

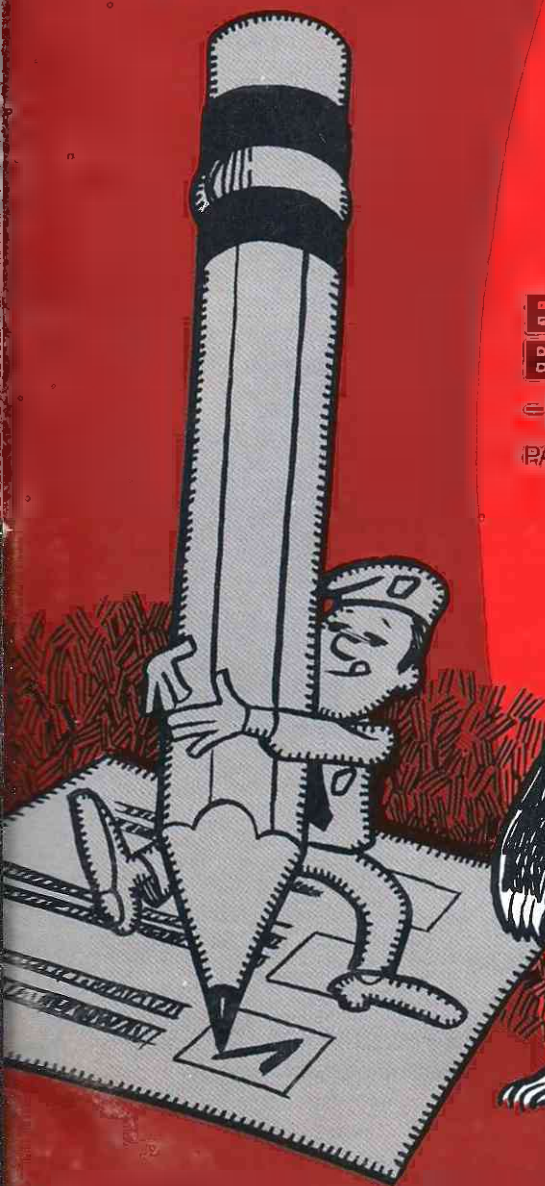
THE CANADIAN

NOVEMBER 1972

# leader

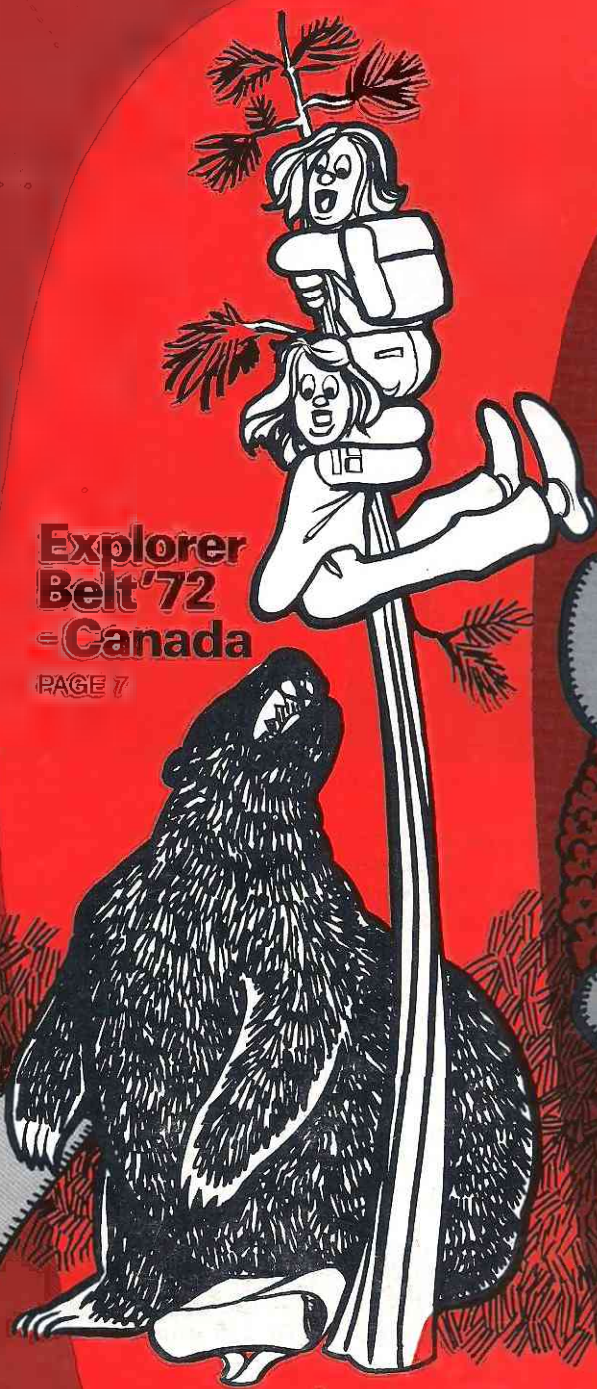
## We Need Your Opinion

PAGE 12



## Explorer Belt '72 -Canada

PAGE 7



## Christmas Crafts

PAGE 4





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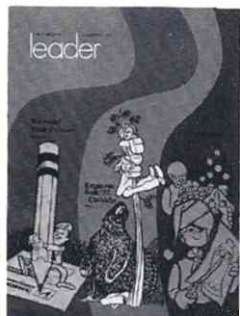
# THE CANADIAN leader

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**JAMES F. MACKIE**, Editor

**BEATRICE LAMBIE**, Assistant Editor    **MICHEL PLANT**, Editorial and Advertising



## COVER

We asked artist **Bruce Rawlins** to prepare this month's cover and he chose to feature three articles: **We Need Your Opinion**, page 12; **Explorer Belt '72 — Canada**, page 7; and **Christmas Crafts**, page 4. You may think we're rushing the season a bit with the craft article but by the time you collect the necessary materials, make the items yourself to ensure you know how before showing the kids and then get them involved, you'll find that you're right in the middle of the festive time.

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# Christmas Crafts

Beatrice Lambie

It's that time again when we suggest projects for Christmas craft sessions. The next few weeks will allow plans to be made, materials to be assembled and the projects begun, to be ready for the holiday season. We have tried to include a sufficient variety to appeal to Scout age and the youngest Cub, to those artistically inclined and others with less nimble fingers.

**GREETING CARDS** can be fun to make at any age, and one need not be an artist to produce some interesting results.

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## Materials needed:

For the cards you will need paper: construction paper, coloured newsprint or whatever type desired — cut, torn or folded to fit an available envelope size. Or you can purchase packages of cards and envelopes at relatively low cost from craft houses and hobby shops (see advertisement page 28); a bunch of old Christmas cards; scissors; white glue; plastic sponges: about ½-inch thick; lemons; artists' opaque watercolour paints, poster paint or block-printing ink; pans to hold paints.

Plenty of space to place cards flat to dry is necessary. Lacking this, clothesline could be hung and cards hung with clothespins.

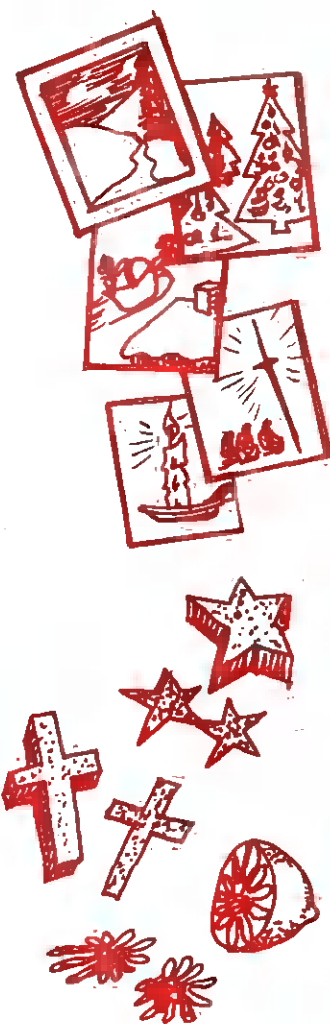
Experiment with drawing various shapes on a **plastic sponge**. Stars, stylized evergreen trees and cone-shaped trees are good beginners for interesting results. Cut out shapes with scissors. Wet sponge shapes; then squeeze thoroughly; now dip sponge in paint. Press it gently on a piece of scrap paper — test a few times until result pleases so you will know how much paint (or ink) to put on sponge and how much pressure to apply. Some unusual effects can be obtained from the uneven texture of sponges.

**Lemon prints** are fun and fascinating, too. For best results, use half lemons that have been cut and allowed to dry 24 hours ahead. The surfaces should be wiped when the lemon is cut in half, then refrigerated, uncovered, overnight.

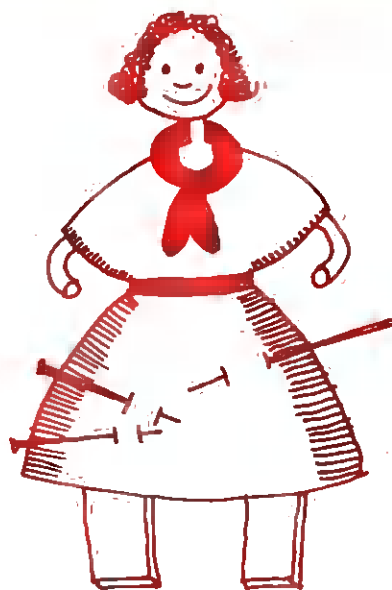
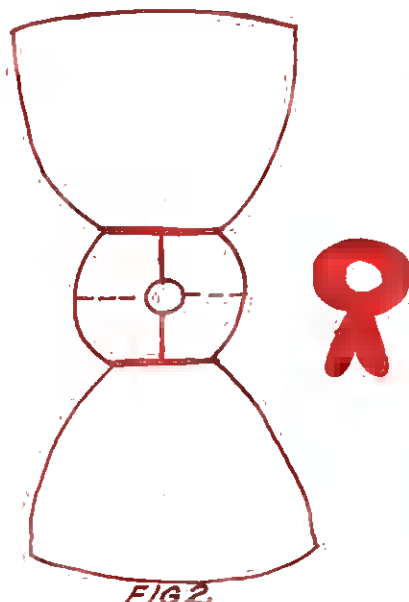
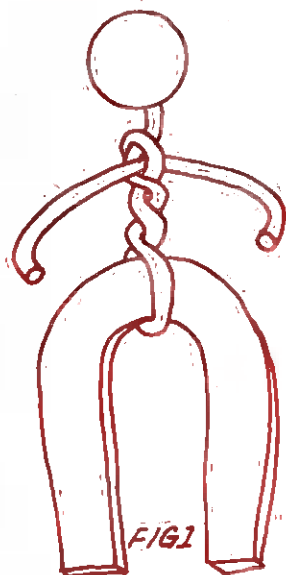
Dip the lemon, cut side down, into the paint — gently shake off any excess drops, then gently apply to paper. Practise on a test scrap the first few times. Some lovely flower prints can be made.

These two types of prints can be used separately or together, but it is better to allow the first print job to dry before applying the second.

Since even these suggestions may be too difficult for younger boys and the less dextrous, other very effective greeting cards can be made from old Christmas cards — and most everyone has a source to tap for a supply of these. Perhaps the simplest suggestion is to go through a collection of old cards — let the boys select those that appeal particularly to them. Some may need merely to be cut from the old card and remounted on a fresh card of coloured construction paper. Here an important consideration is to have the new backing fit an available envelope. Some old cards will lend themselves to more careful cutting; sometimes two cards can be combined for an interesting effect. While the basic operation here is cutting and pasting, the fun of selecting, remodelling and remounting makes an enjoyable and productive craft meeting.







**A HANDY AKELA** makes a nice surprise gift for almost anybody. As the body is a small magnet, this little Akela can pick up dropped pins or needles with her feet. Spare pins and needles can be kept in her skirt.

#### Materials needed:

A small U-shaped magnet; two pipe cleaners; one wooden bead; small piece of felt: grey, burgundy or

green; small pieces of black or brown felt; cotton wool; bits of thick, coloured wool; fabric cement (optional); needle, scissors; thread to match or contrast with felt, white glue.

Twist the pipe cleaners as shown in Fig. 1 to make the body and arms. Draw features on the bead; glue on some cotton wool for hair. When head has set, glue the head to the neck end of the pipe cleaner.

Make a brown-paper pattern from Fig. 2 for the dress. Cut from felt. Cut neck opening so dress will slip over head; sew down the sides or glue with fabric cement. Belt can be a piece of wool, or black or brown felt, glued in place. The scarf can be of wool, in a group's colour, or it could be cut from construction paper and glued in place.

Our thanks go to *The Transvaal Scouter* for this delightful craft idea.

5



**SANTA'S STOCKINGS** make festive decorations for mantel or just as containers for gifts. They must be light gifts: scarves, hankies, candies, hosiery.

#### Materials needed:

Heavy-duty aluminum foil; white glue; ribbon; felt-tip markers; bits of braid and lace; or "glitter" and sequins.

Make a brown-paper stocking (long sock) pattern. Use double thickness of heavy-duty foil to cut out stocking shapes. Glue edges together. Trim with ribbons, lace, braid, glitter, as desired. Names can be added with felt-tip markers. Sew a loop of ribbon or braid to back 'seam' of sock for attaching to mantel or doorhandle.



**FOIL BASKETS** can be filled with tiny, wrapped, brightly coloured candies for tree ornaments to give away — at home, the Cub Christmas party, a children's hospital ward or any number of places where small children will gather.

#### Materials needed:

Heavy-duty foil; custard cups for molds; pieces of ribbon.

Cut pieces of foil big enough to completely cover inverted custard-

cup mold. Use double thickness of foil for each basket. Press foil gently and carefully over cup; then gently remove foil shape, fluting edge with fingertips. Carefully, punch a small hole (with a pencil or ballpoint pen) in either side for handle.

Lightly, along its length, crush a length of foil to desired thickness for handle. Stick one end of rope in one hole; pinch together; repeat with second hole. If desired, tie small ribbon bows on each side.



(continued on page 6)

**THE COOKIE/CANDY HOUSE** can be a real, family project and one that can become an important part of a family's holiday traditions.

The first step is the construction of the base from light cardboard, where the use of masking tape will ensure that the walls don't come tumbling down with the weight of the decorations. How elaborate the building is will depend on the time and talents of the builders. The structure must be anchored to a sheet of heavy cardboard. If you don't wish to cover the whole building with "snow" you can paint on doors, windows and siding. Doors and windows should be cut so they can be opened and the windows covered with plastic wrap or coloured cellophane.

Step two is the preparation of the "snow" from meringue: use two or three egg whites, beaten until softly stiff, adding icing sugar gradually: three tablespoons per egg white; beat constantly until mixture will hold stiff peaks **but is not dry**. Spread meringue evenly with a broad spatula; allow to set for a few minutes so it will support the weight of cookies and candy. This is especially important on walls and slanted roof areas.

Decorations may consist of vanilla wafers or any other, plain, flat cookie; after-dinner mints (the multi-coloured variety); jelly beans or almost any type of bulk candy. In one home, where this "house" is a tradition, candy collected on Halloween is sorted and stored for this use.

Landscaping the house should also be done with "snow" and added decorations: trees, a fence, a pond, small plastic or china animals and



figures. A fence can be made of popsicle sticks or toothpicks; the pond from a small mirror and trees from tiny popcorn triangles and balls, as we described in the December 1971 issue of *The Canadian Leader*. In case you haven't a copy, here's how:

**Ingredients:**

8 cups popped corn; 10 tablespoons corn syrup; 10 tablespoons sugar; ½ teaspoon salt; few drops green food colouring.

Place popped corn in large, deep saucepan. In another deep saucepan (2-quart size), mix together corn syrup, sugar, salt. Cook over medium heat, stirring constantly, until mixture comes to boil; then boil for 2 minutes. Add green food colouring.

Place pan of popcorn over medium heat and, stirring popcorn constantly with a long-handled fork, gradually pour syrup mixture over corn;

stir for about four minutes, or until popcorn is completely and evenly coated. Remove from heat; press mixture into a greased, foil-lined, 8- or 9-inch-square pan; allow to set for 8 to 10 minutes. Then cut into two strips, 3 and 5 inches wide. Now cut across strips into triangles; insert a wooden stick into base of each triangle to form a tree.

Before covering with snow, a hole can be cut in the back of the house to accommodate an electric cord. Because of heat, the bulb must be small. Our contributing family uses a six-bulb string of Christmas lights: one or two bulbs are used inside the house and the rest are spread along the back (lit with dead bulbs if preferred).

This Cookie House makes a lovely focal point under a Christmas tree or on a dining sideboard.



**CHRISTMAS HAMPERS** were made last year by the 2nd Stoney Creek (North Hamilton, Ontario) Cub Pack who delivered them to senior citizens and shut-ins. The pack purchased containers just a little larger than those in which "carry-out chicken" is bought. Each Cub decorated one as a craft project. With the money they earned on Apple Day they purchased these containers, the decorating material and, later, the fresh fruit which was put in the containers.

Each Cub's mother donated home-made cookies and canned fruit or vegetables to accompany the fresh fruit, and the Ladies Auxiliary pur-

chased small containers to hold the cookies within the hamper. The Cubmaster secured the names of 30 elderly people who would appreciate a hamper at Christmas time. The Cubs then were given a name, a postcard and a stamp, and each wrote to the person whom he would visit, advising that he had a fruit hamper and would be calling on a certain date, at an approximate time.

The group committee and parents drove uniformed Cubs to deliver their hampers in person.

Approximate cost for making hampers was \$1 each, plus the contents donated by parents.





# Explorer Belt '72 Canada

by Norman Dodd

Going places, doing and seeing things for themselves, testing themselves physically and mentally, enjoying themselves and meeting PEOPLE. That's what twenty-four British Venture Scouts were doing in August on Vancouver Island while attempting to earn the coveted Explorer Belt.

Climb to over 4000 feet and record the flora and fauna; find out all you can about the coal industry by visiting and recording the historical significance of Cumberland; spend a night on an Indian reservation, learn an Indian folk dance and find out the history of the Indian Potlatch. Visit a hatchery and investigate the importance of the fishing industry to British Columbia; get to know a member of Boy Scouts of Canada and discuss with him or her how Scouting in Canada differs from that in Britain; catch a salmon in open water; collect and cook oysters and find, capture and cook a Goosy Duck!

So read some of the fifteen requirements handed out to each pair of British Venture Scouts just before they were decanted from a station wagon at two-mile intervals along a Canadian highway near the town of Courtney on Vancouver Island. They were also instructed to keep a concise but accurate log book, told that at least seventy-five percent of the expedition must be on foot and to report to the Victoria Scout House about 100 miles away between 1200 and 1400 hours on August 15, ten days hence. Lastly, each pair was given a sealed envelope to be opened in an emergency: it contained some money and a contact phone number. Happily, none of the envelopes were opened.

Eight Venture Scouts succeeded in winning this exceptionally difficult award and the remaining sixteen earned Certificates of Successful Completion. The latter are by no means handed out 'with a pound of tea.'

Started in 1958, the Explorer Belt Scheme was first confined to Europe but, as it gained popularity year by year, The Scout Association (U.K.) decided, with the active help and cooperation of Boy Scouts of Canada, to hold one of the two 1972 expeditions in British Columbia, the other in the French Pyrenees. It is difficult to win a Belt but the success of the Scheme proves that the Venture Scouts like it that way. It must, and does, provide a real challenge — bringing into operation all the normal Scouting skills including those of guts, enterprise and initiative. It is interesting that both the Venture Scouts who gain belts and those who do not are unanimous that under no circumstances should the standards be lowered. Indeed, many of the unsuccessful have immediately started training and raising funds for another attempt the following year.

So it was with the two Davids — Venture Scouts David Fulham and David Entwistle of the 44th Bury Venture Scout Unit. In 1971 they were unsuccessful in Greece and so, as David Fulham said, "We decided we'd have

another bash this year and go to Canada." Profiting from their experiences in Greece, they immediately started planning and wrote to the Canadian High Commissioner in London to find out all they could about Canada and British Columbia in particular. They also practised hikes and camps with a full rucksack on the Yorkshire Moors and, at the same time, set about raising the money required for the expedition. Their efforts paid off and they are now the proud possessors of Belts.

Venture Scouts Bob Cartwright and Jamie Lester from York, friends for many years, said the cost for the two of them was \$700 of which they, with the help of friends and other Scouts, had raised \$295. The remainder came from grants from various education committees and The Scout Association. "For this reason," said Jamie, "when we were feeling low, we developed a sort of determination. So many people had helped us raise the money that if we were to go back to York at all we simply had to be successful; we felt a real responsibility to get one." They did! And enjoyed doing it even when they came face to face with a six-foot black bear!

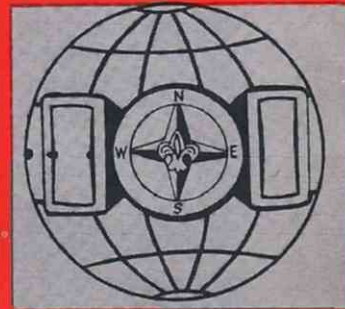
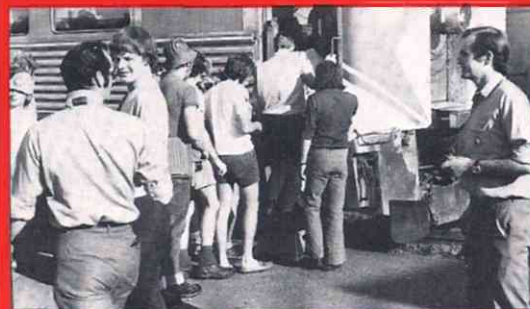
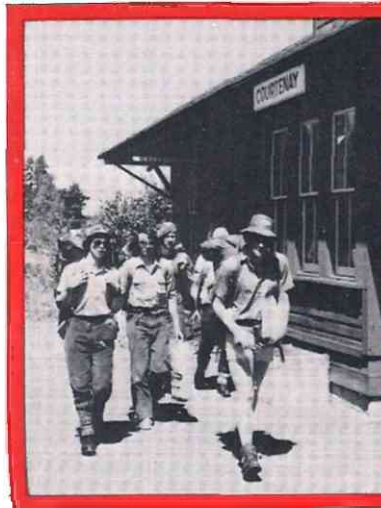
It was also the first expedition for Jonathan White and Charles Coley of Surrey. They did not get Belts this time but enjoyed the trip immensely, finding it interesting and amusing. Charles thinks, "It's a wonderful way to spend a holiday, you get far more out of it going as a Scout on an expedition and we really got to know the people who were friendly and altogether wonderful to us. Some are as crazy as we are; soon after our arrival in Vancouver, a few Rover Scouts at a party decided to take us on an all-night canoe trip along an enormous and very dark lake to a Scout hut at the other end, so off we went." This heart warming friendship was noted by every member of the expedition whether they met loggers, fishermen, French-speaking Canadians, Indians or businessmen.

Leaders of the expedition were Alastair Cram, Renfrewshire, Scotland, and his Assistant Scout Leader, Douglas McGoughan, with Ian Godfrey, Bedfordshire, England.

The expedition met at Baden-Powell House in London before flying to Vancouver by DANAIR charter flight. On arrival they were 'taken over' by the hospitable Scouts of British Columbia. After crossing by ferry to Vancouver Island they spent three days sight-seeing and partying with their hosts.

The journey to their starting points was made by day-liner train to Courtney and then by a nine-seater station wagon kindly loaned by General Motors.

(continued on page 8)



From there on, the twelve teams were 'on their own' — though, for most couples this was not for long because of the constant help given by the local people and because most of the projects were designed to cause the Venture Scouts to 'meet people' and to get 'under their skin' of the area visited.

Each pair tackled their problems in a different way but all found the country far vaster than they had imagined and everything so much larger than in Britain: forests, mountains, lakes and even the motor cars, and all were constantly struck by the overwhelming kindness of the ordinary folk.

Bob and Jamie decided to climb the mountain, first but chose a day in which the temperature reached 110 degrees. Their morale dropped to zero, to be rapidly raised later when a lady, seeing their meagre, dehydrated food, invited them to take a much-needed shower and then to share a lunch of fresh salmon, cottage cheese and salads on her patio. On another occasion, they discovered the darkness of a Canadian night when, having pitched their tent on the edge of a forest, they went into an inn for a cold drink. Their welcome was such that on leaving they could not find their tent — maybe the night or maybe the beverage?

The two Davids got lost on a mountain, then spent a happy evening with some French-speaking Canadians on a campsite near Port Alberni. They particularly enjoyed the project on Canadian Scouting which they found rather different from ours. They came to the conclusion that the newly adopted Canadian system of having Venturers at the age of 14 to 16 and Rovers for the older boys, was not satisfactory and caused a rift between the junior Scouts and the true Venture Scouts as we know them. In fact, it seemed the opinion of all the teams that the old system was preferred by most of the Canadian Scouts and Scouters whom they met and some troops had not changed over. The British Venture Scouts believed that the Patrol System works best where the older Scouts of up to 15 or 16 actively lead and help the

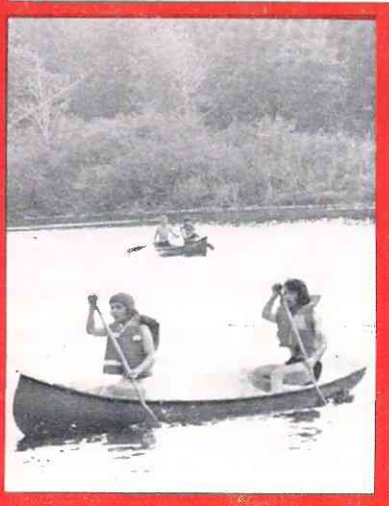
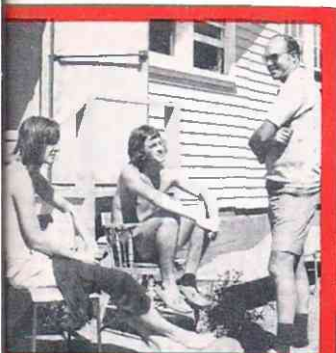
younger Scouts along and all take part in troop activities, thereby allowing more scope in sports, games and competitions. The Canadian system, they thought, seems to fragment the Scouts, Venturers and Rovers into small groups of similar ages, thereby losing the incentive to lead, Scout and have fun together in a family atmosphere. Uniform regulations seemed a little loose and they found disapproval of the system of wearing badges on a sash, because this tends to make them formal wear only, whereas they should be worn for all normal Scout activities. They also got the idea that the badges were a little easy to obtain but then 'Things aren't what they were in my day' and fourteen days is a short time to reach balanced opinions on any subject, especially one as controversial as Scouting!

Brainwashed by wild-west films, the Venture Scouts were in for some surprises when they carried out their project of staying on an Indian reservation. They first discovered that Indians no longer wear feathers in their hair! They expected to be trading beads for knives or furs and were amazed to find that the 'Teepee' was a 100-foot-long wooden bungalow with all modern conveniences. After enjoying a well-cooked and perfectly normal meal, the Scout guests, on their best behaviour, offered to wash up. "We got," said Bob Cartwright, "a very funny look as the lady of the house pulled out a vast electric dishwasher!"

Map reading was a bit of a problem because most British Scouts are used to the excellent and very accurate 1-inch-to-1-mile, Ordnance Survey maps, whereas the Canadian maps are harder to follow and the many logging roads which criss-cross the forests and backwoods change from year to year and so are impossible to record accurately.

Douglas McGoughan commented, "It is incredible how quickly you can run into an impassable forest but the scenery changes quite fast. Ian and I went to the Forbidden Plateau at 4000 feet to see the arctic flowers; I thought we'd seen everything in Scotland but here





there was a vast panoramic view of the whole thing. Such a tremendous contrast — hills, flat lands, forests and islands, oh boy, it's terrific! A glorious country!" He was equally rapturous over the facilities for Scouting. "After the presentations of the Belts and Certificates by the Lieutenant Governor, we went to the local Scout camp-site at Camp Barnard. A fabulous place, far bigger than anything we have, about 200 acres with a beautiful lake, suitable for boating and canoeing. What couldn't we do with a place like that!"

Leader Alastair Cram paid tribute to the help given to the expedition by the Canadian Scouts and Scouters, particularly Jack Scrivener, who helped with the selection of suitable terrain and projects — including the Gooney Duck one — and Bert Yates, a real old-timer woodcraft Scouter who assisted Douglas, Ian and himself with the judging of the logs and the personal interviews of the participants, so important for the borderline cases.

The eventual decision to award Explorer Belts was unanimous as was the decision to award Certificates to the remainder of the participants.

What are the staff looking for in the log and interviews? Firstly, an enquiring mind, lots of initiative, B.-P.'s stickability, perseverance and a determination to look at a problem from every angle and not be satisfied by one point of view or accept 'no' for an answer. There was a logging strike on Vancouver Island during the expedition and some teams decided therefore not to waste time looking for a logging camp. They were wrong for, as the leaders well knew, there were some camps still operating; teams with sufficient determination found them.

"This expedition was perhaps less arduous physically for the Venture Scouts than the one in Greece last year," said Alastair, "but because there was no language problem the boys made more friends and were able to communicate with more people and so produce really good answers to the projects given. Although the hike is an important part of the expedition, the major aim is to in-

crease international friendship by meeting people in their own localities, so this trip must be judged a great success on this aspect and, in fact, on all other aspects as well."

The Venture Scouts certainly thought so: "A great experience to be in Canada, a wonderful country, everyone tremendously friendly, they will do anything, go anywhere right out of their way to help, all the time, a great people!" This was the verdict.

And advice to future aspirants? "Plan ahead, find out about the country and its inhabitants, get fit and practise with full kit. But most of all, be prepared for anything, absolutely anything. Don't take it too seriously; though it's not a joke it's still fun to be enjoyed, every minute of it, win or lose. If you have enjoyed it this fact will surely come through in your log and interviews." Such is the advice of one successful team. So good luck for 1973 in Corsica or Iceland!

What? Oh, the Gooney Duck? Well, the Venture Scouts, after being given all the haggis-type stories, discovered that Gooney Ducks are large clams with a neck about 18 inches long; the hard shell is buried in the sand and the head extends just above the surface where it intermittently shoots out squirts of water. To catch them, one person sneaks up and tries to grab the neck before it disappears into the sand while the other shovels like mad to get the clam. The snag is that not only are they fast at whipping their heads in but also they live in groups. Whilst the hunters are busy attacking their chosen victim the remainder are liable to blast off at them with squirts of water which, I am told, always seem to get you between the eyes or up the trouser legs!

#### A FOOTNOTE FROM THE EDITOR

The preparation of this story is an excellent example of international friendship and cooperation in itself. We had hoped to do the story from this end but, through circumstances beyond our control, this became impossible. **Ron Jeffries**, Editor of **SCOUTING** magazine, then took on the assignment and the foregoing article, prepared for publication simultaneously in **SCOUTING** and **THE CANADIAN LEADER** magazines, is the end result.

Ron met with the expedition group at Baden-Powell House prior to their departure for Canada and then again on their return to England. Many of the background notes were gathered by **Ron**, **Jim Sarginson**, International Secretary, and **Graham Bucknell**, International Department of The Scout Association, between the arrival of the charter flight at Gatwick Airport at 8 pm and the departure of the participants for their homes from Euston Station at 11 pm. Taped interviews were carried out in Southern Region and London Underground trains! —

Ron then turned the material over to one of his regular contributors, **Norman Dodd**, who broke all existing records in getting the finished product to us.

To all these gentlemen, plus the expedition leaders and members, and especially Douglas McGoughan who shared his photographs with us, our sincere thanks.

Author **NORMAN L. DODD** is a retired British Army colonel who, after 33 years of active service with the Royal Artillery in such places as Egypt, Nigeria and Burma, is now a professional writer. As well as being military correspondent for a number of overseas publications, he is a regular contributor to **SCOUTING** magazine and Assistant County Commissioner (International) and Public Relations Advisor for the Scouts of Devon where he now lives in a 16th-century thatched cottage.



# A Princely Challenge

Part II

**Dick Mungham,  
Company and Crew Scouter, 11th Bendale  
Group, Greater Toronto Region**

The updated Venturer Handbook contains a chapter on the Objectives of a Venturer Program. The Program Committee's Venturer Task Group proposes that one of the objectives is to help youth develop by participation in a variety of challenging physical activities, which will promote the development of self up to one's potential. The Handbook also has an Introduction and, under the heading, "ACTION," the Task Group suggests that 'Venturing is intended and designed to be a program of activities and involvement.' "Venturing," they say, "is action — indoors and out-of-doors; as a full company, in smaller groups or individually."

Last month, in PART I of this article, I suggested to you that the Duke of Edinburgh's Award in Canada is a program of activities designed to encourage young people between the ages of 14 and 21 to make the best possible use of their leisure time. Inherent in the Award Scheme is a personal challenge from Prince Philip to young Canadians — a challenge for them to show what they are made of.

I reported to you that as a Venturer Advisor and as a Rover Advisor I have used the Award Scheme as a 'Core Program' and am very pleased with the results. The Award Scheme works — especially in Venturing; it really works.

To participate, a Venturer need only purchase a Record Book, at a cost of 50¢, from the Award Office or from Scout offices which stock them. To help him, the Advisor should purchase a copy of the new "Operating Handbook" from the same source. The purchase of the Record Book is the act of enrolment and sets the date of enrolment.

## SERVICE

The updated Venturer program places greater emphasis on service activities by Venturers, and has a special section in the new Venturer Handbook on the Service Activity Award. The updated requirements for the Venturer Award include a requirement for public service. The new Queen's Venturer Award requires a minimum of 25 hours' public service.

The Duke of Edinburgh's Award requires a Venturer to **TRAIN** in one form of service such as First Aid, Life

Saving, Help in Emergencies, at Bronze stage. Further training to a higher standard is needed for Silver and Gold. IN ADDITION, Gold Candidates must perform some form of actual service to the community.

A compulsory requirement for the Queen's Venturer Award is First Aid training at the level of St. John Ambulance STANDARD CERTIFICATE.

Should a Venturer choose St. John First Aid training as his service requirement for the Duke of Edinburgh's Award, he will need an introductory course for Bronze, the EMERGENCY course for Silver and the STANDARD course for Gold. He may change from one form of service to another, say between Silver and Gold, but additionally will have to undertake training at the lower stage(s) in the new type of service chosen. Any advisor who has completed the STANDARD St. John First Aid Course is capable of training Venturers up to and including STANDARD. A regular St. John First Aid Instructor should be used as ASSESSOR.

St. John First Aid training and service as a First Aider at a Cub camp, Scout camp, etc., for a minimum of 25 hours may clear any service requirement for the Duke of Edinburgh's Award, the Venturer Award and the Queen's Venturer Award.

How's that grab you?

## EXPEDITIONS

To qualify for the Exploration Activity Award in the updated Venturer program, a Venturer must (among other things) visit a place of interest on foot, involving an overnight stay and at least a total of 15 miles' walking, or 40 miles' cycling, or 120 miles by car, bus or train, or a trip of equivalent level.

The new Outdoorsman Award lists as a requirement — visit a place of interest on foot, involving an overnight stay and 20 miles' walking or 50 miles' cycling, 200 miles by car, train or bus or equivalent.

The Amory Adventure Award demands as a requirement an out-of-doors adventure activity lasting a minimum of 72 hours.

Conditions for the Duke of Edinburgh's Award are, in addition to preliminary training, planning, etc.: a 15-mile expedition on foot or 50 miles by bicycle, with one night out for BRONZE; 30-mile expedition (with two nights out) on foot or a comparable journey in a canoe, sailboat, on a bike, skis, etc. for SILVER. Gold is a 50-mile expedition on foot (three nights out) in WILD country or comparable journey by canoe, bike, etc.



A SILVER stage, Duke of Edinburgh expedition will set up a fellow for his Outdoorsman Award, the Exploration Activity Award and, if done with the rest of the company, makes the Amory Adventure Award worth thinking about.

Am I getting to you?

## HOBBIES AND INTERESTS

To qualify for the Personal Interest Award, in the updated program, a Venturer must work on a personal interest project for a period of not less than 12 months, indicate that the work has been done in his spare time, show genuine effort and progress, and demonstrate proficiency.

The Hobbies and Projects Section of the Duke of Edinburgh's Award Scheme requires a fellow to follow one hobby, or interest, for a period of six months FROM DATE OF ENROLMENT, for Bronze; a further period of SIX MONTHS for Silver; and, to qualify at Gold, for a further period of 12 months.

This section of the Award Scheme looks for genuine effort and individual progress and not the attainment of any fixed standard.

A hobby or project is defined as a creative or purposeful activity. This limits the type of physical activity which can be included, and participation in competition sports or team games is not enough. To be acceptable under this section, a physical activity should either have a cultural significance or include something more than just learning the physical skill involved.

The hobby must be different from activities chosen in the other sections of the Scheme, though it may be related in nature; for instance, if the hobby is canoeing, the expedition may be carried out by canoe.

The earliest starting date for a hobby is the fourteenth birthday and it may not precede the date of purchase of the Record Book and cannot count retrospectively at any stage.

A guide to assessing hobbies is the Award Programmes, available from the Award Office at a cost of 75¢. In it are hundreds of hobby descriptions, each showing varying degrees of experience, proficiency and maturity. For beginners, for those with some knowledge and for the more advanced, this is a guide only and does not necessarily indicate any definite standard of achievement. The basic principle of assessment in this section is genuine sustained effort.

The only problem I've had here is to pick an Assessor for a Rover who had wine-making as a hobby. I was forced to declare myself an expert, and do the assessing myself. "LOVELY BREW."

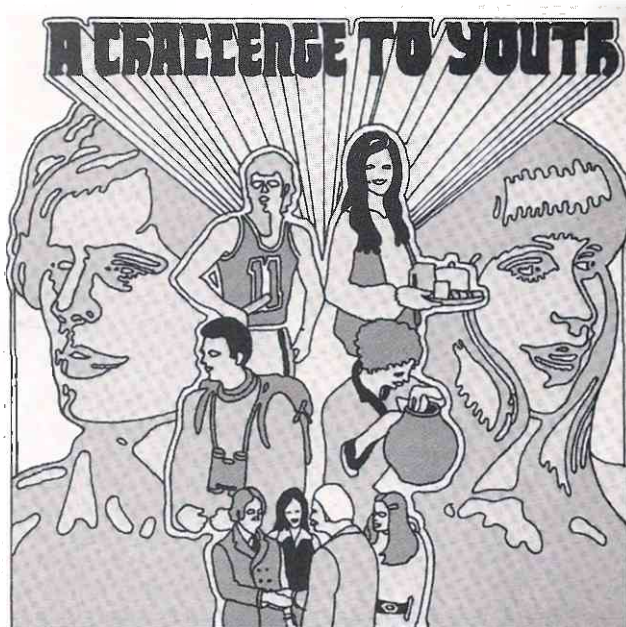
## PHYSICAL FITNESS

To qualify in the Physical Fitness Section of the Duke of Edinburgh's Award Scheme, at the Bronze or Silver stage, a Venturer must pass in any THREE of the following:

- 1) Running or walking
- 2) Jumping
- 3) Throwing
- 4) Swimming
- 5) Physical Efficiency

At the Gold stage only, a Venturer must also pass in THREE groups but may select from Group (6) Sporting Activities — in addition to those groups listed for Bronze and Silver.

The standards in the various tests are listed in the Operating Authority Handbook and should be attainable, with persistence and effort, by most able-bodied young men. They have not been set for the individual of out-



standing physical endowment and capability. But they will soften him up for a day or two. At GOLD stage in particular it is most important that appropriately qualified persons be appointed Assessors. Directors of Recreation, Phys. Ed. Teachers and Red Cross Water Safety Instructors are the desired level of competence.

The updated Venturer program provides a Fitness Activity Award. To qualify in part, a Venturer may play regularly on a team of at least two sports or plan a personal, active program of at least one year's duration involving two individual sports, such as swimming, or take part in a physical fitness program designed especially for him, and so on.

The updated Venturer Handbook suggests under the Section, 'Fitness Activity Award,'... Investigate the Duke of Edinburgh's Award Scheme (Physical Fitness Section) and the Canada Fitness Council Award Program to see if either would be applicable to your individual requirements for the Award. GOCHA!

## ASSESSING

As interest in the Award Scheme grows, a number of people will offer or can be persuaded to lend a hand coaching Venturers in the various activities and helping to assess them. You should take advantage of the interest aroused by the Scheme to get this additional voluntary help. It will also inspire our guys and help keep up their enthusiasm. The method of assessment varies with the nature of the activity but details are clear in the new Operating Authority Handbook. Get your copy while it's still warm from the press. Write the National Award Office, The Duke of Edinburgh's Award in Canada, Suite 810, 135 James Street South, Hamilton 10, Ontario. You might, at the same time, enquire of Commander George Manson, the National Executive Director of the Award Scheme, if there are any active Assessors in your area.

## THE CHALLENGE

The Duke of Edinburgh's Award Scheme is a personal challenge to youth. The updated Venturer program has been designed to open a field of challenging physical activities for our Venturers. Challenge means action — and that's what it's all about!

Pick up the glove!

# WE NEED YOUR OPINION

How do Scouters and Scouts feel about the Scout program?

What is happening in the troops and patrols across Canada?

The Scout subcommittee has undertaken a survey of both Scouters and Scouts to get answers to these questions. A combination is being used of the questionnaire in this issue of *The Canadian Leader*, a direct-mail questionnaire to a random sample of boys and adults, and interviews.

From the information collected, the committee will be able to ensure more effective support for the Scout program. Should it prove necessary, minor adjustments may be made to better facilitate the badge scheme. No changes in the basic concepts are being contemplated.

The Scout program is designed to provide boys with challenge, adventure and recognition through fun-filled activities. To ensure this happens takes team effort. As one of the team, the committee would appreciate learning your views. Why not take a few minutes of your time, complete the questionnaire and forward it to:

Scout Subcommittee,  
Boy Scouts of Canada,  
P.O. Box 5151, Postal Station F,  
Ottawa, Ontario, K2C 3G7

## BOY SCOUTS OF CANADA ADULT TRAINING QUESTIONNAIRE

### BACKGROUND INFORMATION

- I am involved with the Scout program as:  
Troop Scouter ☐ Scout Counsellor ☐ Resource person ☐  
Service/District Scouter ☐ Group/Section Committee ☐  
Sponsor ☐ Council ☐ Parent ☐ Other ☐  
Specify .....
- Age last birthday  
Under 16 ☐ 17 - 20 ☐ 21 - 25 ☐ 26 - 30 ☐ 31 - 40 ☐ 41 - 45 ☐  
46 - 50 ☐ 51 - 55 ☐ Over 55 ☐
- Sex: Male ☐ Female ☐
- Length of time in Boy Scouts of Canada as an adult member:  
Less than 1 Year ☐ 1 - 2 years ☐ 3 - 5 years ☐ 5 - 10 years ☐  
11 - 15 years ☐ 16 - 20 years ☐ More than 20 years ☐

### SCOUT HANDBOOK

- Each section of the Scout Handbook should be published as separate pamphlets (pocket book size).  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- The Scout Handbook is written in a language that most boys do not understand.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- The Scout Handbook is well laid out.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- A cross-reference index should be added to the Scout Handbook.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- The Scout Handbook's layout, which requires the individual to research each of the badge requirements, is a positive feature.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

### TROOP SCOUTERS HANDBOOK

- The Scouter's Handbook should be published in a loose-leaf form suitable for a three-ring binder.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- The Scouter's Handbook should be published as a series of booklets.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- I have read the Scouter's Handbook.  
Studied ☐ Read through ☐ Skimmed ☐ Haven't read ☐
- Chapter 2 on understanding boys is important and should not be removed.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- Chapter 3, "Home and Community," is irrelevant and should be deleted or placed at the back of the book.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- All material should be in the Scouter's Handbook so that he need not refer to the boys' book.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- The Scouter's Handbook is written in a language that is hard to understand.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- Most Scouters read the "Handbook for Troop Scouters and Counsellors."  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- The Scouter's Handbook should have more material on the "why" of Scouting.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- The Scouter's Handbook doesn't need more material on "how to do it."  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

### BADGE SYSTEM

- The badges in the Scout section are too easy to earn.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- The Achievement Award scheme is too difficult and cumbersome.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- The Citizen badge "turns off" the boys.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- The Citizen badge should continue to be compulsory.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- The metal Challenge Awards (chains) should be replaced with cloth ones.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- The sash should be discarded and all badges worn on the shirt.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- There are not enough badges to cater to the boys' interests.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐
- All badges should be single stage.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

### BADGE CONTENT

- The Scout program should be more badge oriented rather than activity oriented.  
Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐



25: The many options provided in the badge scheme are confusing.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

26: The difficulty in earning a badge varies too greatly between badges.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

27: In some cases it is easier to earn the gold stage of an Achievement Badge than to earn the bronze or silver stages of the same badge.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

Which ones? \_\_\_\_\_

28: The badge scheme is very good as it allows a Scout to get credit for anything a boy can do.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

29: The Citizen badge is too much like school work.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

30: Achievement badge requirements which require two or more boys of a patrol to work together are proving too difficult to carry out because boys will not make the effort to get together.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

31: The Troop Specialty badge serves no useful purpose.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

32: The Challenge Awards are more highly valued than the Achievement Awards.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

33: The requirements for Challenge Awards should be made harder.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

#### PEAK AWARDS

34: Since Scouts do not consider the Pathfinder Award to be sufficient, there is a need for a new "top level" award in the Scout program.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

35: The "top level" should only be available to those few who have proved to be the very best and most experienced Scouts.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

36: There should be a minimum-age requirement before a Scout is eligible for the "top level" award.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

37: A "top level award" should be tied into existing badge requirements.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

38: A "top level award" should stress outdoor and camping skills.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

39: As an alternative to a "top level award," a special award might be given to any Scout in recognition of service to his community, without tying it into existing badge requirements.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

40: We should not worry about a "top level award" until we have had sufficient time to really understand the present program.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

#### PATROL SYSTEMS

41: Boys of Scout age are not capable of planning and leading patrols of their own age.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

42: Boys are interested in patrol meetings.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

43: A patrol should consist of younger and older boys with older boys acting as patrol leaders.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

44: Boys should be assigned to patrols by adult leaders.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

45: Any patrol of less than six boys is hardly worth an adult leader's time.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

46: Scouters should appoint patrol leaders.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

47: A patrol-oriented program is unworkable.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

48: More visible identification is required for patrol leaders and assistant patrol leaders.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

49: Patrol meetings or activities cannot be successfully conducted without an adult leader or other adult present.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

50: Every boy in the troop should have the opportunity to serve as a patrol leader.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

#### SCOUTERS

51: Patrol members should play a more active part in recruiting their own Scout counsellor.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

52: The patrol leader and the Scout counsellor could be one and the same person.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

53: Fourteen- and fifteen-year-old boys or members of a Venturer company should be able to serve as Scout counsellors.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

54: Women should not be asked to serve as resource persons, instructors or activity leaders in a Scout troop.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

55: Under no circumstances should a woman serve as a Scout counsellor.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

56: The idea of Scout counsellors working with a patrol undermines the role and authority of the troop Scouter.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

57: The idea of Scout counsellors just does not work in practice.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

58: The troop Scouter should concentrate on training the boys rather than trying to train his adult assistants.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

#### RECOGNITION

59: Troop Scouters should have an insignia to differentiate them from Scout counsellors.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

(Continued...)

continued

## We Need Your Opinion

60. Removable metal badges and insignia are preferred for adult uniforms.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

61. The adult uniform should be of similar design and colour to that of the boys concerned.

Agree strongly ☐ Agree ☐ Disagree ☐ Disagree strongly ☐

### ACTIVITIES

62. Troop programs are planned by:

Scouter ☐

Court of Honour ☐

Patrols ☐

Scouts and Scouters ☐

63. What factors provide the most influence in choosing activities?

Boy interest ☐

Badge work ☐

Learning experience ☐

Court of Honour ☐

Ease of arrangement ☐

Other, specify ☐

64. Do you obtain assistance and advice from your next senior council?

None ☐

Some ☐

Little ☐

Much ☐

65. Do representatives of the council contact you through visitations?

Yes ☐

No ☐

66. Are they easy to contact?

Yes ☐

No ☐

67. Are they interested in your problems?

Yes ☐

No ☐

Partly ☐

68. Have you ever asked for assistance?

Yes ☐

No ☐

## SUPPLY SERVICES



Groups participating in the **Beaver experimental program** must obtain their requirements of uniforms and literature through their appropriate Scout office. Supply Services cannot respond to any order from groups and will forward any received to the Scout council concerned.

Supply Services again is offering items of **discontinued merchandise at "give-away" prices**. Among the items are navy corduroy trousers,

shorts and stockings, stretchy hose, tan shirts, assorted sweat shirts and many others. If you are interested in taking advantage of the bargain, please write to Supply Services for a complete list and order forms.

The Founder's book, *Scouting for Boys*, is still available and listed in our current catalogue and dealer price list. It has been rumored that it was being discontinued — this was, no doubt, started by the fact that the book was inadvertently included in a list of discontinued items sent to dealers. The situation has now been rectified.

A large **Wolf Cub emblem**, 8 inches long, is now available. Attractively embroidered in green and yellow, it makes an excellent centre-

piece for a campfire blanket. Catalogue #03-317; price: \$3.25.

Another new item, not yet in the catalogue, is an embroidered **Canadian Flag emblem**, 5" x 10"; catalogue #03-318; retail price: \$2.75.

Take a look at the sharp **Action Pants** worn by the Scouts on page 4 of the catalogue. These are real value for the money and styled for the modern young man. Encourage your boys to round out their appearance with this durable item of uniform — longs or shorts.

### CALENDARS — CALENDARS

Make sure of funds for next year's activities. Order a supply of calendars from your Scout office today — they make fund-raising easy.

THE

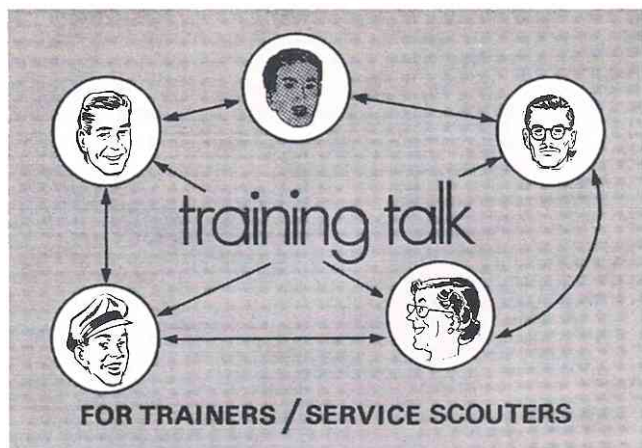
# BADEN-POWELL

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**Edited by Al Craig for the  
Adult Training Subcommittee**

**No 8**

**M-A-N, What a Course!**

That's **Methods and Assessing Needs Course** — part of Ontario's Regional National Training Institute.

Capably directed by John Hencher, Training Officer for International Harvester Company of Canada, Hamilton, this course ran from July 29 to August 4 at Blue Springs, Ontario, with the stated aim and objectives of:

**AIM** — To accomplish the objectives of the adult training program of Boy Scouts of Canada.

**COURSE OBJECTIVES** — At the conclusion of this course candidates will be able to:

1. assess training needs in the community;

2. assist other trainers in the methods of assessing local training needs and in using the most suitable training methods to satisfy those needs;
3. demonstrate an understanding of how adults learn by using this knowledge to choose the method of instruction most suitable for each learning situation;
4. design, organize, conduct evaluation of adult learning experiences.

Specifically, the course covered the following:

- Demonstration-performance method
- Guided-discussion method
- Counselling
- Principles of learning
- Principles of instruction
- Lecture method
- Instructional aids
- Case-study method
- Role-play method
- Assessing needs
- Evaluation

The general course format followed a lecture or lecturette on theory, followed by a practical exercise done by the two work groups, then a critique of each group's presentation by the other work group and the staff. All theoretical presentations were supported by as much participation as possible and reinforced by heavy use of audiovisual aids: flip charts, tapes, overhead projectors, films, blackboards, felt boards and charts.

**SCHEDULING**

Wednesday afternoon and evening were not originally planned as free time. Wednesday evening was, as was

**COURSE SCHEDULE**

|        | 9 - 10:30                               | 11 - 12:30  | 12:30-2 | 2 - 3:30                              | 4 - 5:30   | 5:30-7:30 | 7:30 - 8:30   | 8:30 |
|--------|---|---|---------|---------------------------------------|--|-----------|---|------|
| SAT.   | STAFF ARRIVE                            |   |         | COURSE ARRIVE<br>SETTLE IN            | TOUR<br>GET ACQUAINTED   |           | PRE-COURSE<br>KNOWLEDGE<br>SURVEY                                 |      |
| SUN.   | ASSESSING<br>NEEDS                      | INTERVIEWS TO<br>ASSESS<br>GROUP NEEDS                |         | PRINCIPLES<br>OF<br>LEARNING          | REPORTS ON<br>RESULTS OF<br>ASSESSING<br>GROUP NEEDS<br>INTERVIEWS |           | PRINCIPLES<br>OF<br>INSTRUCTION                                   |      |
| MON.   | ROLE PLAY<br>METHOD                     | PREPARE<br>ROLE PLAYS                                 |         | DEMONSTRATE<br>ROLE PLAYS             | INTRODUCTION<br>TO<br>INSTRUCTIONAL<br>AIDS                        |           | SERVICE TEAM<br>VISIT   |      |
| TUES.  | DEMONSTRATION-<br>PERFORMANCE<br>METHOD | PREPARE<br>DEMONSTRATION-<br>PERFORMANCES             |         | PRESENT<br>DEMONSTRATIONS<br>CRITIQUE | SWIM<br>PERIOD   |           | LECTURE<br>METHOD   |      |
| WED.   | CASE<br>STUDY<br>METHOD                 | PRACTICE<br>CASE<br>STUDY                             |         | FREE                                  | FREE   |           | FREE  |      |
| THURS. | COUNSELLING<br>METHOD                   | PRACTICE<br>COUNSELLING                               |         | GUIDED<br>DISCUSSION<br>METHOD        | DEMONSTRATE<br>GUIDED<br>DISCUSSION<br>METHOD                      |           | DESIGNING,<br>ORGANIZING,<br>CONDUCTING<br>EVALUATION<br>SESSIONS |      |
| FRI.   | SUMMARY                                 | POST COURSE<br>KNOWLEDGE<br>SURVEY<br>COURSE CRITIQUE |         | TIDY UP                               |  |           |   |      |

Thursday from 2-3:30. However, at 3 p.m. on Wednesday, John Hencher wisely read the mood of the course as being utterly "fagged out" and, after consulting the staff and course, declared a respite until Thursday morning. This caused some sessions to be shortened, but no scheduled sessions were dropped.

John drew together a very capable staff who worked in close harmony and with fine spirit. His two very capable assistants — Mrs. Helen Smith, ADC Cubs, Oakville, and Mrs. Shirley Hart, ADC Training, Dunnville, were supported by Tom Albion, District Scout Executive, London, and Bob Taylor, Provincial Field Executive, Ontario. Al Craig attended as consultant.

Here are some ideas used on this course — they may not be new or original — but they worked — and they all helped.

- All course members and staff were photographed (with a Polaroid) when they arrived. These photos were posted on a board with names. Sure helped in joining faces to names. At the end of the course these photos were turned into a 'Quip Board' and all were invited to identify members with their favourite expressions or characteristics they displayed.
- Table-topics sheet was posted inviting all who had an interesting story to tell or skill they could demonstrate to share with all the rest. A short period after lunch was allowed for these topics.
- Chart was posted of all areas to be covered with a scale of learnings.

|                   | I can use this<br>method<br>effectively | I need to know<br>more about<br>this method | I know very<br>little about<br>this method |
|-------------------|---|---|--|
| Role Play         |   |   |  |
| Lecture<br>Method |   |   |  |
| Counselling       |   |   |  |
| Case Study        |   |   |  |
| Etc.              |   |   |  |

- Trainees were asked to place their names in the columns where they felt their knowledge level was at that time. Helped the course identify where the major needs were and place more emphasis on these sessions. Also used at course end so that trainees could indicate if they had achieved any significant learnings. This chart, in conjunction with the final, course-evaluation forms, helped the staff to measure the degree of learning and in which areas the most significant learning had taken place.
- Benedictine Walks were encouraged for 10-15 mins. after lunch. Each member (course and staff) were asked to join with someone (preferably someone not known well) and just ramble around camp, talking about anything and everything. A pleasant way to get to know each other better.
- On Tuesday evening the North Peel Service Team held their regular staff meeting for all the course

to observe and it was not a rehearsed meeting. No questions were allowed during the meeting and the team were identified only by name and position. After the meeting, questions were allowed to clarify who some of the staff were; what they did, how their district was organized, what some of the events planned were and the relationship between the staff and the district executive. Time was allowed later in the course for a critique to be made of the meeting, how it was run and some of the apparent problems in this district, all of which was keyed to assessing needs. This critique was given to the field executive concerned for discussion with the D.C. A good exercise in group observation, assessing needs, and an exercise that provides pretty objective, frank feedback to the D.C.

- A pre-course, level-of-knowledge survey was developed from five key questions on each of the subject areas covered. The questions were supplied by the staff member responsible for that session. At the start of the course, all trainees were asked to rate themselves on a scale, from five to one, to indicate where they felt their knowledge was in respect to these key questions. (Five representing complete confidence and one representing practically no ideas.) It was emphasized that this survey was for the trainee's personal use and that the staff would not be asking for or making any use of the score. All trainees were then asked to set a personal goal of a percentage of increase of knowledge they hoped to achieve by the end of the course. It was planned to have the trainees do the survey before the closing session — unfortunately, time did not permit this. The trainees were urged to do the post-course survey as soon as they could so that they could measure what learning they had achieved and whether they had reached their objectives.
- Following the session on designing, organizing and conducting evaluation sessions, the course were given an assignment to design two course evaluation "tools." While choice of "tools" was left open, each of the two work groups produced a pen-and-pencil questionnaire: one on course content and achievement of course objectives; the other a "general" course-evaluation questionnaire. Both these forms were then used for the end-of-course evaluation. The significant learning here, as expressed by the course, was the fact they had all filled in many of these evaluation forms, but never before had to design one. They found this a challenge which reinforced learning and the value and necessity of effective evaluation. Interestingly enough, the course requested they share in the evaluation results when they are tabulated.
- Follow-up evaluation will be achieved by the use of "A Memo to Myself." This single sheet of paper asked the following questions:

1. What are a few of the major learnings I discovered that will be of use to me in my volunteer work - new ideas, suggestions, points of view, old ideas emphasized here, skills, attitudes, resources?
2. How will I use and share these — when, where, how and with whom?
3. What are some of the important questions which I would have liked to see included or stressed more?





# YOUTH POWER

'Youth Power' is the slogan chosen for Scout-Guide Week '73 — chosen carefully and deliberately and with the full understanding that some people could react negatively because they associate it with 'power' groups.

'Youth Power' was chosen because we believe that it reflects the real potential inherent in Guiding and Scouting. Power is defined as "1. ability to do or act; 2. vigour, energy; 3. active property; 4. influential body, person or thing and 5. large number or amount."

Scouting and Guiding have 'large numbers' — more than one in every 40 Canadians are now actively involved. This does not take into account those countless numbers who have been actively involved in the past. If we included these people it would be a truly impressive figure — a real source of 'power'.

If there is one thing our members have, it's an abundance of 'vigour and energy' — particularly our Brownies and Cubs. A Cub has been defined as "the closest thing to perpetual motion you can find". The "power" of our members is utterly fantastic.

An "active property"? That's the name of the game! Programs which provide "activities" in which our members can constructively channel their vigour and energy.

"Ability to do and act". This is reflected in the thousands of unsung good turns done by groups of Scouts and Guides in their communities — litter-chases, beach cleanups, tree reforestation, help to the handicapped, just to name a few.

Our potential in personal "good turns" or "good deeds" is an exercise in higher mathematics — one per Guide or Scout per day would produce close to 200 million in a year! That's a "power" for good that staggers the imagination — and we can build on this by spreading our philosophy to others. "An influential body" — despite all of the above we have been so self-effacing, so polite and so prepared to act, yet step into the background, that we have been taken for granted.

Today, as never before, it is the squeaking wheel that gets the grease. Some people are surprised that we're still around — after all they don't hear about us. We need to shout about what we are doing, let people know by using the best and most up-to-date communications methods.

We need to become visible — to be seen in the community — to be recognized for what we do. Scout-Guide Week '73 is our opportunity to make a positive impact on our communities — to become visible. Let's make Scout-Guide Week '73 the biggest and best yet! Let's show people that Scouts and Guides are a power — "Youth Power".

"Youth Power" without "you" loses a lot. This applies to all our members. It is also a message we can sell to all youth and adults in our communities. So — what about you? Will you be promoting "YOUTH POWER" during Scout-Guide Week '73?

## A sign of 'Youth Power'

Our 'youth power' slogan has been flanked by the two-fingered sign of Cubs and Brownies and the three-fingered sign of the other programs.

If you've watched the trend over the past few years, you would have seen that an increasing number of people are using the two-fingered sign as a sign of 'peace'. Neither the sign nor the meaning are new to us. We've used it for almost sixty years as a symbol of world friendship!

Let's make full use of this trend. If every one of our members used their sign to greet people during Scout-Guide Week, we'd make quite an impact on the public. Our publicity materials including Scout-Guide Week posters will help people associate these signs with 'youth power' and youth power with Scouting and Guiding.

Encourage every member to use the sign during Scout-Guide Week. They'll have a lot of company!

## SCOUT-GUIDE WEEK POSTERS

Scout-Guide Week posters featuring the Youth Power theme are available from Scout and Guide offices. **Only these offices should order** their stock from Information Services of Boy Scouts of Canada.

Use them on bulletin boards in churches and schools for window displays in stores and exhibits.

## T.V. PROMOS

Sixty-second, 16mm sound-on-colour T.V. promos are available for Cubs, Scouts, Venturers and Rovers. Make sure that each television station has a set. They will be used as public service announcements when time permits. The experience of Councils who have provided promos to their local stations proves this statement, "a major return for a minor investment".

## T.V. SLIDES

For 1973 we again have a choice of 2 sets of T.V. Slides. The first set is the series of coloured, action shots with the "Partners in Action" slogan superimposed on the slide. These were produced for Scout-Guide Week '72.

We have new slides this year featuring the Youth Power slogan. These are multiple-image slides featuring various action scenes for each section.

## P.R. TIPS

The newest P.R. tip is on 'Community Cablevision'. The set of nine (9) P.R. tips were designed for use by P.R. Commissioners or chairmen. They are three-hole punched and can be kept in a three-ring binder for future reference.

Complete your set. Titles are:

NEWSPAPERS

DISPLAYS and EXHIBITS

THE A.B.C.'s OF COMMUNICATING

COMPANY PUBLICATIONS

COMMUNITY CABLEVISION

RADIO & TV

PHOTOGRAPHS

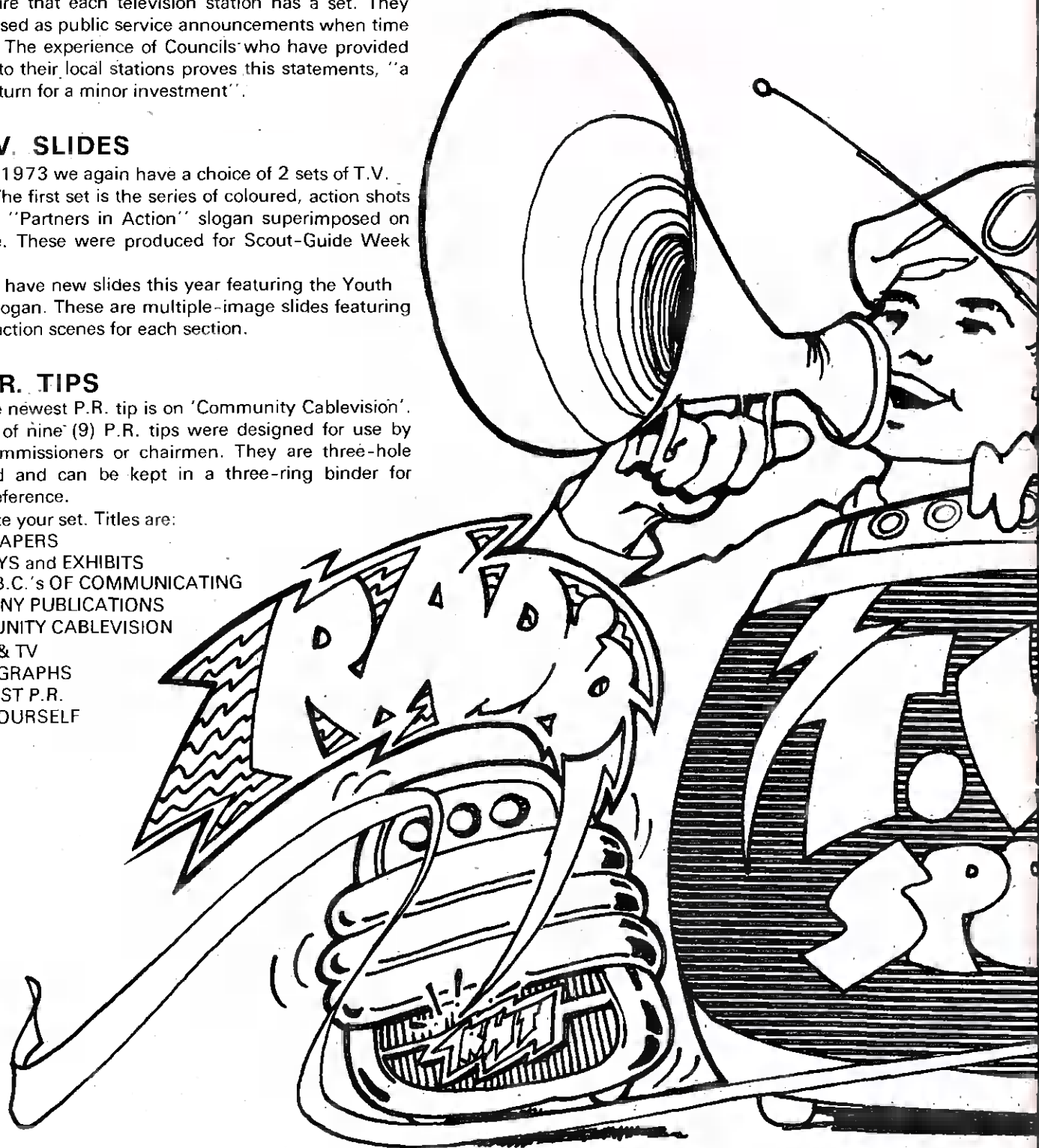
OUR BEST P.R.

DO IT YOURSELF

## REPRO SHEETS

Symbols — we have repro sheets of symbols for all Scout and Guide programs as well as designs for Scout-Guide Week. They can be used to brighten up bulletins, reports and newspaper layouts. They are used as is for paste-up on printing processes which involve photography. Local offices could use them on Gestetner by having them make up stencils.

Transparencies and photocopies can be improved with such symbols. If a large symbol is needed for display purposes, project the symbol on a panel, trace and cut out. Order from Scout and Guide offices.





## GLOSSIES

Four sheets of nine 2" x 2" photographs for use in newspapers, magazines or bulletins. Can also be used to brighten up log books or posters made by members. Order from Scout and Guide offices.

## NEWSPAPER MATS

A limited supply of mats are available. Mats can be used more than once. Don't re-order simply because they are available. First, find out if your paper can use them. Then, check if you have any on hand.

Available **only** to P.R. Commissioners or chairmen from Information Services of Boy Scouts of Canada.

## CERTIFICATES OF APPRECIATION

Thank the media by presenting them with certificates of appreciation. Newly designed for 1973, they are available in limited quantity. These certificates should be presented by both organizations. Available **only** to P.R. Commissioners and chairmen from Information Services of Boy Scouts of Canada.

## FACT SHEETS

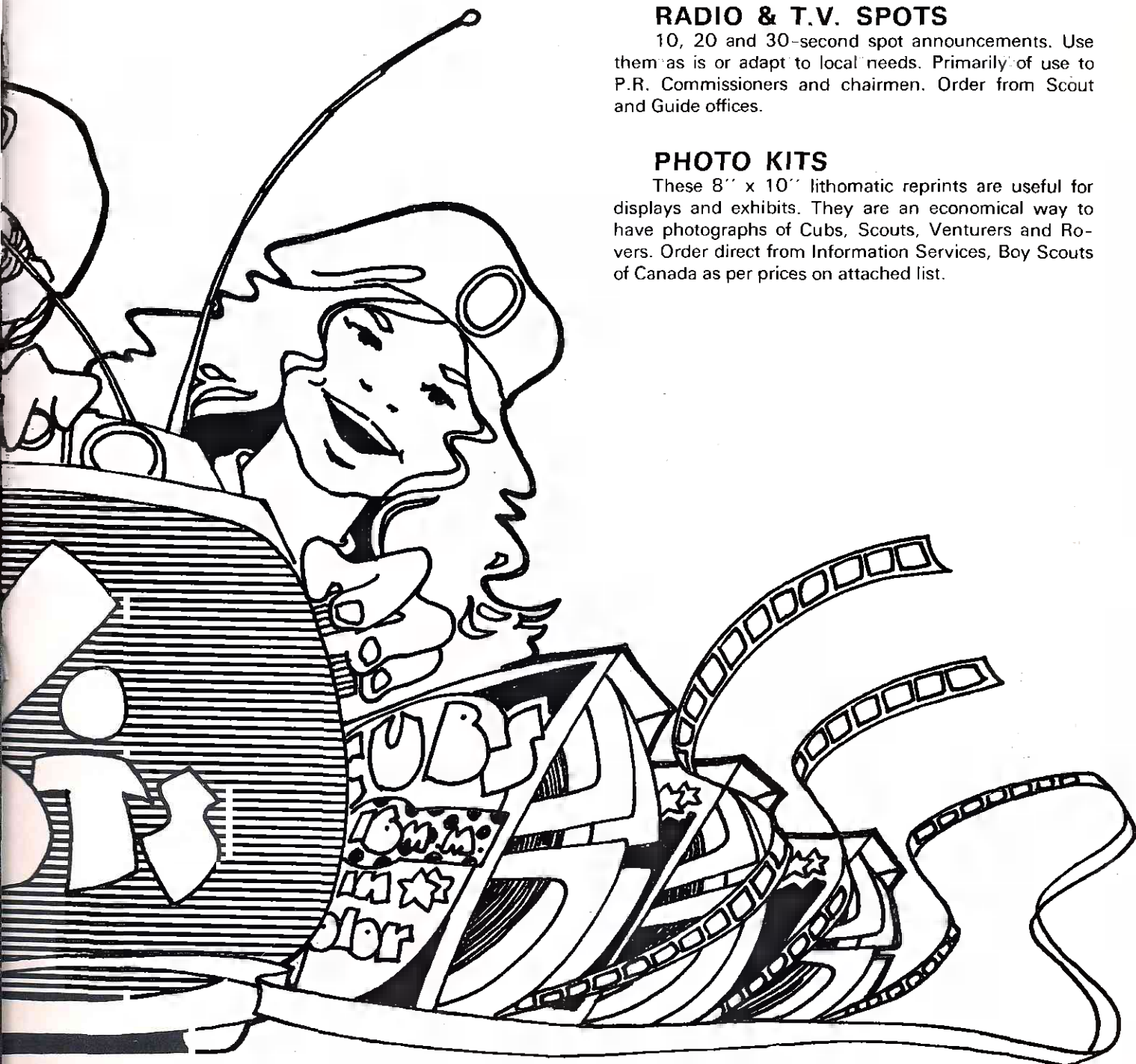
A series of national items. Use them to supplement your local material. Primarily of use to P.R. Commissioners and chairmen. Order from Scout and Guide offices.

## RADIO & T.V. SPOTS

10, 20 and 30-second spot announcements. Use them as is or adapt to local needs. Primarily of use to P.R. Commissioners and chairmen. Order from Scout and Guide offices.

## PHOTO KITS

These 8" x 10" lithomatic reprints are useful for displays and exhibits. They are an economical way to have photographs of Cubs, Scouts, Venturers and Rovers. Order direct from Information Services, Boy Scouts of Canada as per prices on attached list.





Use the following list as a memory jogger when you pick up or order these supplies from local or provincial Scout or Guide offices.

### 1. Scout-Guide Week '73 Posters

#### 2. P.R. Tips:

Newspapers  
Radio & T.V.  
Displays & Exhibits  
Company Publications  
Photographs  
Do It Yourself  
Our Best PR  
A.B.C.'s of Communicating  
Community Cablevision

#### 3. Repros & Glossies:

Beaver, Cub & Scout symbols  
Venturer, Rover, BSofC Symbols  
Brownie, Guide & Ranger symbols  
Scout-Guide Week '73, '74, '75  
#1 Glossies: — 9 — 2" x 2" heads  
#2 Glossies: Partners in Action photos  
#3 Glossies: Partners in Action photos  
#4 Glossies: Partners in Action photos  
Rovers, '71 Repros  
Scout Training Talks Repros  
Scout Apple Day Repros

#### 4. Newspaper Mats: Cub symbol

Brownie symbol  
Scout symbol  
Guide symbol  
Venturer symbol  
Ranger symbol  
Rover symbol  
Scout-Guide Week

#### 5. Radio & T.V. Spot Announcements

#### 6. Fact Sheets 1973

THESE ITEMS ARE SOLD **ONLY** BY  
INFORMATION SERVICES, BOY SCOUTS OF  
CANADA, P.O. BOX 5151, STATION "F",  
OTTAWA, K2C 3G7. ORDER BY NUMBER TO  
AVOID CONFUSION

#### 1. T.V. SLIDES

All slides available at a  
price of \$1.25 each.

72-01 Cub scene — Partners in Action  
72-02 Scout scene

72-03 Venturer scene  
72-04 Rover scene  
72-05 Scout Apple Day  
72-22 Brownie scene  
72-23 Guide scene  
72-24 Ranger scene  
72-25 Guider with Brownies  
72-26 Scouter with Cubs  
73-01 Cub — Youth Power  
73-02 Scout — Youth Power  
73-03 Venturer — Youth Power  
73-04 Rover — Youth Power  
73-05 Brownie — Youth Power  
73-06 Guide — Youth Power  
73-07 Ranger — Youth Power

#### 2. PHOTO KITS

Lithomatic photo reprints — ten 8" x 10" to a set  
— \$1.25 per set  
72-06 Cub  
72-07 Scout  
72-08 Venturer  
72-09 Rover

#### 3. FILMS & T.V. PROMOS

72-11 "Another Day" — 12 min. sound-on-colour  
16mm film \$100.00 per print  
72-12 Cubs } 1 minute,  
72-13 Scouts } 16mm. } \$15.00 per print  
72-14 Venturers } sound on  
72-15 Rovers } colour promo }

#### 4. FILMSTRIPS

"Growth — Planning or Luck"  
\$12.50 with script only (72-16)  
\$15.00 with script and tape or cassette (72-17)  
"Partners in Action" (Cub)  
\$12.50 with script only (72-18)  
\$15.00 with script and tape or cassette (72-19)  
"Rovering is Doing" (Rover)  
\$12.50 with script only (72-20)  
\$15.00 with script and tape or cassette (72-21)





Course members answered these questions and included a "Date completed" and "Bring Forward" date. In six month's time they will bring forward these memos and summarize the learning; and what new learnings they now feel the need for as the result of doors opened for them on the course. The course staff plan a follow-up to use the replies and determine if a "multiplier effect" has been achieved through sharing of learning and what new learnings seem to emerge as a result of the original course.

### Just About Everybody Is a Trainer

You will remember the surprise with which Molière's "bourgeois gentilhomme" learned that he was "talking prose." The reader may be similarly surprised to learn the extent to which he is a trainer — unless, of course, he never has occasion to put ideas across to other people, or show them better ways of doing things.

The whole modern world is caught up in a veritable ferment of new learning which gives rise to an escalating need for training specialists. But training, like language itself, is everybody's business, before and after the rise of the specialist.

The main question, therefore, is not whether you are ever cast in the role of trainer, but whether, on such occasions, you perform well, or bungle the job.

And let's not be mesmerized by the jargon (the verbal shorthand) which inevitably develops in every specialty. In training, as in every other communication-related field, it all boils down to asking the right questions: What is to be learned? By whom? How well? When? Why should he learn it? (No one learns anything if he doesn't consider it worth learning.) Where does he start from? How can he best be helped to take it in?

The classical error of the inexperienced trainer is an almost exclusive concern with his own performance. With the best of intentions he sets out to give a good course (lecture, explanation, etc.). He is anxious to show he knows his subject thoroughly. He wants to cover it fully, omitting nothing.

He knows what he wants them to learn, and is sure he can hold their attention by a good, well-practiced delivery. He wants to present his discourse in such a way that nobody of reasonable intelligence can fail to understand. And, of course, he will anxiously watch for signs that they understand.

And so he goes down the well-travelled road of good intentions — and you know where that road ends up!

What a difference if his concern is not primarily to put on a good show as a trainer but to stimulate them to achieve their learning objectives. Let's take the above trainer-centred "good intentions" and re-write them with the centre of attention on the trainee.

His first concern will be that the trainees will learn what they are supposed to learn. He will not try to jam everything down their throats, but will concentrate on what they can digest, and will see to it that the most nutritious fare gets in first. He'll make sure that, from the beginning, he and they are of the same mind as to what the learning objectives are. He will encourage, rather than forbid, interruptions, for these may reveal to him whether the trainees are with him or not.

He will assume that they are of reasonable intelligence and that it's his fault, rather than theirs, if he draws a blank. Finally, he will have built into his presentation some reliable devices for checking their comprehension, knowing that the perennial challenge for trainers is "How will I know when they know?"

The moral of all this? Perhaps the following summary will make the point:

### Notes for Would-be Trainers on Objectives-Oriented Training

| "GOOD INTENTIONS"<br>(Trainer-centred)   | BETTER ONES<br>(Trainee-centred)  | (The point being...)   |
|--|---|--|
| I will give a good course (talk, session, etc.)  | The trainee will learn what he is supposed to.  | Training improves as it becomes more "trainee-centred."  |
| I will show I know my SUBJECT thoroughly.  | The trainee will achieve the learning OBJECT of the course.   | In training, "What's your object?" is more important than "What's your subject?"   |
| I will cover my subject fully, omitting nothing.   | I will sacrifice the minor to the major learning points whenever I see the latter are not getting across.   | Priorities among your teaching points should be established before you begin. There's never enough time to say everything you'd like to. |
| I'll be clear in my own mind about what I want them to learn. (They'll find out in due course.)        | I'll discuss with them at the beginning what they are going to know at the end of the course.   | Square with the trainees. No hidden agenda!  |
| I'll hold their attention by a good, well-practiced delivery.  | I'll see that they take in the essentials of what I say as I go along by inviting feedback — even at the risk of interruptions which spoil my delivery.                         | Your teaching points, arranged in order of priority, will help you to get back on track.   |
| I'll present my discourse in such a way that nobody of reasonable intelligence can fail to understand. | I'll assume the trainees are all of reasonable intelligence and it is therefore MY responsibility to enable them to understand.   | <b>GOLDEN RULE FOR TRAINERS:</b><br><br>When learning doesn't take place, always assume it's the <b>TRAINER'S</b> fault.                 |
| I'll watch their faces to see if they understand.  | I will, in advance, have decided upon ways of <b>CHECKING</b> their comprehension, while I am making my presentation, at the end of each session, and at the end of the course. | <b>PERENNIAL CHALLENGE FOR TRAINERS:</b><br><br>"How will I know when <b>THEY</b> know?"   |

Reprinted with the kind permission of the author, J. Harwood-Jones, M.A., who was Senior Training Officer of the Department of National Health and Welfare, Government of Canada, when he wrote this article.

### VENTURERS...

these new and useful books are available to assist you in program planning and help you make Venturer activities more challenging, exciting and fun.

## CANADIAN VENTURER HANDBOOK

An all-new resource book for Venturers and Advisors. This exciting, new book, written and designed specifically with Venturer-age youth in mind, covers such areas as: Venturer Program Objectives, Leadership, Organization, Activities, Recognition, Identification and an Appendix chock full of resources and interest areas. Just a breakdown of the Appendix will prove to you the scope and diversity of this handbook; it covers: Travel, International Letters of Introduction, District/Regional/Provincial Venturer Councils, Raising Funds, Simplified Parliamentary Procedures, three examples of By-Laws, Publications Related to Vocational Interests and Activities, Index of Interest, Examples of Interest Areas in Astronomy, Bird Watching, Boxing, Canoe Building, Cycling, Natural History, Palaeontology, Photography, Power Boating and Riding, Sports and Recreation Resource Information, Health and Safety, Boating and Water Safety, Swimming Safety, Scouting Offices in Canada and Relationship of Canadian Scouting to World Scouting.

Now available from your council office, Supply Service dealer or direct from Supply Services, Ottawa.

At \$1.25, this handbook is a sound investment!

## VENTURER RECORD BOOK

This pocket-sized record book keeps the Venturer right up-to-date on where you're at with the Activity Awards, Venturer Award, Outdoorsman Award, Duke of Edinburgh's Award, Queen's Venturer Award, Canadian Trails Award, Blue and Gold Award and other recognition. At 25¢, every Venturer should have one.

## VENTURER TREASURER'S RECORD BOOK

Ease the load on your Treasurer and get him one of these record books. It has all he'll need to keep your company finances in top order. Besides forms for monthly and Annual Financial Statements, there's good advice on dues, petty cash, audit, budgets, banking and suggested ways of raising funds. Well worth its price of \$1.

## VENTURER SECRETARY'S RECORD BOOK

There are 48 pages of helpful advice and room for minute-keeping that all company secretaries should have. Besides help on how to handle correspondence

and write various kinds of letters, the spaces for attendance, awards achieved and resource people will make the secretary's job a lot easier, all for \$1.

## VENTURER COMPANY LOG BOOK

This log book will help your company build up a complete diary of all your exciting activities — where you went, with whom, what you did, what activities your company participated in, what equipment you have and — most important — where it's kept. With loads of space for photographs, this log book is only \$1.

### Training Is Fun!

...so says Edmonton Regional Council in their notice promoting Wood Badge courses; PARTICULARLY WHEN THE FAMILY IS ALONG...

- bring the family and enjoy first-class summer recreation while Mom or Dad learn about Scouting.
- we can accommodate truck campers, tents, tent trailers or holiday trailers (families must be self-contained).
- we provide garbage facilities, water, outdoor toilets and wood.
- swimming, games, canoeing, sailing, hiking, fishing, lounging — available for all (although the above will be unsupervised, some program activities may be provided for adults and children).

All this is offered for \$35. for individuals (including course fee, food and lodging), and \$25. for families (including course fee and camping site) at Skeleton Lake Scout Camp.

## BOOK REVIEW

*Games for Growth — Educational Games in the Classroom* is a fascinating book whose ideas could very well be adapted to training adults in Scouting, particularly young adults: activity leaders and Scouters-in-training.

Most people usually are "fedup" with the notetaking/lecture type of learning and would welcome practical games that have a built-in learning experience. While this book is written for use by teachers in a classroom setting, the sections on Games for Motivation; Games for Learning and Growth; Games and Attitudes could be adapted to a Scouting situation.

By Alice Kaplan Gordon, produced by Science Research Associates, Inc., College Division, 165 University Avenue, Palo Alto, California 94301.



PROVINCIAL  
BADGES  
DISTRICT  
BADGES  
CAMPOREE  
CRESTS  
UNIFORM  
BADGES  
EVENT  
BADGES  
FREE  
DESIGNS  
AND  
PRODUCTION  
SAMPLES

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**dress crest embroidery co.**

MANUFACTURERS OF SWISS EMBROIDERED CRESTS, EMBLEMS, BADGES

1031 LILLIAN STREET • WILLOWDALE, ONTARIO





The "HAVE-A-BASH" was invented at Gilwell some years ago by a visiting Rover crew from Cambridge University. It is a light-hearted, non-competitive, free scope, go-as-you-please activity, well in tune with the relaxed attitude to life now prevalent among the young in the Western World, and is just the job for bringing in members of the group committee and other adult well-wishers to share in the fun and games of the normal troop-night meeting.

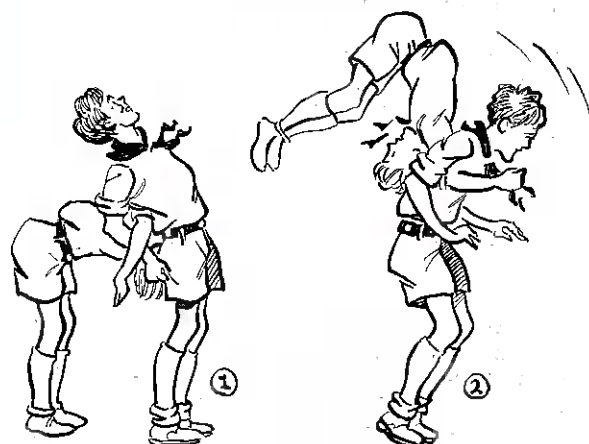
The idea is to have a wide variety of interesting activities on tap, so that the boys may range at will and have a bash at anything that tickles their fancy. The nature of the activities will depend on the adult talent available, but it is important that they should be, on the whole, un-exacting and capable of being carried out fairly quickly by the average boy. It will act as a stimulus to effort if each Scout is provided with a duplicated list on which he may himself tick off the items as he completes them. (Yes, yes, we know that there may be some slight psychological risk in this, but it is no part of the plan that the boy should feel he must satisfy **anyone but himself.**)

Here is a specimen list to show you the form:

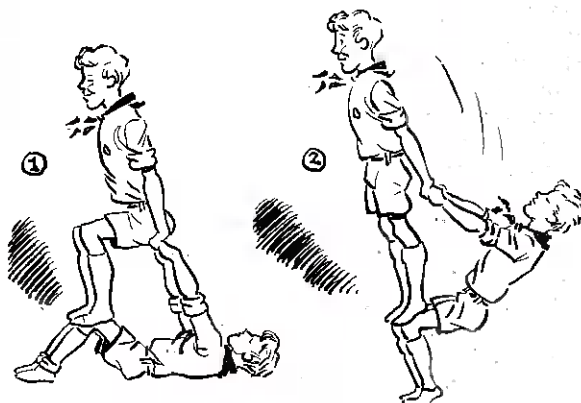
### PHYSICAL DEXTERITY

1. Stand on one leg, blindfolded, with arms folded for 95 seconds.
2. Hold a 4 ft. garden cane horizontally in front of you with both hands, swing it back and jump over it without leaving go. Now repeat the process in reverse.
3. Balance a Scout staff (or equal) on the tip of one finger for one minute. Now repeat the process, passing the staff from fingertip to fingertip with the other hand firmly out of commission.

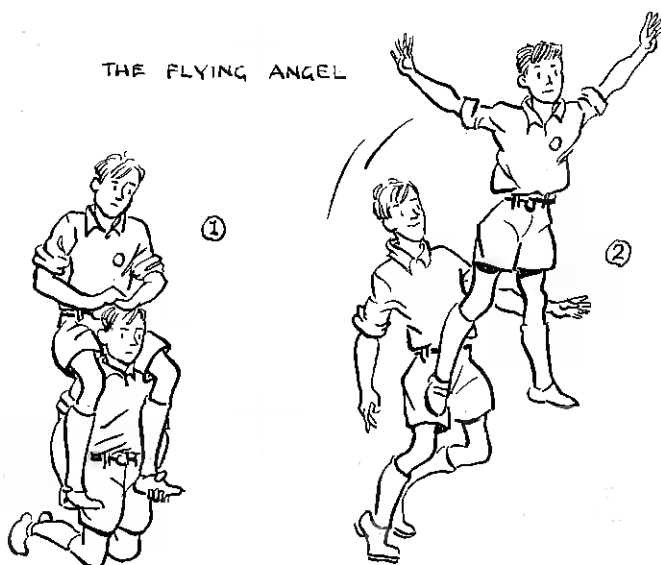
4. Do a fifty-yard dash in ten seconds or less while balancing three staves sheer-lashed together on one hand.
5. Do fifteen press-ups, clapping your hands on the rise.
6. Throw volleyball over your head and catch it behind, without turning.
7. While blindfolded, take six paces forward, drive a tent peg lightly into the ground with a mallet, return to starting point, then (still blindfolded) walk back and finish the job.
8. With another Scout, carry out two or more partner activities shown in the chart. (See below.)



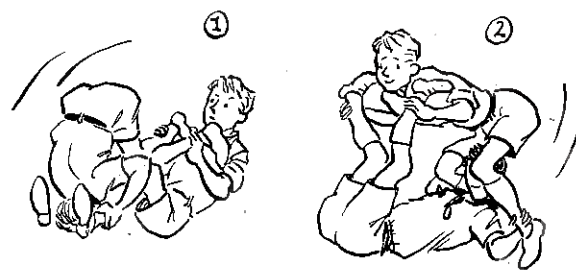
OVER THE HUMP



THE ANGEL RISE



THE FLYING ANGEL

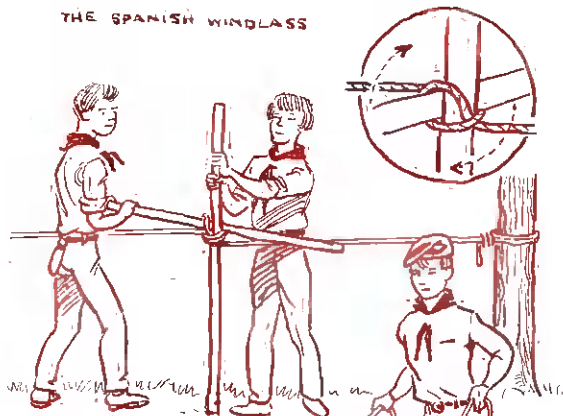


"TANKS"

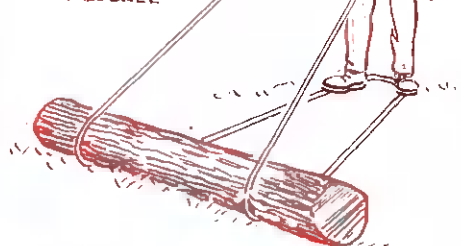
## SCOUTCRAFT

1. With another Scout demonstrate two methods of carrying a disabled person.
2. Set a map, and read a given map reference.
3. After dark, point out the north star. In sunlight, use a watch to find north by the sun.
4. Find the angle contained in your handspan at arm's length by dividing 360 degrees by the number of times your handspan goes into the horizon out-of-doors, or round the room in which you are standing. Use this to lay off a given bearing (e.g. 120 degrees west of the church tower).
5. Out of doors, light a small fire and heat a coffee can until the pressure of steam blows the lid off. Clear up all traces of your activity before you report back. (Note: The coffee can should have a press-in lid. The Scout should be left to work out for himself that a very small quantity of wetness will be needed.)
6. Demonstrate any method of increasing your pulling power on a rope, e.g. by means of the parbuckle, Spanish windlass or harvester's hitch.

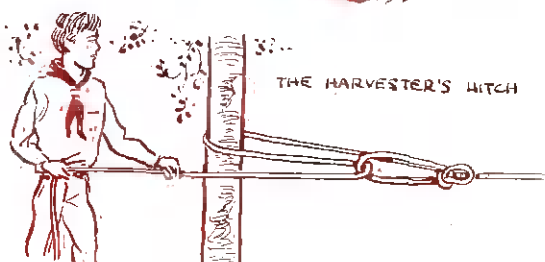
THE SPANISH WINDLASS



THE PARBUCKLE



THE HARVESTER'S HITCH



## GENERAL PROFICIENCY

1. Change the front nearside wheel of Scouter's car.
2. Demonstrate how to sharpen a sheath knife on a wet stone.
3. You will be required to direct a stranger from one given point in the neighbourhood to another.
4. Demonstrate the use of three garden tools.
5. Remove, clean and check the gap of a spark plug and show that it is sparking.
6. Drive in a 1-1/2 inch screw without damage to wood or screw. Nail two boards together without splitting the wood.



## ARTS AND CRAFTS

1. Recite two verses of any poem from memory.
2. From memory, draw a bus, delivery truck, or other familiar vehicle.
3. Name the colours of the spectrum.
4. With the materials provided (lipstick, eye shadow, or other pigment, and paper or light card) make a leaf-print.
5. Snatches of a number of familiar tunes will be played back on tape. How many can you recognize and name?
6. You will be given a piece of paper bearing a large question mark. Without altering the shape, turn it into a recognizable picture.
7. Give the titles of three plays by Shakespeare, and the names of at least three characters.
8. With natural pigments only (chlorophyll from leaves, moss, lichen, pollen, petal juice, squashed flies, blood) paint a recognizable picture.

Our own experience has been that this activity is an invariable winner, and we look forward to hearing how it goes down (if at all) with your lot — especially if you have any bright suggestions for interesting, way-out activities.



My idea of a *truly honest man* is one who, when he finds the door of the "Gents" open, closes it before inserting the statutory coin.

Beat that if you can.

This raises an interesting social problem. What do you do when someone emerges from the penny-in-the-slot compartment and obligingly holds the door open for you to enter, *gratis*? Do you thank him kindly and sail in, or virtuously close the door so that you can pay your legal toll?

Life is full of such small dilemmas. One can so easily be taken for a prig.

You might like to discuss this with your PLs and hear what they have to say.

On the same subject, you could ask the boys whether they think it strictly honest to remove unfranked postage stamps from used envelopes with the intention of using them a second time.

Or how about this? You intend to invest in one of those lotteries in which all the forms of entry are put into a huge drum and subjected to random electronic selection. By accident you have invented a new metallic ink which will guarantee that your coupon is among the winners every time. There is no possibility that your device will be detected. A fortune is within your grasp. Would you grab it? Not just **should** you. **WOULD** you?

We should be very interested to know what your boys have to say about any of these problems.

Provide your patrols with a selection of light garden canes, modelling clay, empty cans, wire, string, elastic bands, small nuts and bolts, marbles, beads, or any other oddments you think might suit the need of the moment, and invite them to build tick-tock-type pendulums which will be audible the length and breadth of the troop room.

Or you could ask each patrol to bring a rubber hot-water bottle to the next troop meeting; provide each with a six-foot length of light rubber garden hose, a plastic detergent bottle, corks, light plastic knitting needles, and other bits and bobs, and invite them to build their own hotwater-bottle weighing machines.



Your PLs will be familiar with the standard methods of estimating height, including the one used by the ancient Egyptians to measure the height of the Great Pyramid as far back as 600 B.C. All they did was to wait until their own shadows were the same length as their own height, then quickly measure the length of the Pyramid's shadow. Simple! Now known, to the Scouting intelligentsia, as "The Comparative Shadow Method," in a slightly elaborated version.

At the end of your next PLs' meeting remind the boys of this technique, and ask them to say how the same principle could be applied **at night**, with no moon to cast a shadow, but clear skies and lots of stars on parade.

For your information only, the idea would be to pick out a convenient star and discover where its non-existent shadow would fall by lying on the ground and moving forward or back till your eye has the top of the object and your chosen star in line, then repeating the process with an object of known height so that a simple equation could be set up. Later — on the first night when conditions are favourable — the PLs could be encouraged to take their boys out to prove the method at first hand.



You might like to know that excellent hand-rolled playballs can be made from a mulch of shredded (soft) insulation board and "polyfilla," or whatever it is you use for filling up holes in the plaster wall. Such balls are hard but light, durable but non-bouncing, and very pleasant to handle when given a nice shine with best-quality shoe polish.



Reports have now been received from the five guinea-pig troops in the British Isles who have been trying out the Australian "Human Football Game" before it is put on general release to the Movement. (See our October outburst.) We are dying to tell you what they say about it, but have decided to withhold publication until we receive your comments.

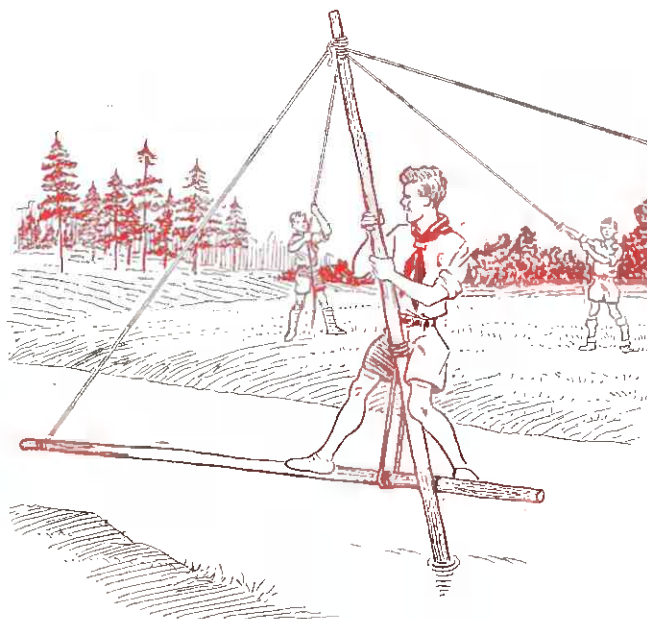
Do get a move on. The continued silence from Canada is killing us.



**WATERBOY RELAY** — a game we picked up on an Easter-tide Wood Badge Course in Sweden many moons ago: for each patrol, a bowl of drinkable water and a pint mug. At the far end of the field — say thirty yards — a bowl of equal capacity. At the word, "Go," the first man in each team takes a mouthful of water, sprints down the track, spouts the water into the other bowl and returns to hand the mug to the next in line; and so on till all the water has been transferred. In Sweden, they added to the hardship by playing the game on a fairly steep, very rough slope.

## THE HAYMAKER BRIDGE

The *Haymaker Bridge*, so-called for no known reason, consists of two light spars only — an upright with hand-operated lines to control it, and a horizontal secured in a loose sling from about the halfway mark with a supporting rope from the tip of the upright. The illustration shows the general idea. The upright must be angled away from the bank on the take-off side, and the Scout in transit swings it from bank to bank in order to cross. Once over, he takes charge of one of the control lines thrown over from the take-off side. This is a very sporting activity and not half so hazardous as it appears to be.



Idea for impressive closing ceremony for troop meeting: call up the PLs and issue candles and large, white paper bags at the rate of one per Scout. Each Scout prepares his own torch by placing the candle in the bottom of the bag with the paper pressed round it to form a holder and the top flared out to minimize the danger of catching fire. Scouts stand right round the walls of the troop room and light the candles. All other lights are extinguished. Duty PL, escorted by two torch-bearers, walks the length of the room to the flag. Prayers are read, and the flag lowered. The troop remains in silence for half a minute, then all candles are put out simultaneously. The room remains in darkness for another half minute, then the lights go up, and the ceremony is over. (Ed. Note: with Canadian fire regulations what they are, this might better be done outdoors.)

Which reminds me that I once witnessed a very moving closing ceremony to a Girl Guide campfire. Round the fire the girls sang "Taps" very softly while in the nearby wood the clear voice of a patrol leader recited the Guide Law. Very impressive it was. Sincere, too. Believe me.



# Trainer Accreditation and Recognition

**L.C. Wilcox**

We are pleased to announce the introduction of a scheme of Trainer Accreditation and Recognition.

Recognition for trainers has a long history in the Movement and a few words about this background may be of interest before setting out the new scheme.

For many years, trainers were recognized through the issue of "Honourable Charges," a scheme that was international in scope. A parchment was awarded, authorizing a person to serve as one of: Deputy Camp Chief (Scout or Rover), Akela Leader (Cub), Assistant Deputy Camp Chief (Scout or Rover), or Assistant Akela Leader (Cub). Two additional Wood Badge Beads were worn to designate the first two appointments and one additional bead to designate the last two appointments.

As time went by, a number of aspects of this scheme seemed to conflict with changes taking place in Canadian Scouting programs and adult training. As a result,

the issuance of Honourable Charges was discontinued in Canada in 1968. Subsequently, the international scheme was revised, but was not seen to be fully appropriate for Scouting here. It has, then, been a matter of determining what is appropriate.

The new scheme endeavours to meet two needs. First, the need of the organization for qualified, competent trainers. Secondly, recognition for trainers for their personal satisfaction and to help trainees accept their trainers as recognized and, therefore, qualified. Where possible, it was seen to be desirable that the scheme relate to the international scheme and this has been achieved.

The scheme announced here is as approved by the National Program Committee and the provincial commissioners at their May, 1972, meeting. While there was unanimity that the scheme should be a national one, it needs to be recognized that the extent and procedure for implementation will be determined by practical considerations in each province.

The application forms, certificates, parchments and beads to support the scheme are now available. Should you have further questions, please consult your Scout council.



|                                | TRAINER I   | TRAINER II   |
|--------------------------------|---|--|
| RECOMMENDED BY                 | DISTRICT  | REGION/PROVINCE  |
| APPROVED BY                    | REGION/PROVINCE   | PROVINCE   |
| ACCREDITATION ISSUED BY        | REGION/PROVINCE   | NATIONAL   |
| ACCREDITED FOR THE PERIOD OF   | 2 YEARS, COMMENCING JAN. 1  | 2 YEARS, COMMENCING JAN. 1   |
| REQUIREMENTS FOR ACCREDITATION | a) Have completed the requirements for Part I Wood Badge.<br>b) Have knowledge and/or skill appropriate to the topic(s).<br>c) Have demonstrated the ability to communicate knowledge and/or skill to others. | a) Have completed the requirements for Wood Badge.<br>b) Have satisfactorily participated in a training team course of 30 or more hours' work time emphasizing:<br>i) understanding of the adult training policy, objectives and program;<br>ii) instructional methods and techniques. |
| RECOGNITION                    | Certificate   | Certificate Parchment and third Wood Badge Bead  |
| RENEWAL OF ACCREDITATION       | Accreditation will be renewed providing: →  |  |

- NOTES
1. Certificates will be in the form of wallet-sized cards.
  2. Certificates will have an expiry date of December 31 of the second year of issue.
  3. Parchments will be approximately 8" x 11" for framing and be issued at time of accreditation only.
  4. The issuance of Trainer II and III Accreditation nationally is in keeping with these two categories being equivalent to International Recognition of Assistant Leader Trainer and Leader Trainer.



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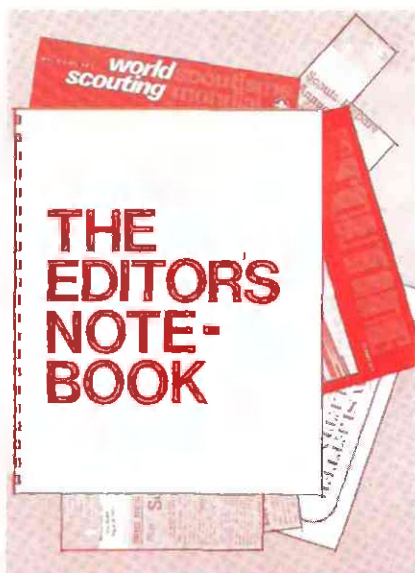
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| TRAINER III   | HUMAN RELATIONS TRAINER   |
|---|---|
| REGION/PROVINCE   | REGION/PROVINCE/NATIONAL  |
| NATIONAL  | NATIONAL  |
| NATIONAL  | NATIONAL  |
| 2 YEARS, COMMENCING JAN. 1  | 2 YEARS, COMMENCING JAN. 1  |
| a) Have completed the requirements for Trainer II.<br>b) Have given at least 1 year's satisfactory service as Trainer II.<br>c) Have satisfactorily participated in a nationally recognized, residential training-the-team course of 5 or more days' duration emphasizing:<br>i) team development knowledge and skills;<br>ii) identifying training needs;<br>iii) designing and evaluating training. | a) Have participated in at least two human relations training experiences for a total of 80 hours of work time. This 80 hours must include a 5-day or longer residential laboratory experience.<br>b) Have satisfactorily participated in a nationally recognized, human-relations trainer, development course.<br>c) Have served in the capacity of co-trainer in a 3-day or longer residential laboratory.<br>d) Be recommended for accreditation by at least one, recognized, human relations trainer. |
| Certificate Parchment and fourth Wood Badge Bead  | Certificate   |

- a) the trainer has given satisfactory service in training in the previous two years as judged by the recommending and approving councils, and
- b) the trainer will be offered opportunities and be active as a trainer during the period of the renewal.

- 5. This scheme is for members of the organization and is in no way intended to limit the use of outside personnel as resource persons and/or trainers.
- 6. At the discretion of the recommending and approving councils, training taken through other agencies may be accepted as the equivalent for appropriate requirements.



Our good friend, **Abe Zemel**, manager of the Quebec Provincial Council's Scout Shop at the Dorval Headquarters, is a collector of back issues of Supply Services' catalogues. After a recent review of his collection, he came to the conclusion that Scouters, who complain about having to choose between the green and grey uniforms, don't know how lucky they really are when their problems are compared with those of Scouters of the early 1930s. Here's what the catalogues of that era advertised:

Khaki camp shirt, or khaki drill shirt, or flannel shirt available in khaki, myrtle (whoever she was) green, navy blue or oxford grey. **And** Scouters' felt hat, or fur felt hat; **and** blue serge shorts (better-known as No. 1 sandpaper), or khaki serge shorts, or khaki camp shorts; **and** Scouters' all-wood, medium-weight, plain khaki ribbed socks, or all-wool, extra-heavy-weight khaki ribbed socks, or navy blue wool socks, or navy blue cotton socks; **and** Scouters' tunics, breeches and shorts in five different descriptions of material.

Oh, and by the way, the boys also enjoyed this multiple-choice jungle. Cubs and Scouts had **six** types of uniform or dress in colour choices of blue, green or grey.



**B.H. (Bert) Mortlock**, former director of Relationships and Information Services at National Headquarters, was ordained a Deacon in the Anglican Church of Canada, on Sunday, September 10, at Christ Church Cathedral in Ottawa.



An addition to your dictionary of Scouting terminology is the word, "Venturee." Definition: a gathering of Venturers, of course. And the first one took place during the summer at the Ontario Provincial Council's Scout reserve, **Blue Springs**, near Acton. A.P.C. for Venturers, Professor **Mike Parsons**, reports that "Ontario One" was an undisputed success with approximately 1,000 Venturers and Rangers in attendance. Totally organized and operated by 15 Venturers, an advisor and a member of the Ontario executive staff, the tent city rocked from dawn to dusk to amplified music and the total activity of young people working together. Incidentally, their advisors were kept busy by the provincial training team. To quote Mike: "Ontario One may have appeared chaotic to the adult eye but it was a roaring success in the minds and hearts of its real judges who are looking forward to the May 24 weekend in 1973 and Ontario Two."



**Mrs. Roland C. Michener**, wife of Canada's Governor-General and Chief Scout, was in British Columbia in June and was presented with this unique reproduction of the well-known Jagger portrait of Lord Baden-Powell of Gilwell by the Discovery Passage Cubs and Scouts, **Campbell River**. Painted on a soft leather, the portrait is affixed to a cross-section cut of a tree. On her return to Ottawa, Mrs. Michener very kindly forwarded the painting to **Pai Evans**, curator of the National Headquarters museum, for display purposes.



After five years as Scoutmaster of Troop 55 at the MacLaren School for Boys, a state reformatory in Oregon, **Oren C. Cyphers** wrote these thoughts:

"Scouting is watching boys work together on a project that would be a physical impossibility if attempted alone.

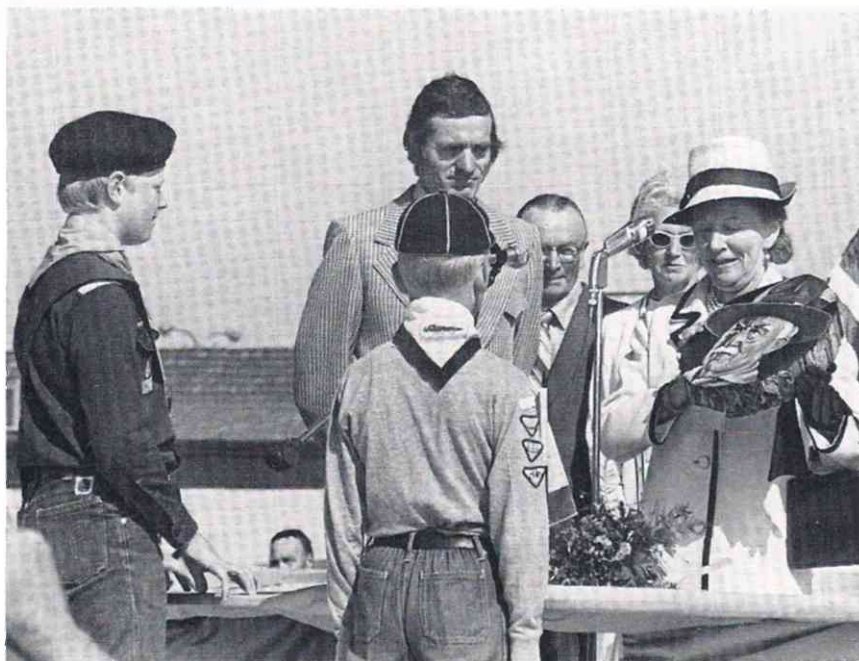
"Scouting is sneaking out and pretending you are a bear to scare the kids and then having the patrol leader 'conk' you on the head with a rock while protecting his boys.

"Scouting is getting up at 4 a.m. to take a boy fishing after having stayed up until 1 a.m. attending staff conferences — and watching that same boy catch his first fish.

"Scouting is six boys all walking together down to the river to get a pail of water after dark, all singing at the top of their voices and armed with sticks, knives and axes — because each one is afraid to go alone.

"Scouting is sitting in front of the fire while some of the boys pop corn, play hide-and-seek, work on their homework, make fudge and, in general, forget that they ever were classed as delinquents." (Adapted from *Scouting* magazine.)

The Cubs and Scouts of **East Willowdale** (Toronto) recently held a hobby-craft show at the Willowdale United Church and in the process raised \$100 for the Leprosy Mission. Raised through the sale of 5,000 used stamps, the money was presented to the minister of the church for forwarding to the proper authorities.







Knowing full well that you should never point a gun at anyone and that I will probably receive a few letters for publishing this photo, I'm still going to do it because it is rather unusual. It was taken at a gathering of Rovers and Rangers that was held in **Oshawa** in the spring. The marksmanship competition was only one of many activities that the more than 100 participants took part in over the weekend. They also had a 42-mile car rally, a banquet, a dance and finished at noon on Sunday after a church service and luncheon. *Oshawa Times photo by Dave Blair.*

From WorldScouting's publication, **NEWSLETTER**...In **Afghanistan**, a six-month report from the two free medical clinics run by the Rovers of **Kabul University** and the Polytechnic Institute includes: free medicine administered to 5,009 needy patients; first aid and minor medical treatment, 983; cholera vaccinations, 11,326; other injections, 6,975. The clinic opens daily for three hours and the medicines are contributed by international medical teams, charitable institutions and the Patrons of Scouting Association...When a fire destroyed three major business houses in Bridgetown, **Barbados**, astute Scouters obtained the permission of the owners for Scouting to operate a car park in the area until rebuilding began. After a feasibility study, a retired Scouter was employed to operate the lot and collect the fees. In the five months before the new construction began, the lot brought in a net profit to Scouting of \$6,767!...The Scouts of **Wiltz, Luxembourg**, report that, over a period of one year, they provided a

total of 49,953 "bed-nights" for touring Scouts and Guides in their nine chalets and campgrounds. In addition, they organized dozens of campfires, folklore demonstrations and tours for their visitors...Since **El Salvador** and **Honduras** are still legally at war with each other, when an El Salvadorian Scout wandered over the border by mistake, he was immediately arrested by Honduras immigration authorities. Phone calls between the two national Scout headquarters resulted in the Scout being turned over to the Scouts of Honduras and, in an emotion-filled meeting in the middle of the Amatillo Bridge separating the two countries, he was delivered to the Scouts of El Salvador for return to his parents amid an exchange of salutes and embraces.

I had no shoes and complained, until I met a man who had no feet.  
—Persian proverb

Field Executive **Bob Muir** ("Co-ed Adventure," June/July '72 issue) recently took part in a dramatic demonstration to prove to a large group of Cubs that drownproofing **really** works. Fully clothed and securely tied, hand and foot, Bob was thrown into the deep end of a swimming pool. Floating face down in the water, he breathed out, then raised his head to draw in a fresh supply of air through his mouth before resuming his face-down floating. He told the boys that people could float for long periods of time in this way, with no ill effects. Bob also showed

the group how a shirt or trousers could be used to help stay afloat. Later, the boys went through the same routine, minus the ropes, and approximately 200 successfully completed the St. John Ambulance Save-a-Life and the Red Cross Water Safety Shirt Tail and Drownproofing courses. For his efforts, Bob received an official commendation. *Victoria Colonist photo by Ian McKain.*

From the **Oshawa** District publication, *The Totem*, what must be a "first": two members of the Alpha Rover Crew of Oshawa were married on September 9. This doesn't really seem unusual until you consider the fact that — they married each other! The answer? The Alpha Crew is co-ed and Wendy Perks and Dan Johnson are both members. Incidentally, the best man and maid of honour were Rovers, too. Our best wishes for much happiness go to Wendy and Dan.

**Canadian Youth Hostels'** maritime office, 6260 Quinpool Road, Halifax, recently sent along a sample copy of their new brochure, *The Acadian Trail*, which describes the completed portion of the trail, approximately 60 miles, along the west coast of Cape Breton Island from Cheticamp to Mabou. From personal knowledge, I know this is a beautiful area and well worth a visit. Venturer companies and Rover crews planning a hiking trip in the east in '73 should consider the Acadian Trail. Copies of the brochure are available from the above address at only 25¢ each.



## 26

Three pens are shown vertically. The left pen has a textured, possibly leather-like, grip and a clip. The middle pen has a smooth body with a circular smiley face at the top. The right pen has a textured body and a clip. All three pens have motivational messages printed on them. The left pen's message is: "God Grant Me The Serenity To Accept The Things I Cannot Change, To Accept The Things I Can Change, To Change The Things I Cannot Accept, The Courage To Know The Difference, And The Wisdom To Know When To Change." The middle pen's message is: "SMILE! HAVE A HAPPY DAY!" The right pen's message is: "Glorious and free! We stand on guard. We stand on guard for thee." The pens are set against a dark background with a circular logo partially visible at the bottom.

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# REACH!

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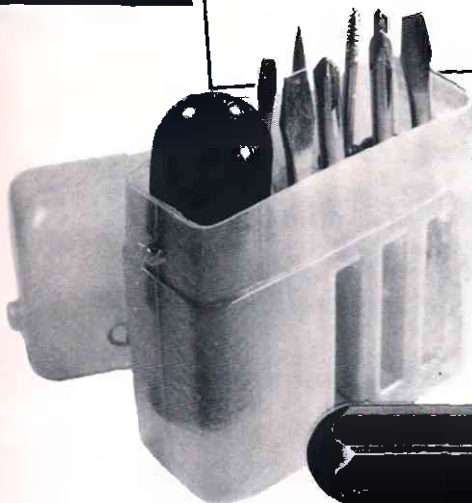
As we soon found out it worked very well. We started to sell pens on Monday and by Wednesday they were gone and we had to order a great deal more.

We thank you for helping us and hope to do more business with you in the near future.

Yours Sincerely,

*Richard Moore*  
Annapolis, Co. N. S.

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## TOOL-MATE

Each new Tool-Mate consists of: 3 Phillips, 3 regular screwdrivers, 1 screw starter, 1 punch, 1 master handle, and 1 carrying case.

Each kit (15 Toolmates) costs you only \$11.25. You sell each kit for \$18.75 (\$1.25 per Tool-Mate).

YOUR PROFIT ON EVERY KIT SOLD IS \$7.50 (50c PROFIT PER TOOL-MATE)!

SELL  
TOOLMATE FOR  
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YOU  
KEEP **50¢**

ON EVERY  
SALE!

27



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Each worker gets a selling kit with complete instructions on HOW, WHERE, and to WHOM he should sell for the best results. The kit also includes an official Fund Raising Badge, a report envelope to hold funds, keep track of his sales and record his name and the name of his organization. Each kit contains 25 pens in gift folders.

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Church or Sponsor .....  
Address .....  
City ..... Province ..... Zone .....  
Phone (if none, write none) ..... Active workers .....

#### ORDER WILL BE SHIPPED ONLY TO PERSON AUTHORIZED TO ORDER

Name of Person  
Authorized to order ..... Title .....  
Home Address .....  
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 .....  
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Phone (if none, write none) .....

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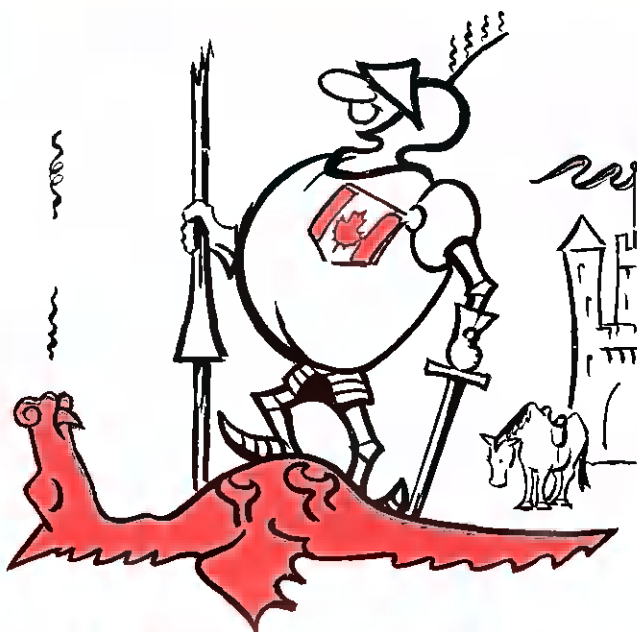
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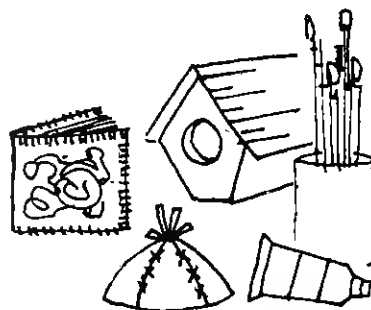
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# stories & games

## MY NEIGHBOR BILL, PEACEMAKER

Bill hasn't much money. His salary is probably just enough that his family can live comfortably. He is by no means the best dressed, nor the best read, nor the most affluent man in our community. But he is the big man in our neighborhood. Most of us envy him for something that he has. Let me tell you about it.

Our sons play together quite a bit and sometimes they get into a little scuffle. It doesn't happen often, but yesterday boy tempers got strained to the breaking point. Bill's son, Tom, and my boy, Bob, got into an out-and-out fistfight. Fists flew and harsh words were said, and two ten-year-old boys with tears and blood streaming down their faces were most unhappy. They were excited and hurt and baffled. They were victims of an anger that had mastered them without their knowing it. They were both more hurt inside than outside. They were sorry — but still inflamed with anger.

Perhaps the spirit of Mars and a trace of the savage from distant ancestors had conspired to make two small boys very belligerent and then very uncomfortable.

Tom went into his house, slamming the door and hurling names at Bob which he did not mean. Bob replied in kind, standing pathetically in front of Tom's house, baffled by his own temper — hot and hurt and unhappy. It was a depressing sight. Damon and Pythias at the parting perhaps. Something hurt down inside of me. My heart ached for both of them. But I had no notion what I might do about it.

Then I saw Bill's front door open, but Tom didn't come out. It was Bill himself in his old lounging robe over his old clothes. Bill stepped down beside Bob and put his arm on Bob's shoulder. In the most fatherly way you

## LEMON BALL

Equipment: one Ping-Pong bat for each patrol; several firm, fresh lemons.

A goal is established at each corner of the room, one for each patrol.

The game starts with everyone in a centre ring. A lemon is used as a ball. As the game starts, each Scout must try to bat the lemon into his goal, using short runs and pushing the lemon — not swiping at it.

The lemons will need replacing from time to time.

## SPIN THE KNIFE

Patrols are in one large circle. The Scouter goes to the centre and spins a long knife (carving knife). When it comes to rest, the patrols quietly discuss the direction it is pointing and write their answer.

The knife is spun about six times. Each time, the Scouter checks the direction with a compass and records the official result. Then each patrol leader announces what he had recorded for the six spins; and the winning patrol is announced.

As a variation, the score can be recorded in degrees.

## TOPSY-TURVY

The members of each patrol hold two poles parallel with each other, or any other framework at shoulder height. On signal, a selected member of each patrol must mount the poles or framework and hang upside down by his legs while he performs a given task.

Tasks can be anything, limited only by the imagination of the leader: such as striking a match, threading a needle, splicing or knotting, setting a map.

(Our thanks to *The Victorian Scout* for these games.)

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- BONELESS PORK CHOPS
- HAMBURGER PATTIES
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**DRAGON AND SPIDER**

One person is chosen to be the **spider**. The rest of the group forms a line, each boy holding the waist of the boy in front of him — this is the **dragon**, which will try to capture the spider. The head and tail of the dragon may twist and turn as either end must **encircle** the spider to capture him.

**NUT PITCHING**

Equipment needed: three containers of varying sizes, as a small bowl, a mixing bowl and perhaps a large pan; all three must nest in each other; a large bag of mixed nuts such as filberts, walnuts, Brazils.

Divide the boys into teams of equal size. Players will take turns trying to throw three nuts into the smallest bowl. Score 5 points for the centre bowl; 3 points for the middle-size bowl; and 1 point for the pan.

**A HANDFUL OF TROUBLE**

Equipment needed: a big box of clothespins; chalk.

Divide boys into teams. At the far end of the room, draw a large chalk circle opposite each team. Put 20 clothespins in each circle.

On "go," the first boy in each team runs to his circle, picks up all the clothespins and returns to his team. He hands the pins, **one at a time**, to the next boy who, in turn, hands the pins **singly** to the boy behind him, and so on until all the pins have reached the last boy in the team.

The end Cub returns the clothespins to his team's circle and runs back to his place in line; and, of course, winner is the first team to complete the cycle.

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can imagine, he guided my now penitent son into his house to join his own unhappy boy.

Then with one hand on Bob's shoulder and one on Tom's, Bill mumbled some words about the importance of two good friends *continuing to be good friends in spite of little flare-ups like this*. And two ten-year-old boys were happier than they had been for a long time.

There was a lump in my throat as I murmured to myself, "Blessed are the peacemakers." I was heartened as I watched Bill the peacemaker in that simple little fatherly act and as I pieced it together from what my boy told me.

Do you wonder that I admire neighbor Bill — and sort of envy him sometimes?

— Walter MacPeck in  
*Resourceful Scouts in Action*

**THE BOY**

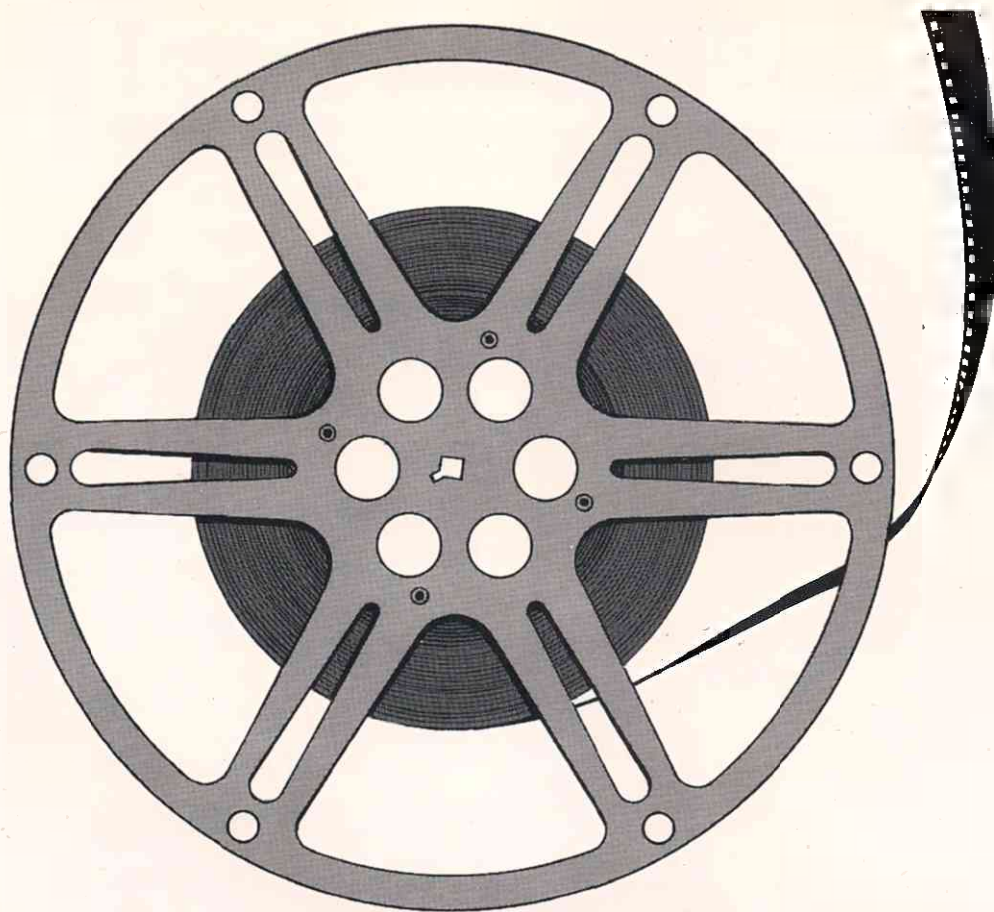
He isn't sure of where to go  
Or what he ought to do,  
His hope ranges through a dozen fields  
Although his skills are few;  
And unless someone lends a hand  
To guide him on his way,  
There may be one more problem child  
Whose keep we all must pay.

So why not take a little time  
To sit down with him now,  
And find out what he likes to do  
And where he lives, and how.  
For there's a place for everyone  
Plus a job he can do,  
If a friend would only show the way —  
That friend might well be you.

— Whittier

(Our thanks to *The Totem*, Victoria, B.C., for bringing this poem to our attention.)





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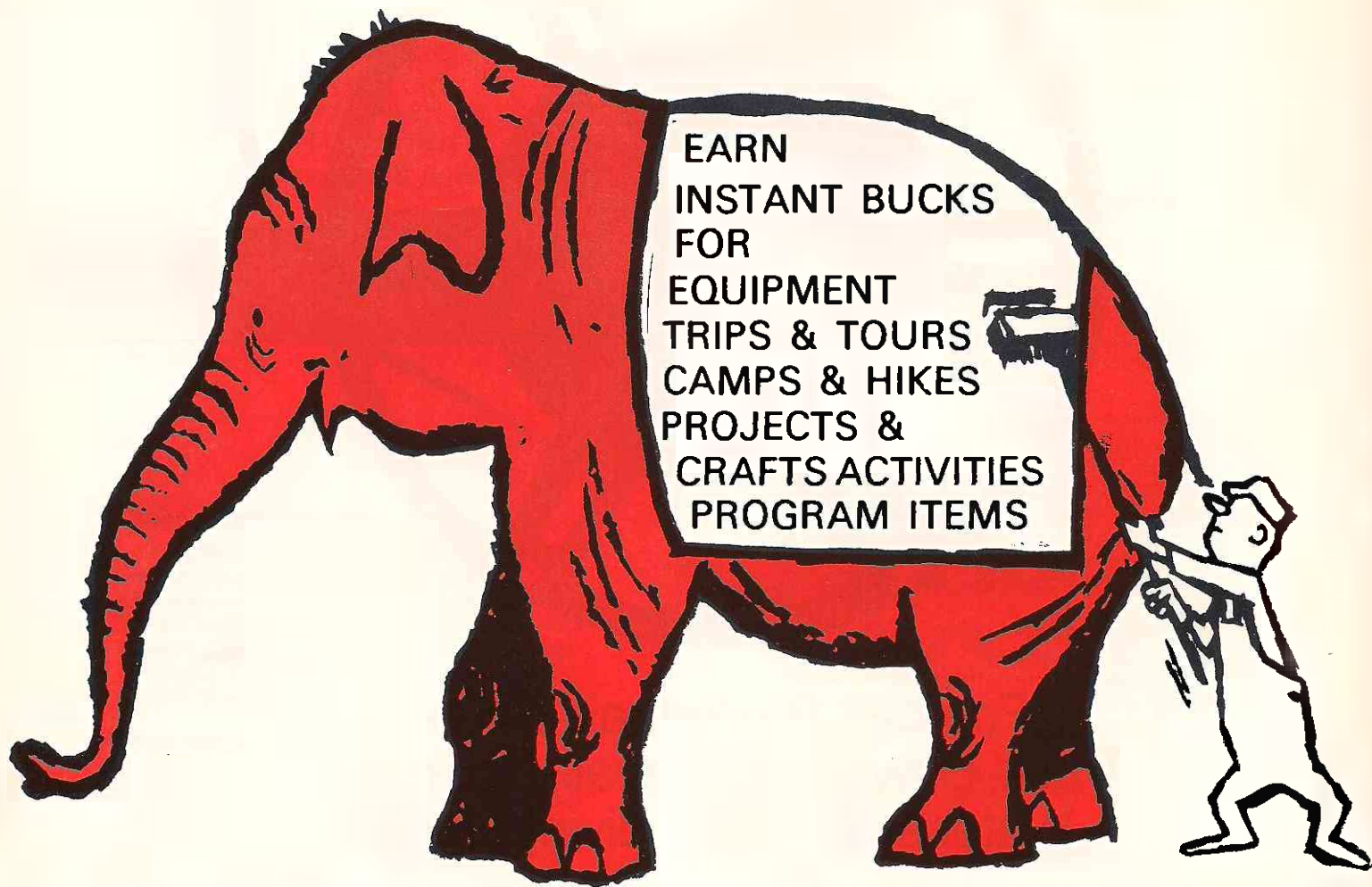
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