allows for working booths and plenty of room for guests to move around. The availability of kitchen facilities enables participants to manage lunch during their day of show duty and also makes a refreshment booth a possibility.

Plan the publicity as soon as the date and location of the show are settled. A publicity committee of, say, three might make posters to take around to various neighbourhood shops for display. A local newspaper might make an announcement; and the radio public-service program usually will publicize

such an enterprise, provided the notices are sent in plenty of time and, preferably, typewritten.

Set up tables with enough space between each for observers to stand around, watch and question. Each project should be labelled with the maker's name. One or two boys should stand behind each section to answer questions and to keep the display tidy and identification labels in place.

Boys should be in uniform and on duty well before opening time to check that all is ready, particularly if the show has been set up the evening before. Two or three boys should be at the door to greet guests and with one always available to accompany any lone visitors to the start of the display.

The list of possible entry classifications is almost endless and depends only on the interests of the boys. If a hobby show is a first-time experience for a pack or troop, keep it small. While experience is being gained, just do it among your own group. Success will breed enthusiasm and the next show could include all the boys in the district. After that it could grow into a show for the area. For a large show, judges might be invited and ribbons could be awarded for first, second and third prizes and, perhaps, honourable mention.

- A collections' corner might group all the hobby collections: stamps, coins, rocks, postcards and so on.

- An arts and crafts corner could include a demonstration of the work in progress: say, leather work or mosaic, as well as finished articles.

- Working booths (tables) might show wood carving or carpentry in progress, as well as completed projects.

- If there are scientists among the group, particularly those who build complicated models, they might require an electrical outlet to operate their inventions.

- A bird watchers' display could feature pictures of various birds seen by the boys. Perhaps a short talk could be given on banding techniques and the lure of bird watching. In front of this table a poster should announce the times of the short talk (the speaker should not be "on duty" all the time!).

OTHER DISPLAY SUGGESTIONS

A nature table: conservation displays; plaster casting.

Pioneering display: lashings; camp equipment building; kits for wilderness living.

Models

A magician's booth — a poster set in front could advise the times when the 'show' would be given.

The chefs' corner — allow plenty of space around this. It could be a "live" display; various boys will have specialties that might be demonstrated. A couple of electric frypans or a portable rotisserie might be used for this booth. (Check available power supply.) Have paper napkins and wooden picks at hand for guests who sample the finger food. Small sausage bites, accompanied by a bowl of pineapple chunks; tiny meat balls; or small shishkebabs are a few of the items the boys might produce.

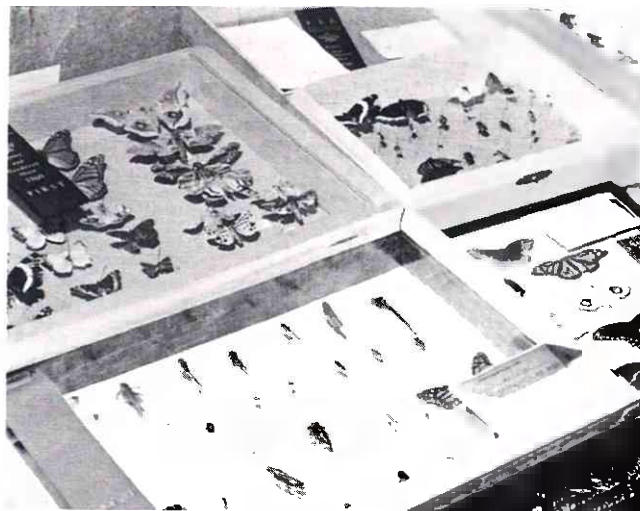
A refreshment booth nearby could dispense beverages. If no charge is made for admission to the show, most patrons won't object to paying for their refreshments.

A hobby show offers a splendid opportunity to build a corps of expert advisers on the various subjects included in the show. A little research will soon reveal who the local experts are in the various fields. These people might be invited to a small show and,



later, asked if they would participate in an area or district show where they would give expert guidance to the boys and be available as judges.

Quite apart from the fun of a hobby show, stemming from the pleasure of a hobby, many a person has been started on an interesting career that began as a hobby.



An eye for Design

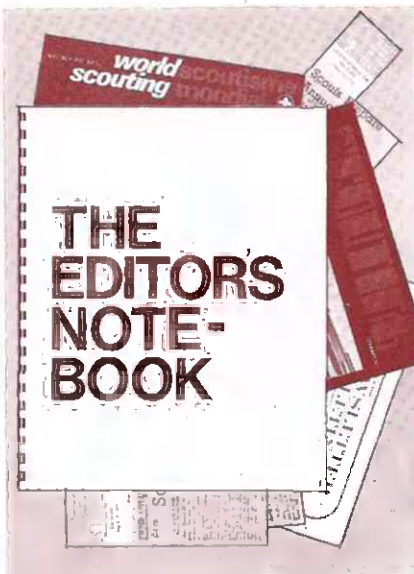
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We were remiss in the February issue in not acknowledging the valuable assistance provided by Vic Clapham and John Bishop of Boy Scouts of South Africa in the preparation of the story, *Mafeking Messengers*. The previously unpublished photo of the boy messengers first appeared in *Veld Lore*, of which Vic is Editor and the story was supplied by John, who is A/Division Commissioner for Information, Transvaal Division. John spent a weekend in Mafeking visiting and interviewing older residents who had memories of the siege and touring the old battle-grounds. So, a belated but sincere "thank you" to both gentlemen for their help.

Ducks Unlimited (Canada), the international conservation organization, has produced a new, full-colour brochure, folded like a road map, that unfolds to form an attractive wall chart measuring 22½ x 33 inches. One side contains 24 watercolours of duck species common to Canada, along with their characteristics and habits. The reverse side contains a detailed story of Ducks Unlimited, their work in Canada and the many benefits their work produces. Information on breeding areas, migration routes and waterfowl banding is also given. This attractive item is available free of charge by writing: Ducks Unlimited (Canada), 1495 Pembina Highway, Winnipeg, Man., R3T 2E2.

The Colchester District of Nova Scotia held a Cub field day last fall, and this *Truro Daily News* photo shows Cub Joey Taplin competing against the stopwatch, on the tire obstacle course.

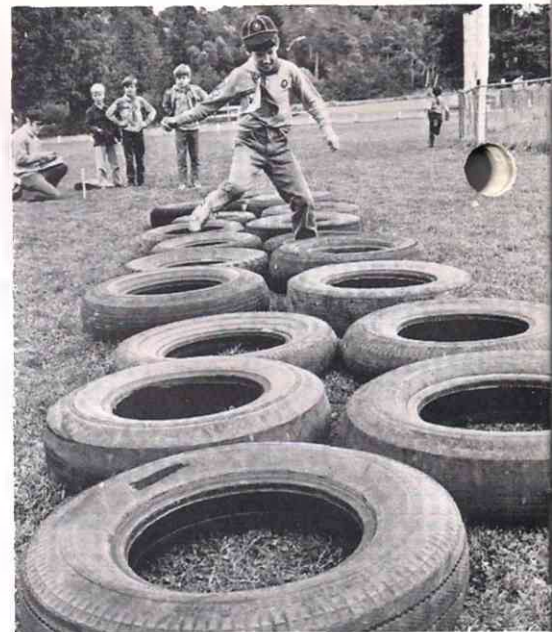
In case of fire, would your boys be capable of operating a fire extinguisher? If not, why not follow the lead of the 18th St. Thomas, Ontario, troop? They invited a fire prevention officer to present a demonstration and talk on the types and uses of extinguishers. Explained were the various types of fires and the function and application of the range of extinguishers available.

Apple Day in Tatamagouche, Nova Scotia, served two purposes last year. While the Venturers, Scouts and Cubs were selling apples to raise money for local Scout work, they were also delivering telephone books for the Maritime Telegraph and Telephone Company. From this additional money, one half went for Scout work and the remainder for the Pakistan Relief Fund.

You can rent just about anything these days, including a Scout! In St. John's, Newfoundland, 1,500 Scouts and Cubs took part in a pre-Christmas project for two weeks to raise money to purchase toys for underprivileged children. The "Rent-a-Scouts" raked leaves, washed cars, cleaned basements, garages and windows so that Santa could visit all on Christmas Eve.



Congratulations to the Canadian Red Cross Blood Transfusion Service which, this year, celebrates twenty-five years of providing every hospital in Canada with all the blood and blood products they need. The Service maintains 16 Blood Transfusion Depots, strategically located in every province, and each year provides blood and blood components to 300,000 Canadians.



The Greater Toronto Region recently extended a "Council Salute" through their monthly bulletin, *Scouting News*, to the Cubs, Scouts, Venturers and Scouters of the 247th Toronto group who held a "Police Appreciation Day" on January 27. Over 100 officers from the Ontario Provincial, Downsview, Toronto Metropolitan and Royal Canadian Mounted Police forces visited the group's meeting place during the afternoon and talked to boys, parents and guests on their specialties, which included homicide, break and enter, traffic and all other aspects of police work. Certificates of thanks were presented to officers and to quote Venturer Adviser Stephen Gallo, "It gave us an opportunity to meet those in our community who are risking their lives, day in and day out, for us . . . the men who are alert while we are sleeping."

The 247th are now planning a similar salute to the firemen of their community.

Congratulations to Norm Brown on being awarded the Silver Acorn by the Chief Scout. A member of the staff of *Canadian Boy* for eight years, Norm is now with the Roads and Transportation Association in Ottawa.

And from *Provincial Notes*, the monthly bulletin of the Ontario Provincial Council, "Don't be so busy practising your right to dissent that you forget your responsibility to contribute."

— General D. James, Jr.

From the *World Scouting Newsletter* . . . the 1973 World Conference will be held in Nairobi, Kenya. This will be the first such conference held in Africa and will give delegates a chance to see the area in which B.-P. evolved many of his ideas for Scouting and which he selected for his final home and resting place . . . The World Conference also voted to accept a joint invitation from the governments of the five northern European countries: Denmark, Finland, Iceland, Norway and Sweden, to hold the 14th World Jamboree in that part of the world. The 15,000-participant Jamboree will be held August 3-12, 1975, near Lillehammer on Lake Mjosa, 120 miles north of Oslo, Norway. The World Conference will follow in Copenhagen, Denmark . . . After three years of discussion between the Inter-American Scout Bureau, the United States "Peace Corps" and Boy Scouts of America, an agreement has been reached assigning Corpsmen full-time to the Scout program in the Americas for their two-year tour of duty. In addition to Peace Corps training in language and culture of the coun-

when ashore at Scandinavian ports of call, excellent joint activities and home hospitality were undertaken by host Scouts . . . and in Greece, two Athens troops were recently the first to explore a cave in southern Greece. It took ten hours to find and descend the three levels leading to the 72-meter-deep bottom where they found a small "room," 11 meters high, with colourful stalactites and stalagmites and a small lake. With their leader, a professional speleologist, they made a rough map of the cave and collected rare species of underground organisms. They were underground 14 hours.

Who wouldn't want to be a Rover if you had fellow crew members who looked like Joan Edwards and Pam Kent of the St. Rose Crew of Saint John, N.B.? The girls shown here with Rover Mike Ferris and Rover leader John Noddin, are two of the six girls who joined the crew recently. The girls say they like what they are learning in Rovers and, according to a male Rover, they have "livened up the crew."



try of assignment, they will be trained in Scouting methods and programs. The first year will see teams of three each, in six countries, working to expand and utilize Scouting for national development . . . The seven counties of London, England, chartered the entire school cruise ship, *SS Nevasa*, to take 1,090 Scouts and leaders on a week's cruise. The seven decks were filled with activities while under way and,

Why not follow the example of the Scouts and Cubs of Cornwall, Ontario, and plant some trees this spring? Scout Brian Blanchard and Cub Terry Morrow are shown in this *Cornwall Standard-Freeholder* photo planting spruce seedlings on an old dump site. Your provincial department of lands and forests will be happy to provide you with information on where seedlings can be obtained and may even suggest a planting site.



In Windsor, Ontario, Cubs of the 62nd Pack did their part for the anti-pollution campaign by holding a "Clean-Up" day. The area cleaned was a heavily travelled route near the local race-track. Two trailer loads of trash was the end result, along with a cash profit of \$9.20 from the sale of returnable bottles collected from ditches.

The 2nd Regina Scout group is celebrating 50 years of continuous operation this year and would like to hear from as many former members as possible, including leaders and members of the former Bowron Rover crew. They are especially interested in hearing from former King's and Queen's Scouts and members who have attended world jamborees. So, if you're an old 2nd Regina boy, write to D. MacKenzie, 101-2536 Parliament Ave., Regina, Sask.



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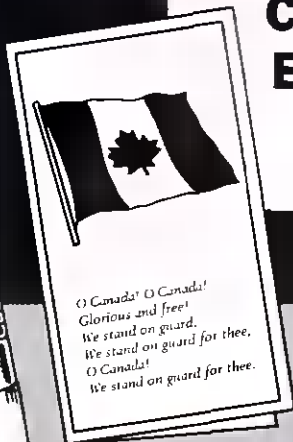
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Name of Person Title
Authorized to order
Home Address Phone
City Province Zone
Phone (if none, write none) Age if Under 21

NAME OF ANOTHER OFFICER IN GROUP (PRES./TREAS./PASTOR.ETC.)

Name Title
Home Address
City Province Zone
Phone (if none, write none)

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THE KOOL KAT KAPER

By Doreen Lockerbie, Member of the Training Team, Toronto

One kool Saturday morning in February, 40 Kats (pack Scouters) braved the weather to attend a training session on winter outdoor activities for Wolf Cubs.

The Kaper was held in a local park and for lunch, stew, crusty bread, coffee and doughnuts were prepared and served outdoors by a Venturer company.

The program was developed on the base system: games; a snow-shoe race; a secret code with instructions to build a snow fort with lots of snowballs; snow sculpture (the Kats tied plastic bags over their gloves for this event); a nature trail; bird watching; a demonstration of winter bird feeders; and compass, first aid and fire lighting activities.

A special event for the afternoon was an Indian game, "Snow Snake." A narrow trench was built in the snow and the Kats took turns throwing a long, pointed pole down the trench to see how far it would go . . . sounds easy? Try it. Indian braves played this game on the frozen lakes and sometimes their poles would go half a mile. Visitors in the park joined us to

watch the fun and have a try with the snake.

An unexpected extra was an invitation to visit the nearby stables of the Metropolitan Mounted Police. It was very interesting, and warm. Despite lots of hot coffee, by 3.30 p.m. the Kool Kats were Kold Kats and, after a short discussion in a shelter, the Kaper came to an end. It was a real fun day. Why not organize a Kaper for your district?

INTRODUCING THE NEW WOLF CUB HANDBOOK

By H. D. Jamieson, Extension Member, Wolf Cub Subcommittee, Manitoba

At a recent, one-day training session, Scouter Les Green and I decided to try something new in the line of leadership training; at least, new to our area.

The day started with a combined session for Cub and Scout leaders, and members of the group committee, on organization, registration and a two-act skit on how to plan for a Cub or Scout camp. The first act was composed of four persons with a "green" leader who had lots of ideas but was way out of line with his camping ideas. The second part again used four

people; this time with a leader who must have had a fair amount of training, or did a lot of reading, as all his ideas were well planned and carefully checked out beforehand. This skit helped to show both the leaders and the group committee members that proper planning is needed to have a really successful camp.

The afternoon session was where Les and I were able to introduce the new Cub book to some of the Cub leaders in the district. Our session went something like this:

First we split our leaders into five groups. With a lot of preparation we had broken the new Wolf Cub Handbook into three sections beforehand.

1. Star Work
2. Badges
3. Special Activities

Now we split these groups into five parts. During three sessions we assigned a part to each group of leaders and had them do the following:

1. read the part carefully;
2. report on what each part was trying to accomplish;
3. make up a game from the part;
4. make up a project or handicraft from the part.

Both Les and I have been with Cubs for quite a while, and some of the games and handicrafts were new ones to us, so we felt that the training went over well; and it did introduce the new book to at least fifteen leaders.

We touched a little on camp planning but intend to cover that in another session. Our day-long training session ended with a joint singsong.



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UNDER A RAILROAD BRIDGE

Under a small railroad bridge in the outskirts of Los Angeles there is a little creek (at least there was 20 years ago) — a sluggish, muddy little creek. One scrubby tree grew on the west bank. On a flat, sandy beach on the other side was the place where Troop 25 found most of its camping adventure.

Adventure in that drab little gap between two bare hills? Yes! Adventure for our troop which could not afford frequent long trips. This spot was within hiking distance of our homes, so we hiked to it.

It was not a very intriguing place by daylight but there was room for wide games, room to signal and track, room to pitch our tents.

At night the scene changed. The one tree loomed up against the dark sky, and the flickering firelight was kind to its scrubby branches. The railroad trestle was forgotten (except when an interurban rumbled over), and the moon coming up over the hill could be rising above unbroken forest. We were in camp!

Cooking our food, telling stories around the campfire, playing night games, then digging hip holes and teaching the recruits how to fold their blankets to last the night — it was good camping experience in spite of the setting.

We had many happy overnights there, and ever since I have wondered why some troops feel that it is necessary to delay their camping until they reach the far distant places.

BUR-STIT

Equipment required: Six balloons (about), inflated, each attached to a yard of string. Four bats of rolled newspaper, tied firmly with string.

The Scouter attaches a blown-up balloon to one ankle, using a piece of string about a yard long. Two boys from each team are provided with newspaper bats.

The leader races off, trailing the balloon, while the boys must try to bur-stit with their paper bats. Whoever does scores a point for his team.

Each time a balloon is burst the boys with the bats are changed — this gives everyone a turn at swatting. Play for a set time.

— from *THE VICTORIAN SCOUT*,
Melbourne, Australia

NEWSPAPER RACE

Equipment required: the identical issue of a newspaper for each team; a list of things to be found in it.

Divide boys into equal teams. Provide each team with a complete newspaper and a list of about 15 items to find in it.

On signal, each team begins its search, tearing out each find. Winner is the first team to complete the list of clippings.

Duplicate lists must be prepared ahead by the leader and could include items such as a certain picture, a specific article, a cartoon, a specific advertisement, the weather forecast, and so on.

NEW...

FREEZE-DRIED

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EARRING RELAY

Equipment required: Two pinch-type clothespins for each team.

Divide boys into teams of equal size. On signal, the first boy in each team attaches a clothespin to the lobe of each ear, runs to a line marked at the other end of the hall and returns to his team, facing No. 2 who removes the earrings, puts them on his own ears and runs to the goal line and returns to face No. 3. The moment the earrings have been removed from any boy, he takes his place immediately at the back of his team. Last player to return to the end of his team must keep the earrings on.

DONKEY DROP

Equipment required: One large tub/washbasin; one pail; one large can (28-ounce size); 12 tennis balls.

Place tub or washbasin in the centre of the hall. Place the pail in the tub. Inside the pail place the large can.

Divide boys into two or three teams. Divide balls between teams.

Teams take turns throwing a tennis ball from a line which is measured 10 feet away from the tub.

Teams have four or six balls each. If the ball is thrown into the can, the score is five; if it goes into the pail, the score is three; if it lands in the tub: one. Play for a set time.

Lucky are the Scouts who can have adventures in the far wilderness, but lucky too are the Scouts whose Scoutmasters have imagination enough to see to it that week after week, month in and month out, they get to camp, no matter where.

— from *Personally Speaking* by Lex R. Lucas, former editor of *Scouting* magazine, BSA, who retired in 1965 after 22 years of "putting the message across."

GOOD ADVICE

Sitting still and wishing
Makes no person great.
The good Lord sends the fishing
But you must dig the bait.

— John Masfield

THERE'S NEVER A TIME TO QUIT

There's a time to part and a time to meet,
There's a time to sleep and a time to eat,
There's a time to work and a time to play,
There's a time to sing and a time to pray,
There's a time that's glad and a time that's blue,
There's a time to plan and a time to do,
There's a time to grin and to show your grit —

But there never was a time to quit.

— Anonymous

"...and that was the end of the monk"



There were open, sunny fields with paths leading into the wooded hillside, smelling wonderfully of greenness, and a grove of pine trees whispering to the late spring breezes. With a setting, such as this, who could hold back the feeling of anticipation as the small boys spilled out of the arriving cars?

It began as a pet show in the park but developed, with imagination and enthusiasm, into an Animal Fair in the Rockwood Conservation Area. Aside from Cubs, there was also an assortment of dogs, cats and guinea pigs, with added surprises of a squirrel, lamb, goldfish, pigeons, raccoon and, would you believe?, a goat!

What a scurry as the Cubs attempted to reel in excited dogs, contain cats glaring out of makeshift cages, while overhead the loudspeaker supplied animal-fair-type music.

Following the opening ceremonies, where the judges were introduced and fair kits distributed, eager, anxious boys found their way to the appropriate ring for the pet show — be it dog, cat or most unusual pet. The judges awaited them with entries' names already listed under the appropriate categories. Judging was done with such fun classes as "dog with the longest tail," "cat with the shortest whiskers"; most amusing was the "fastest eater" as frustrated Cubs attempted to urge gourmet dog food on their balky charges. Television commercials of the doggie world never resembled this! To add to the realism of the occasion, "best of breed" and "most obedient" were included. With prizes awarded, pets were stashed in waiting cars.

Prying fingers now dug into individual fair-kit envelopes for six different-coloured tickets to be spent as the boy wanted. No one lost his red ticket —

kindhearted Ladies Auxiliary members exchanged refreshments for that one! The other passes let a youngster gain admission to:

- 1) nature film, entitled *Patterns of the Wild*, from the University of Guelph film library;
- 2) Canada Goose goslings and Mallard ducklings from Kortright Waterfowl Park;
- 3) nature rambles conducted by local naturalists (maximum of eight boys per group);
- 4) pony rides and pony-cart rides;
- 5) demonstrations of how to saddle and harness a horse.

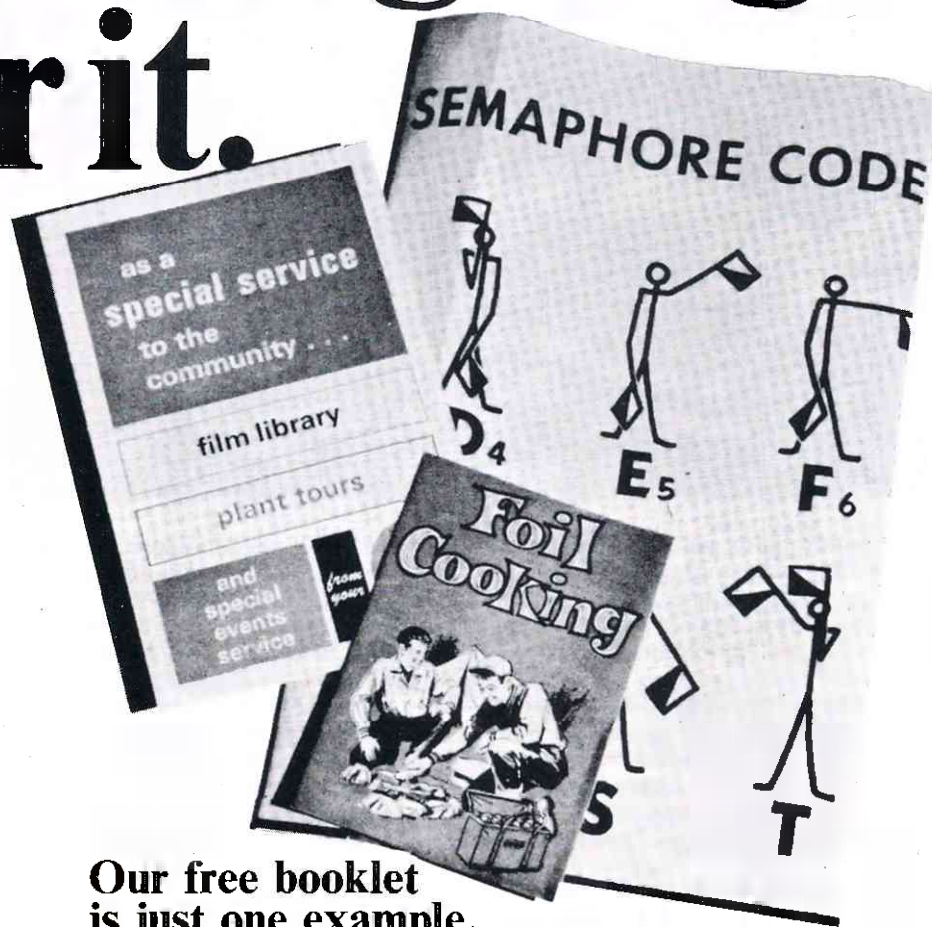
Each activity lasted thirty minutes, with the loud-speaker signalling the time to go on to another new experience. If too many crowded in for some event, the leader sent them off to "spend" a different ticket elsewhere, but encouraged the boy to return in the next half-hour segment.

You don't have to be a naturalist to have an animal fair; your resource people fill that slot. GIVEN ENOUGH NOTIFICATION, most people are happy to contribute their time to demonstrate their skills for your program: park officials, Humane Society personnel, naturalists, veterinarians, dog, cat and horse breeders; in short, anyone who has anything to do with animals and wildlife conservation.

How about planning an animal fair in your spring program for the Cubs in your district?

This animal fair was run by Wellington District and coordinated by Mrs. Betty-Lou Clark and Mrs. Ruth Lee who used several resource people from the area. The success of the event assured another fair this year.

Your group's got a lot going for it.



Our free booklet is just one example.

'Cooking in Foil' is a handy pocket size. Shows you how to be a cook-out whiz. And it's yours for the asking.

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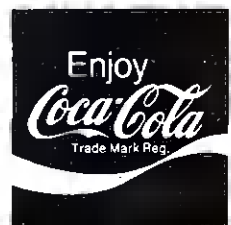
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