

THE CANADIAN

JANUARY 1973

leader



A Message from the Deputy Chief Scout

John Sharp, Percy Ross and I have had a great time and wonderful experiences this past year, seeing Scouters in all parts of this land of ours. It would be foolish for us to try to tell you that everything in Scouting was going well but we do become enthusiastic when we look back at the new and young faces we saw in our coast-to-coast family.

Scouting has held its traditions of the past and the interest for youngsters of today largely because of the dedicated leadership of people who liked boys — people with a commitment to serve, who sacrifice substantial portions of time to associate with boys, to bring them fun and adventure in an atmosphere which will help them develop their civic, moral and spiritual characters.

I hope these people are having fun doing this job, and all of us should direct our Scouting job to bringing more satisfaction and fun to these leaders. One of the ways we know we can help is to work toward giving our experienced leaders more helping hands, but too often we attempt to recruit this help from our own age groups, with discouraging results.

In every province, we have seen the successful utilization of young people in the leadership roles of Scouting. Everywhere we went, young people in their late teens and early twenties were doing a really great job with the kids. These people have energy, imagination and the ability to have fun at the job without getting discouraged.

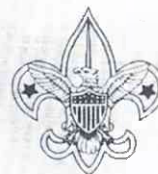
Is this news? I think so. I believe that this age group offers us a better source of leadership today than at any time in the past. I am convinced that they have a greater commitment to serve than any generation ahead of them. I believe they have a greater rapport with children and can enjoy bringing fun and adventure to our groups.

We are bound to have some problems with this age group. They are going to disappear from us and have to be replaced, perhaps more often than we like. They are at a transitory age, changing schools, accepting new jobs, getting married. But I believe they are a generation responsible enough to search and find a replacement in their own age group, if asked.

Today's youth are much maligned by our media and we do have concern for the direction many are going. Our limited exposure to this age group does not permit an opinion as to what proportion of our young people are displaying irresponsible characteristics as opposed to those who are prepared to commit some part of their lives to leadership, but we now know from actual experience that there is a corps of young people in every community, ready and willing to take on responsibility. All we have to do is search them out and display our confidence in their ability to do a job. You will not regret giving them an opportunity.

Wally Denny

INTERNATIONAL CAMP STAFF PROGRAM



An Invitation to Canadian Scouters from Boy Scouts of America

Boy Scouts of America have invited Canadian Scouters between the ages of 18 and 35 to work in a BSA local camp for six to eight weeks this summer. Applicants must serve for the full camp period.

Approved applicants will be expected to pay a registration fee of \$15 (US) and their own transportation to an agreed-upon entry city in the U.S.A. From there, the ICSP assumes the following obligations:

- Payment of travel and living cost from city of entry to camp.
- Cash honorarium of \$125 spending money. No tax deductions.
- Accommodation, food and health services.
- At close of camp, option of a planned tour or a cash sum.
- Responsibility for participants' transportation from camp back to city of departure.
- Deadline for completed applications at your National Headquarters:
February 28, 1973.

For full information write to Boy Scouts of Canada

Box 5151, Station F
Ottawa, Ontario
K2C 3G7



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SUPPLY SERVICES NEWS

Customers in **Surrey, British Columbia**, will be pleased to hear that **Hudson's Bay Company** has recently opened a Scout Department at the **Surrey Mall Shopping Centre**.

Scout/Guide Week will be here shortly — this is the traditional time to remember those who have given so much of their time and talent in the interests of youth by their efforts to bring the programs of Boy Scouts of Canada to boys and young men in their communities — either as leaders or on group, district or other councils. The Supply Services catalogue, on pages 7, 10 and 11, shows many appropriate **gifts and awards** — there is even a selection of items from which you can build your own trophy. Please order early to assist us in avoiding last-minute disappointment.

Also available for Scout/Guide Week are the **Placemats, Serviettes and Program Folders** listed on page 13 of the catalogue. Attractively designed, they will enhance banquets, church services and other occasions.

ACTION PANTS for ACTIVE PEOPLE — every Scout and Scout leader belongs to a group exerting energy through games, camping, hiking and other activities. Designed especially for these tough requirements are the **jean-style action pants**. Of rugged, Bronco, 'canvas'-look material, 50% Fortrel, 50% cotton Koratron, with a permanent-press finish, scoop pockets, moderately flared, they are styled for today's wear. Available in men's and boys' sizes through your dealer or direct from Supply Services — shown on pages 4 and 15 of the catalogue.

We, again, call attention to the following publications prepared especially to assist leaders when planning activities and programs.

20-480 Pack Program Planning Guide	45¢
20-476 Scout Program Planning Guide	45¢
20-667 Games Galore	75¢
20-602 The Campfire Songbook	50¢
20-613 About Camping	65¢

They're all for **YOU** — use them to help your boys.

THE CANADIAN leader

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JAMES F. MACKIE, Editor

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COVER

Maintiens le Droit is the motto of Canada's famed Royal Canadian Mounted Police and, for 100 years, the Force has "maintained the right" for all. On behalf of Canadian Scouting, **The Canadian Leader** wishes the R.C.M.P. a happy birthday and, in a two-part story, acknowledges the debt that is owed to the Force by the people of Canada.

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Maintiens le Droit



A North West Mounted Police troop at Fort Saskatchewan, 1894.

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By J.F. Mackie

Birthday parties are always fun and no one enjoys a good birthday party more than a boy. In 1973, Scouts will have a unique opportunity to involve their Cubs, Scouts, Venturers and Rovers in the birthday celebrations of what is perhaps Canada's most famous organization, the Royal Canadian Mounted Police. On August 30, the Force will be 100 years old, and Centennial celebrations will be going on throughout the entire year.

In the early 1920's, the R.C.M.P. became known as "the Silent Force" and it wasn't until the early 1950's, when a Liaison section was established to develop a more flexible link with the general public, that the Force was willing to talk about itself. Even then, it was a low-key approach, much to the disappointment of writers and motion-picture and television companies who thought that a wealth of story material would be made available to them.

This initial installment of our story of the R.C.M.P. will outline some of the exciting history of the Force and, in the February issue, Centennial plans will be covered in detail, with suggestions of how special meetings can be planned around the Centennial theme.

For too long, Canadian youth has found its folk heroes in men from south of our border when, in actual fact, a wealth of material was available in our own history. The Davy Crocketts, Jim Bowies and Wyatt Earps have been glorified on the movie and television screens and, while some of these men possibly contributed to the development of the western United States, they have no place in the history of our country. In addition, a closer look at the real character and life style of some of these screen heroes is enough to send cold chills up and down the spine.

The true story of the Royal Canadian Mounted Police reads like an adventure tale and is one which every Canadian boy should know. What follows is only a brief outline; more information may be secured through your local detachment, or your neighbourhood library.

It was on August 30, 1873, by an Order-in-Council that the North West Mounted Police, as it was then known, came into being. The specified duties of the Force were to suppress the whisky traffic, to collect customs dues, to calm the growing unrest among the western Indians who had long suffered the loss of their possessions to dishonest traders and, above all, to stamp out lawlessness.

At the time, the land between the Great Lakes and the Rockies was a vast hunting ground and the home of some 30,000 Indians. This land was their exclusive domain until the 1800's when white hunters, traders and settlers began to move west, encroaching on Indian lands, threatening the existence of the buffalo and, with the human flow, bringing fortune hunters and desperadoes. These men drifted back and forth across the international border, selling "firewater" to the Indians (a practice which was legal until 1871) and generally demoralizing them with evil practices. Life became a cheap commodity and bloodshed was frequent in the period of lawlessness that followed. The climax came with the massacre of a party of Indians, in the early 1870's.

When reports of the attack reached Ottawa, the Dominion government appointed an officer to investigate conditions in the west. He reported that the whole area was "without law, order or security for life or property" and recommended the appointment of a magistrate or commissioner and the establishment of a well-equipped force of about 150 men, one third of them

to be mounted, the establishment of government posts and the ending, by treaty, of Indian titles to the land.

No decisive action was taken on the recommendations until 1873 when a second massacre took place in the Cypress Hills, in what is now Saskatchewan. A gang of white men from Montana, searching for horses stolen by a raiding party of Salteaux and Crees, crossed into Canada and, coming upon an Assiniboine band encampment, launched an unprovoked attack upon the inhabitants, few of whom escaped.

This action led the government of the time to authorize the creation of the forerunner of today's Force, the North West Mounted Police.

On July 8, 1874, under the command of the Force's first commissioner, Lieutenant-Colonel G.A. French, an officer on loan from the Royal Artillery, the little force, numbering less than the 300 men approved by the government, moved out from Dufferin, Manitoba, and headed west towards the junction of the Bow and Belly Rivers in what is now southern Alberta. One of their initial objectives was to locate and destroy a settlement with the unlikely name of Fort Whoop-Up, a notorious stronghold of the whisky traders.

For two months the party of ox-carts, cattle, field pieces and agricultural equipment crawled steadily westward. The inclusion of cattle and agricultural equipment may seem strange but it must be remembered that the group had to establish posts and then feed themselves and care for their needs. On arrival at La Roche Percee, the greater part of "A" troop was detached and proceeded via Fort Ellice northwestward to establish itself at the Hudson's Bay Company post of Fort Edmonton.

The remainder of the Force, now ragged and weary, with its horses in very poor condition from lack of water and feed, proceeded to Sweet Grass Hills near the International Boundary, where a small party, under Commissioner French, crossed into the United States to replenish stores of food and purchase fresh horses at Fort Benton, Montana.

On his return from Fort Benton, the Commissioner set out with two troops for Swan River Barracks, the newly appointed headquarters of the Force for the North West Territories. There, he found accommodations unsatisfactory and, leaving one troop to maintain the post, he pushed on to Dufferin, completing the round trip of nearly 2,000 miles without the loss of a single man.

Meanwhile, "B," "C," and "F" troops and the remainder of "A," under the command of the Assistant Commissioner, had continued the westward march to the foothills. En route, Fort Whoop-Up was located and found to be practically deserted. At the Old Man's River the command halted and, with winter fast approaching, set about building the Force's first post in the territories, which was named Fort Macleod after the Assistant Commissioner. So the year end found the little force distributed between Swan River, Dufferin, Edmonton and Fort Macleod.

In the months that followed lawlessness declined sharply and the days of the whisky trade were numbered. It was revived in 1878 but not to the same extent.

With great foresight, the Force won the confidence of Crowfoot, chief of the powerful Blackfoot Indian Confederacy. The wisdom of this policy was apparent in many ways in the succeeding years and eventually led to the signing of the Blackfoot Treaty — the most important Indian treaty in Canadian history. Afterwards, Crowfoot summarized the contribution of the police to the peace of the west with the words: "The advice given me and my people has proved to be very good. If the police had not come to this country, where would we all be now? Bad men and whisky were killing us so fast

that very few of us would have been left today. The police have protected us as the feathers of the bird protect it from the frosts of winter."

Following the massacre of Colonel George Armstrong Custer and the five troops of the 7th U.S. Cavalry at the Little Big Horn, the Mounted Police were faced with the major problem of an influx of thousands of Sioux tribesmen, seeking safety from avenging American forces. Anxious years followed in which the Force was hard pressed to snuff out threatened uprisings, to prevent unions of American and Canadian Indians and to preserve the Blackfoot hunting grounds from the Sioux. The presence of Custer's arch-enemy, Chief Sitting Bull, added to the explosive nature of the situation but eventually the loyalty of Crowfoot and the vigilance of the police prevailed.

As the west developed, the scarlet-coated policeman became a familiar figure on the plains and, with the influx of settlers, his duties increased one-hundred fold. He found himself playing the added roles of doctor, counsellor and friend to those seeking homes in the new, hard land. He fought prairie fires, sought and cared for those lost in blizzards, arranged weddings and funerals and carried the mail. His work took him into the con-

(Continued on page 26)

Commissioner L.H. Nicholson

joined the R.C.M.P. as a constable in 1923 and in 1951 became Commissioner of the Force. On retirement in 1959, he became our Deputy Chief Scout and later International Commissioner.



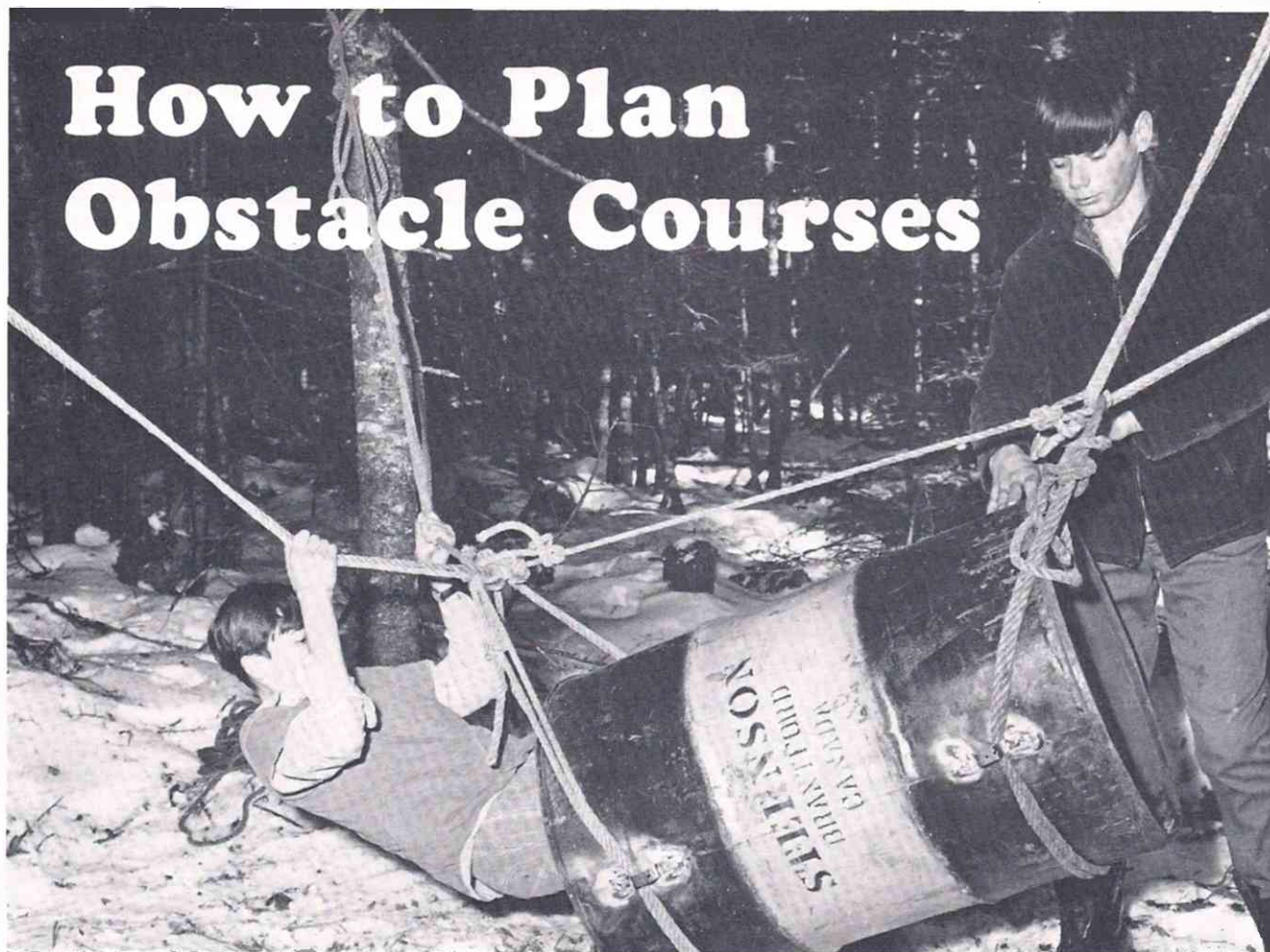
Members and ex-members of the RCMP who have been active in the field of Scouting will read with interest and appreciation this two-part story on the Force, a salute by *The Canadian Leader* to 100 years of service.

There has long been a widespread friendship between the men of the Force and Boy Scouts of Canada. Many Mounted Policemen are or have been active Scouters while, on the other hand, many former Scouts have chosen the RCMP as a career and, as they progressed through training to field work, found their Scout experience of significant help. And for many years we shared the same type of headgear — the broad-brimmed "stetson" hat!

In 1912, during a world tour for Scouting, the founder, then Lieut. General Sir Robert Baden-Powell, visited the Headquarters of the Force in Regina and paid a glowing tribute to it in his book, *Scouting Beyond the Seas*. And certainly his meeting with the officers and men of the Force there must have reminded him of his own police service, the period 1900-1903 when he reorganized the British South African Constabulary.

The greater knowledge of the history and traditions of the Force which these centennial articles will encourage must surely further cement the mutual respect and friendship between Boy Scouts and Mounted Police of Canada.

How to Plan Obstacle Courses



6

Clambering through a swinging, 45-gallon drum can pose some problems. Note the lugs welded on the outside to simplify slinging the drum.

Photos by T.A. Irving

By Bruce Hopson

A good obstacle course has been the star attraction of many troop camps. Well designed, it can fulfil the need for competition as well as emphasizing cooperation and personal achievement. This activity also lends itself to most weather conditions, whether it be in the summer sun, in the burst of spring, the windy autumn or the lingering chill of winter. An obstacle course can be the highlight of a day outing, a weekend camp or your annual troop camp, no matter what the weather dictates.

Here are just a few ideas which you may wish to employ in setting up your own obstacle course.

Usually a course involves a series of "stations" or particular obstacles and challenges which the competitors must overcome. These are arranged in succession so that a team "runs" the course. The use of the team concept is stressed here because it allows the Scouts of a team to help each other through the obstacles as well as providing available "safety men" at each station to guard against mishaps.

Sometimes a problem arises when teams bunch up at one obstacle and have to wait for the other team to finish before they can attempt that item. We solved this rather frustrating state of affairs by changing the order of stations for each team. In addition, each obstacle had to be located by following a compass bearing taken from a map given to each team at the start of the course. This way, by changing the order of the bearings, you can change the order of obstacles for each team, and no two teams will collide at one obstacle.

Your teams may compete either on a total elapsed-time basis, or on accumulated times at each obstacle. Elapsed timing is easier because you simply have a start and a finish time for the whole course. Accumulated time involves adding up the time spent at each station to determine the winner.

Here are some obstacles you might want to incorporate in a course.

1. Eight or ten old tires make good "stepping stones" which the team must run through. Place the tires in such a way that each Scout must leap from one to the next rather than just run through them. The smaller the tires, the more exciting it is. Ten-inch tires from mini cars make first-class obstacles.
2. Use a fifteen-inch tire and suspend it from a tree limb with a rope; the tire should swing freely about three feet from the ground. Have each Scout wriggle through the pendulous tire.
3. As an alternative to the swinging tire, try an old oil drum which you have slung with ropes from a tree. Make sure the drum is clean and free of sharp edges where the ends have been cut away.
4. Obtain an old door; nail or lash it between two trees and have your teams clamber over it. If it is a smooth door, it demands that each Scout jump up to reach a handhold on the top edge, then use his arms to pull himself up and over. Every Scout should be able to lift his own weight with his arms, but when difficulties arise a gentle push applied to the rump by a fel-



Heavy winter clothing makes climbing over this old door much more difficult.

- low teammate often speeds things along. Use a couple of safety men.
5. Log rolling: fill a 50-pound potato sack with sand or snow — which will weigh considerably more than 50 pounds — and have each team use a “parbuckle” to roll the “log” over a specified distance. The parbuckle is not illustrated in the *Scout Handbook*, but see our December issue, “On the Level,” page 20.
6. The dead man’s crawl: tie a one-inch rope taut between two sturdy trees about five feet from the ground. Have each Scout cross the rope using the dead man’s crawl. It is much less strenuous than



Rope ladders are a challenge to climb at any time of year. When you are finished, untying the knots is fun, too.

hanging upside down with the hands grasping the rope and the feet crossed over it. It is important to note the position of the right leg and left knee and foot which provide the counter balancing for the rest of the body, above the rope. The hands pull the body along while the left leg is straightened and bent alternately. Keep the right leg in the downward position all the time or you will have a rather dramatic plunge to the ground. (See illustration, page 29).

The hardest part of this stunt is getting into position, which you do by first getting the left knee and foot in position, then lowering the body flat onto the rope. Have fun! It’s fast, quite safe and much easier than building monkey bridges and swinging Tarzan-like from trees.

7. One of the pictures shows Scouts scrambling over a net, aptly called a Scramble Net. You can make one of these things out of a few hundred feet of rope, or you might be able to borrow one from your local



Running through a bunch of old tires in deep snow is tricky.

naval base. Alternatively, have your Scouts make a Jacob’s ladder from spars and rope. Let them practise on it and then include it in your obstacle course. Climbing a free-swinging rope ladder is quite an experience, and the team can help each other by steadying the free-hanging end.

8. As a finale, get each team to light a fire with a couple of matches and the wood to be found lying on the ground. Most cooking fires can be fueled this way. You don’t even need an axe — if you cannot break the wood over your knee, it’s too big. Each fire must burn a string tied over the fire.

Once they have completed this, they can cook their lunch on it while the Scouters tally the results. Or maybe the Scouters would like to run through the obstacle course!? Hmmm.

These are just a few suggestions around building an obstacle course. Your only limitation is your imagination. We would, however, recommend that you make the course long enough to be a challenge but not so long that your boys will never want to see an obstacle course again.

For Gallantry and Service

By Beatrice Lambie

Photographs by Proulx Brothers, Ottawa

At a ceremony held at Government House on Monday, November 6, 1972, Governor-General Roland C. Michener, Chief Scout for Canada, invested three Scouters with the Silver Wolf.

"For service of the most exceptional character to Scouting, normally of national importance" — so reads the citation which accompanies the Silver Wolf, and it was awarded to Mr. Arthur Thomas Jenkyns of Calgary, the Reverend Herbert Mortlock of Ottawa and Dr. Seiriol Williams of Vancouver. Between them, these three Scouters have contributed 109 years to Scouting.

Art Jenkyns' Scouting career began as a Cub in Winnipeg. He progressed through to a King's Scout and has continued his Scouting for 41 years — serving as a Scoutmaster in Winnipeg and now in Calgary. His work for district and regional committees and councils has become a legend.

For almost ten years much of his effort and time have been directed toward Operation Eyesight Universal, started by a handful of Calgary businessmen in 1963. Calgary Scouting, under Art Jenkyns' enthusiastic lead, and in cooperation with the Lions Club of Calgary, undertook to obtain used and unwanted eyeglasses for shipment to the Arogya Varam Eye Hospital in Sompeta, India. More than enough to fill two 45-gallon oil drums have been collected by Cubs and Scouts in an all-out blitz.

B.H. (Bert) Mortlock has served Ontario Scouting for 40 years: first as Scoutmaster in Bowmanville, Fort Erie and Brampton, and then in Barrie, where he also served as district commissioner. His contribution to Scouting through his leadership of the 32nd Ottawa Troop for the last 27 years has been outstanding. He always had a troop filled to capacity with boys drawn to membership by his personality. His leadership of the boys in the troop through the years has been a contributing factor in their success as adults in the fields of religion, education and business. Every boy could count upon him as a friend and second father. The Mortlock home was refuge and centre to which came successive generations of the 32nd members for fun, advice and companionship. His capacity as an administrator on behalf of the troop was boundless.

Retired in May as Director of Relationships and Information Services, Boy Scouts of Canada, Bert Mortlock will continue to serve his community. On September 10, 1972, at Christ Church Cathedral in Ottawa, he was ordained a Deacon in the Anglican Church of Canada.

Dr. Seiriol Williams, renowned British Columbia surgeon, began his Scouting life as a Cub in Nanaimo. He has been a Cubmaster, Sea Scoutmaster and Rover Advisor, as well as holding a legion of committee, council, district and regional positions. A keen supporter of Rovers, Dr. Williams continues to take an active part in Rover activities. He is a founding member, and life-sustaining member, of the Boy Scouts Development Fund in the Vancouver Foundation. Farsighted men like Dr. Williams hope Scouting will someday be self sustaining through this fund. Sea Scout membership reached an all-time high in British Columbia, in membership and enthusiasm, due to this fine sailor's interest and support.

Mr. Cortez Lucas of Balzac, Alberta, received the posthumous **Jack Cornwell Decoration** awarded to his son, the late Cub Danny Kevin Lucas, aged nine, who had undergone intense suffering from a terminal illness. Danny participated in Cub activities and his cheerful attitude was a source of inspiration to his leaders and fellow Cubs.

The Chief Scout presented Mrs. Shirley Ann Smart of Kemptville, Ontario, with a posthumous **Gold Cross**, awarded to her son, the late Scout Tommy Smart, aged



The Chief Scout and Mrs. Michener chat with the three recipients of the Silver Wolf. Left to right: Rev. Herbert Mortlock, the Chief Scout, Mrs. Michener, Mr. Arthur Jenkyns and Dr. Seiriol Williams.



The Silver Cross was awarded to Scout Dwayne Emery for rescuing his five-year-old brother from a black bear which had grabbed the child and bore him away. The Chief Scout is pictured just after he had asked, "Did you ever see a bear before?"

13, who successfully rescued a ten-year-old girl at the cost of his own life.

Eighteen Scouts and Cubs, accompanied by friends and relatives, received gallantry awards from their Chief Scout at the impressive ceremony held in the ballroom of Rideau Hall. It was an auspicious occasion, with the RCMP band playing, and contributed to by the colours of various uniforms and the clank of swords and medals. Everyone was given specific instructions about where to sit, stand and when to move, but even so many of the boys looked as though they had butterflies inside them. Much of this feeling must have been relieved by the Chief Scout, who is renowned for his ability to relate to people and who said something *different*, appropriate and appealing to every boy.

Other recipients of awards:

THE GOLD CROSS for gallantry, with special heroism and extraordinary risk: Patrol Leader Stephen Westlie Ovens, 14; Assistant Patrol Leader Steven Wayne Gosnell, 16.

THE SILVER CROSS for gallantry, with considerable risk: Scout Dwayne Emery, 12; Patrol Second Scott David Galpin, 13; Troop Leader Joseph Philip Meuse, 16.

THE BRONZE CROSS for gallantry with moderate risk: Cub Brent Daniel Arac, 11; Sixer David James Cole, 11; Sixer Robert Gerrard Giasson, 10; Second Brent Alexander Kerr, 10; Scout Jeffrey Gordon Morin, 12; Former Wolf Cub James Paton, 12; Mr. John Gerald Peter Tromp. **LA CROIX DE BRONZE:** Le Scout Routier Gérard Durocher, 19.

THE MEDAL FOR MERITORIOUS CONDUCT for especially meritorious acts not involving heroism or risk of life: Scout Melville Bruce Leonard, 12; Scout Stuart Dale MacKirdy, 12; Scout Frank Henry Osendarp, 11; Scout Ivan Stone, 13; Former Rover Scout Derek Roger Brand, 19.

Following the investiture ceremony, an informal reception was held at which the Chief Scout and Mrs. Michener mingled with their guests, chatting with the recipients and their friends and relatives who had come to Ottawa for this memorable occasion.



Out and About with Venturers



By now you will all be aware (I hope) of the updating that has taken place in the Venturer program, of the new handbook and the resource books for company secretaries, treasurers and historians and the challenging recognition scheme now available for those Venturers who wish to earn any or all of the new badges.

All of the above material was introduced early in September and already the demand for the new books and badges is reaching record numbers. The feeling had been expressed for some time that Venturing needed a more complete and comprehensive handbook and a more challenging recognition program. Now that these items are available, Venturing should really take off.

The new books and the badges will not do it alone, of course; Venturing will still require the efforts of advisors at the company level and district, regional and provincial support all down the line, but Venturing is on the move and Venturers are beginning to make themselves known all around the country. In the last two months I have had the opportunity of meeting with Venturers and advisors in just about every province in Canada and I have found that following an early start Venturers are doing some very active and exciting things.

In Calgary I attended a conference at Camp Gardner during the weekend of September 23/24. It was a cold and snowy weekend but, in spite of weather, over one hundred Venturers and their advisors turned out for what proved to be a very active and enjoyable time. During the conference, all aspects of the updated program were discussed and plans made as to how companies could make the best use of it.

Also during that time, plans were made for another regional gathering of Calgary Venturers in the spring and a committee formed to do the planning. A regional floor-hockey league was planned and considerable discussion took place around the need for a regional Venturer council.

The weekend program also included a demonstration of camping, hiking, skiing and mountain-climbing equipment by a representative of the local Youth Hostels shop, and a talk by a ski instructor from a local club on some of the skiing activities that are available in the area. He volunteered to provide ski instruction for any interested company.

Another feature was a talk and film show by an officer from the Department of Lands and Forests on protecting the forests and making the best and most sensible use of the out-of-doors.

In Edmonton some 60 Venturers and advisors engaged in a spirited discussion of the new handbook and the awards scheme, and a slightly smaller group in Winnipeg did the same and outlined some of their plans for the future.

In the Greater Toronto Region, a large gathering of Venturers from the east end started their season with a most enjoyable banquet. These Venturers listened to the outline of the new Venturer resources available, asked lots of questions and discussed some of the events that would be coming along later in the year. A local Rover

crew supplied the evening's entertainment. Awards for the Venturer Car Rally were given out and the evening closed with everyone eager to get on with the year's activities.

Out to British Columbia, where I found some eager young men in Prince George planning their programs and relating past experiences of a riverboat trip over some very rugged water, complete with capsizing and being stranded for a short time. However, all are eager to go again and riverboats are being made ready for next spring.

Burnaby is a very active Venturing region, with many exciting events held or planned for the next few months. In September, a weekend bike rally was held. A course was set up covering a distance of 115 miles, with regular checkpoints all along the way. Points were awarded for following the course, making good time, observing rules of the road and safety procedures; some points were deducted for swearing and other major or minor infractions.

In January, a winter camping course is planned and February will see Camp Freeze, a rugged winter camp in the Manning Park area of B.C. The Queen's Venturer Award ceremony takes place in April and a number of Burnaby Venturers hope to be attending this event.

May will see an activity called Camp Sweat, another rugged event, this time in much warmer weather and in the Tantalus Mountain range of B.C.

The last item on their agenda is the Canada Summer Games being held in August in B.C., and already many Venturers have signed up to act as runners, equipment workers or to help out in some other way to make the 1973 Canada Games a huge success.

In the Vancouver-Coast Region, I met with the 89th Venturer Company and learned of their activities. They have a very impressive business card that reads —

89th Venturer Co.
Communications
Search, Rescue & First-Aid
For Information Phone
President Glen Creer 224-7572

In talking with the members, I learned that they are quite capable of doing all the things their card suggests.

One other Vancouver company I met was the 29th at St. Helen's Church. This group of Venturers, together with their advisors, Lee Wilks and Drew Wood, decided that as one of their summer projects they would build themselves a meeting room in the church. The place they chose was the unexcavated portion of the church basement and to do the job they had to excavate 600 yards of dirt — that's about 56 truck loads.

The work is nearing completion now and I hope to tell the full story in a later issue of *The Canadian Leader* magazine. What is important is that these Venturers, in addition to the building project, also did a lot of canoeing and hiking, planned a flower show and a paper drive and had a great time together the whole summer.

I have mentioned only some of the Venturers and advisors I met during my recent trips and some of the things they are doing. I met many others: in Trail and Nanaimo, B.C.; in Montreal; in St. Andrews, N.B. All these areas are really moving ahead in Venturing.

A great many other Venturer activities have taken place recently and, though I was not able to be present at most of them, I have been advised through correspondence or newspaper clippings reporting these events.

The following is a run-down on some of them:

From the *St. John's Evening Telegram* in Newfoundland: a story of the backwoods camp at Kepenkech near the village of Terra Nova. Sixty-four Venturers attended this remote camp and spent a rugged eight days competing for points that would earn them the bronze Camp Kepenkech medallion (56 members were successful). Some of the events during the camp were an orienteering course, canoe races, fishing derby, shooting competition, survival swimming and hunter safety. This was the first of what will probably be an annual event and those who attended are certainly looking forward to a return engagement.

From *The Montreal Star* comes the story that the St. Augustine Venturer Company of Notre Dame de Grace is organizing a hockey league for Venturers. The league will have at least six teams playing on natural, outdoor ice and at minimal cost to the participant.

Also from Montreal's Southern District, a list of events open to all Venturers in that district and operated one each month. In November a swim meet; in January an indoor and outdoor "Olympic Games." A treasure hunt is planned for February; in March a meeting with some guidance counsellors where Venturers can come together to discuss future job opportunity and problems around getting along in the world today. There is a bike rodeo in April and a wind-up festivity to wrap things up in May.

All of these events will earn participating companies points: some for achievement and some for attendance, and a trophy will be awarded to the winning company.

While in Ontario, 950 Venturers attended a gigantic camp experience called Ontario 1. Guides and Rangers attended also and during a variety of events had a tremendous weekend.

In the Brant District, Venturers regularly help out with the local Blood Donor Clinic, installing and removing beds and equipment and loading them into trucks for the Red Cross people.

You can see by the many items mentioned that a great many things are happening in Venturing, and those described here are only the ones I have seen or been advised of.

It is important, I think, to hear from other companies and to know what is going on across the country on the Venturer scene. It's also important to know what the Venturers and advisors think of the new handbook, resource books and the recognition scheme of badges and awards.

Please keep us informed. If you are involved in an exciting or challenging activity, let us know and we will write it up in *The Canadian Leader*. If you are having problems with your company program, let us know that, too. Maybe we can help.

Venturing is growing now as never before. Let's keep it going that way by sharing our ideas and problems with each other. I hope to hear from you.

R.J. Roberts, Venturer Services
Boy Scouts of Canada
P.O. Box 5151, Ottawa K2C 3G7

Rover Jottings

By R.J. Roberts

What follows in this article are some thoughts around items of importance to Rovers, some information around a questionnaire you will be receiving soon and just a few gripes around the matter of poor response by Rovers to a request for crew information.

Taking the last first, let me deal with the Rover Directory. Prior to the 1971 National Rover Conference in Saskatoon, many Rovers indicated the need for a National Directory of all Canadian Rover Crews, and so this item was discussed and resolved at the '71 Conference. Yes, Rovers wanted a directory and, yes, they would support one.

The initial response was quite encouraging and a 71-72 Directory was produced and, reports indicate, put to some good use.

In June of '72, a preliminary request for information for the 72-73 Directory was sent out, with a follow-up request published in the October issue of *The Canadian Leader*, and the response has not been good.

Many of the crews listed in the last directory did not respond, and from at least two provinces we had no response at all.

The directory is printed now and on sale from this office at 35¢ per copy. It will, I am sure, be of great value for many crews and could be for many more. It does need your support, however, if it is to be complete.

Switching now to the National Rover Conference that was to have been planned for 1973, some of you will recall that at NAROCO '71 a recommendation was made to hold the next conference in 1973. For several months now we have been looking for a province to host this conference, but without any success.

Also, we have been checking with Rovers to see how interested they were in attending a conference, and the answer to that one is, not very.

With these points in mind, the National Council of Boy Scouts of Canada decided at their November meeting to call off plans for a '73 conference, lack of a host and definite lack of interest being the reasons.

All is not lost, however, because the province of Ontario will be hosting a National Rover Moot in 1974 so Rovers can begin to plan ahead and save some money for that event.

Finally, the matter of the Co-ed Evaluation: in the near future Rovers, advisors and district, regional and provincial Rover staff people will receive a copy of a Rover evaluation form which is designed to get your views and thoughts on many aspects of the Rover Program.

The central issue in the evaluation form is the matter of co-ed membership and a number of questions are set out to test your reaction to female members and the impact (if any) that they have had on the Rover Program.

This evaluation form is for all crews, regardless of whether you have a co-ed crew or not and regardless of your feelings for or against women in Rover crews.

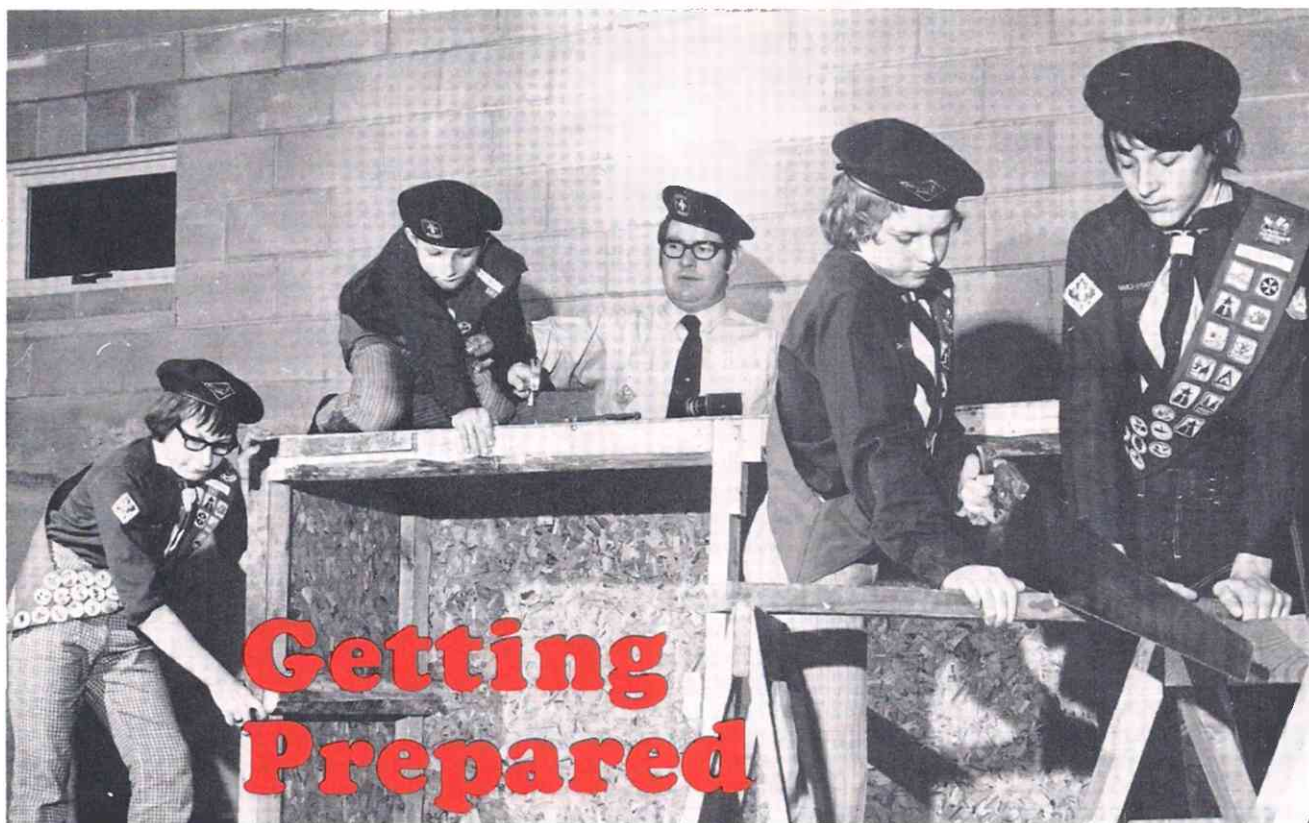
Rovers asked to have females admitted to Rovering as a crew option and quite a number of young women now are enjoying membership in crews across the country. However, this is an experimental program and the experiment is due to end in November 1973. So it's very important that we get an expression of opinions from as many Rovers as possible and make a report of that opinion to the National Council.

I started by saying that the response to the request for information to the directory was not very good. I hope the returns on the co-ed evaluation questionnaire are a whole lot better.

The Rover content of this magazine has not been high in the last few years and some people have asked why. The reason, of course, is that we do not hear much about what Rovers are doing. So if your crew has a story to tell about their activities, special events, problems encountered, or challenging trips they have made, send it to the address below. A picture or two will help and we will be happy to publish it in these pages.

Oh yes, this magazine goes primarily to advisors; make sure your Rovers read it as well.

Rover Services, National Headquarters
Box 5151, Ottawa K2C 3G7



By Allan Mainland of *The Medicine Hat News*

Photos by Frank Webber, courtesy of
The Medicine Hat News

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Dozens of boys and girls throughout Medicine Hat have been occupied during the past week with activities having to do with Canadian Boy Scout Week.

Tuesday, February 22, marked the 115th anniversary of the birth of Robert Baden-Powell, Founder of the Boy Scout Movement.

Lord Baden-Powell's original concept of the Scouting Movement was a program in which young people, under adult guidance, could seek adventure together through hiking, camping and the study of nature; and develop character through a program which emphasized intelligence, handicraft, health and service.

It was Lord Baden-Powell's belief that young people learn best when their own desires for knowledge are encouraged and not when they are force-fed facts by adults.

This concept of learning responsibility by doing has been one of the foundations of the Scouting Movement ever since.

In Medicine Hat and area there are opportunities for the youth to participate in the Venturer, Scout, Cub, Guide and Brownie programs.

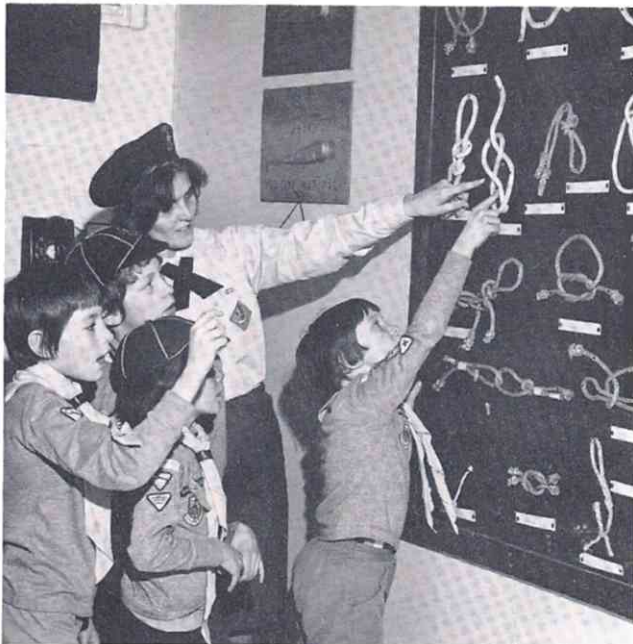
The Boy Scout week started last Sunday with a massed church parade held in the Vocational School.

At the service a 50-voice choir composed of Scouts, Cubs, Guides and Brownies brought home the message of Scouting to all present.

A band composed of Scouts and Guides, under the direction of Gerald Biffart, provided more entertainment for everyone in the crowd.

The week's activities come to a climax today when all the boys and girls take part in a Fun Day running from 9 a.m. until noon and from 2 p.m. until 4 p.m.





As many activities as possible have been planned for the day so that it is hoped there will be something for every taste during the day.

In the photos, Scouts from the 8th Riverside Group are seen at work on projects at their new hall which was formally opened during Boy Scout Week.

The Cubs are members of the 6th Riverside Group who share the facilities of the modern new building with the 8th Riverside Group.

Although many said that Scouting had outlived its usefulness with the coming of the modern age, the boys and girls of Medicine Hat have proved that the Movement is still viable in the 1970's.

There will always be boys and girls who want to join the Scouting Movement...the question being whether there will always be enough adults to keep the machinery working.

It is hoped by the organizers of Boy Scout Week that the importance of Scouting can be brought home to all and that it will bring renewed adult interest in the Movement to keep it strong and healthy.

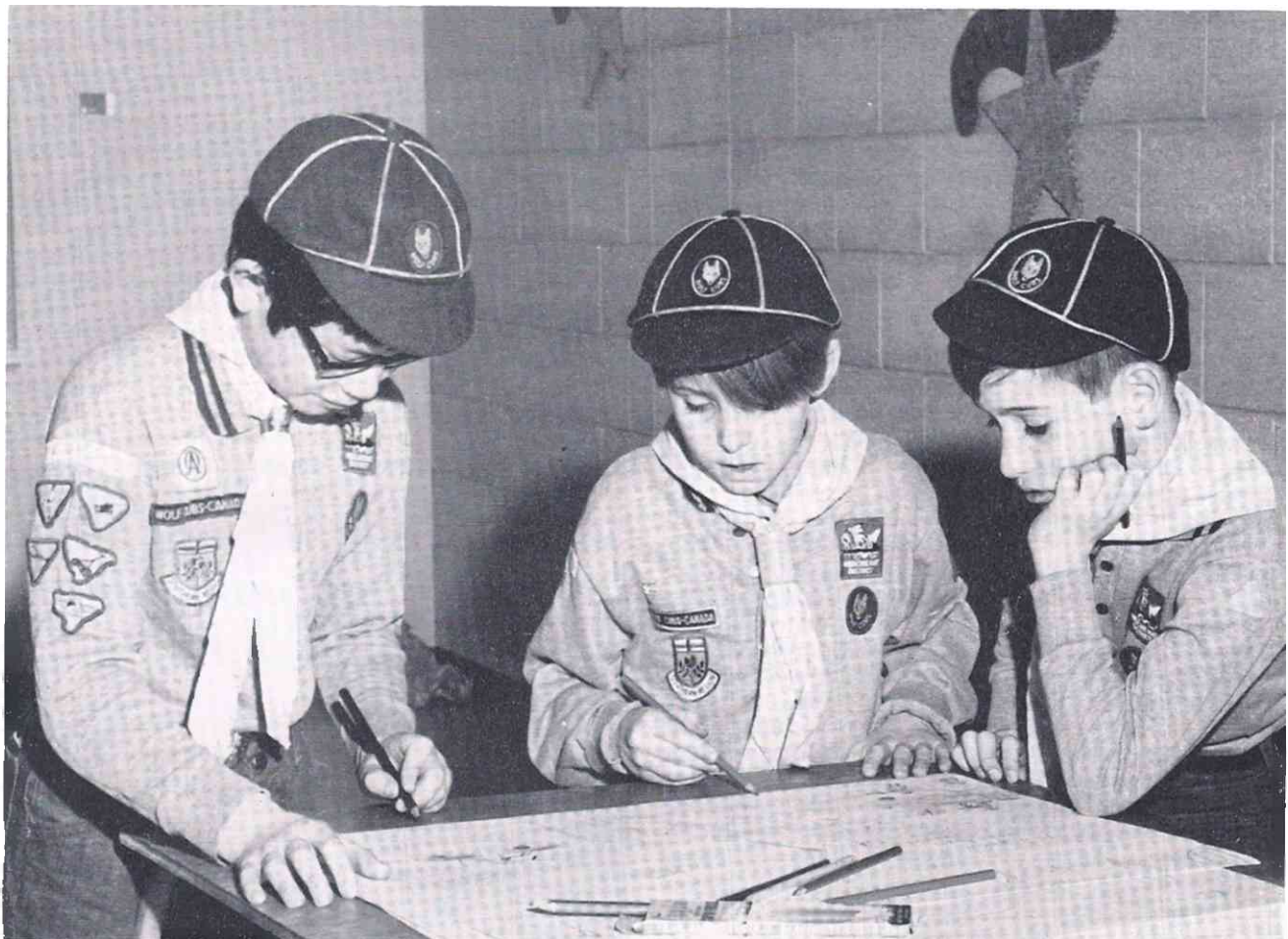
WE COMPLEMENT the 6th and 8th Riverside Groups in Medicine Hat for the excellent way in which they celebrated Scout-Guide Week.

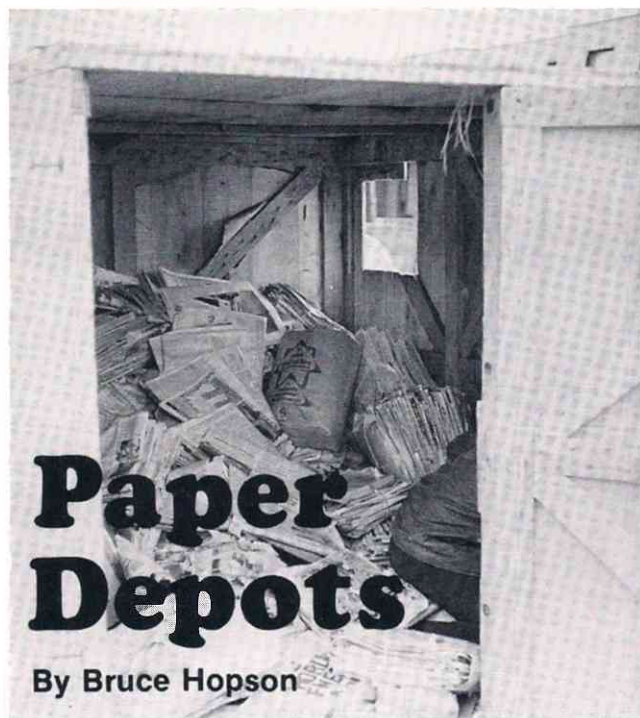
The material on these pages was taken from *The Medicine Hat News*. Entitled "Getting Prepared — Scout Week 1972," the photos and article filled a page of the newspaper. As can be seen, the groups had planned and participated in a wide variety of activities: a massed church parade, band music, a funday, the opening of a new hall and work on projects.

Their Scout-Guide Week program is an example of good public relations. Their members were active, they were visible to the public, they involved people and their program spanned the week. Through close contact with the paper, they also received excellent publicity.

To these groups and *The Medicine Hat News* we say, "Well done in '72." We hope that Scout-Guide Week '73 will be equally successful.

It is our hope that other groups will follow their example and make Scout-Guide Week '73 the biggest and best ever!





What Scouter wouldn't welcome a regular income for his troop of up to \$40 per week? Collecting paper as a source of funds is nothing new to Scouting; our group has collected paper for over 20 years and the \$1000 or so a year has enabled us to visit Atlantic City, Washington, D.C., Philadelphia and many other spots in the United States. We have sent Scouts to jamborees, floodlit our church and undertaken many other projects for the community.

We are just now embarking upon a new method of collecting paper — at least, it's new to us — Paper Depots. However, these depots are not new to the 117th Bayshore Venturers (Ottawa). They have raised up to \$40 per week since the spring of 1972. In their community they have two depots which essentially are boxes about 8' x 12' x 7' high, with a door at one end to unload the paper through, and a window high on one side through which the residents of Bayshore drop their paper, properly bundled and tied.

As the paper builds up in the box quite rapidly; one or two Venturers visit the box every day to stack the day's deposits. Once a week a truck from a local paper company comes to the box and loads the week's paper — five or six tons of it! The going price for paper in Ottawa is \$8 per ton.

Knowing a good thing when they see it, the 32nd Group is trotting right along and arranging a similar scheme for their area. We thought we'd like to share it with you.

The first problem is finding a place to put your box. It must be easy to get at, noticeable and neat in appearance. Likely spots are shopping centres, public parking areas, vacant land (or a Scouter's front lawn!). Build your box from used lumber with the help of any handy fathers who can swing a hammer, or try approaching a local moving company to obtain one of those giant-size wooden crates (a container) in which they sometimes ship furniture — they're ideal.

Once your boxes are up, advertise! Put a big sign on the box like:

PAPER DEPOT
A SERVICE TO YOUR COMMUNITY
BY THE 1st DOUMBEST SCOUT TROOP

with a big Scout crest under it. You can also circulate flyers or put an ad in the local paper asking everyone to deposit their paper in your box. Make sure to ask that people please tie their paper in bundles, or you will be swamped with loose paper, which some companies will not accept.

Next you will have to arrange a duty roster of Scouts and Venturers who will be responsible for keeping the box clean and stacking the paper inside for that week. This is not a demanding job since, if you have say 20 Scouts, two boys looking after the box each week means that those same two boys will not have to do it again for ten weeks.

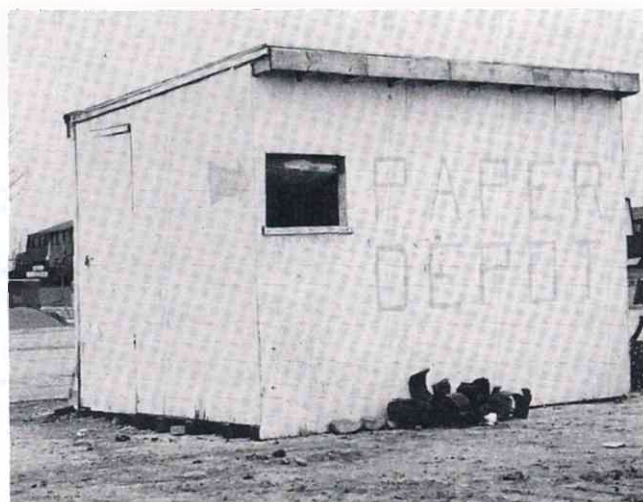
You may have to make arrangements with those elderly or sick people who cannot get their paper to your box. Do not ignore this aspect: many senior citizens cannot afford to support community service organizations. Giving you their paper involves them in a service that costs them nothing and makes them feel a useful part of the community.

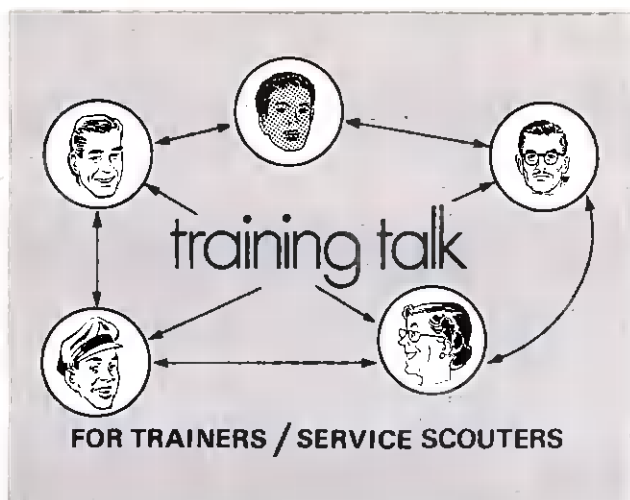
What does this method of collection mean to your Scout troop? Well, it means more dollars in the kitty. It means less legwork if you are holding conventional paper drives. You can serve a large community. On the other hand, however, you have to be ready to be in the paper business all year round; no more fooling around with a paper-drive now-and-then-when-you-feel-like-it. It means maintaining your box: keeping it clean and tidy so it is not an eyesore, painting it, shovelling away the snow in winter so people can get to the box and emptying it EVERY WEEK or thereabouts.

If you are now turned-on to Paper Depots and aim on rushing out tomorrow and building a box, keep these things in mind. Can you operate this way without cutting into the fund-raising activities of Joe Scouter, who just happens to run the troop down the street? Do your municipal bylaws permit such a container in your area? Is there a market for paper? More to the point, is there a market for a STEADY STREAM of the stuff? Can you get the paper company to come and pick it up? These are some questions you might ask before you jump in with both feet.

Collecting paper can be a reliable method of raising money for your group. It doesn't cost anybody anything — except a bit of string, and you are helping your environment by recycling paper, which goes into making cardboard boxes and some wood products.

Why not give it some consideration? Then think what your Scouts and Venturers could do with \$30 to \$40 a week.





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

No. 9

EFFECTIVE UTILIZATION OF TRAINING FILMS

A film is one of the best teaching tools available, but it cannot be effective without proper presentation and integration into the training program.

It is generally agreed that experience is the best teacher. Or, as Duane Beeler and Frank McCallister put it, experience is the best teaching aid. It is quite possible to have one year's experience ten times over unless we learn, become more effective in coping without problems and in achieving our goals. In skill training, it may be fairly easy to provide direct experience. This is why on-the-job training has formed the basis for most of the educational efforts of business and government. But practical experience isn't always available. This is particularly true in the human-relations or behavioural-science area.

Many forms of training, such as role-playing, simulation games and sensitivity sessions, attempt to provide lifelike experiences, with varying degrees of success. These forms of development usually require a high level of expertise in their administration and a considerable amount of time, and therefore cost, to be effective. Second to personal experience is vicarious experience, observing someone else in a situation and putting yourself in his place as he interacts with his subordinates, his boss or customers. Again, training people have tried to provide the "feel" of a situation for their students by having them sit in on conferences, go the rounds with experienced salesmen and so on. Time and unpredictability again become major factors to be considered in using this method of teaching.

The motion-picture film becomes the one training tool closest to an actual experience, can be used at a reasonable cost and offers the trainer certainty as to what will happen. As Marshall McLuhan says, "Movies include the viewer. He becomes part of the cast." He identifies with the characters on the screen and gets the feeling of what it is like to be a manager, make a major decision or have to fire an old, trusted employee.

George Gibson in the *Harvard Business Review* points out that one factor making the film more true-to-life, compared with the written case, is that the filmed case is presented and is gone. Students do not get the opportunity to re-read an event. They must make their analysis while the situation is developing. However, if a film is well made, the impact of the filmed events is so strong that it becomes a vehicle for a penetrating analysis of human behaviour and provides insight into the way men

act and re-act with one another not achieved by any other media. The best leaders, it is generally assumed, are those with the keenest perception. Their heightened powers of observation help them interpret and predict the behaviour of others more quickly and accurately than the average manager. To trainees in the program the film offers the practice and exercise it takes to make a manager's perceptual ability strong. Michael Roman says, in *Film Quarterly*: "Only film renders experience with enough immediacy and totality to call into play the perceptual process we employ in life itself."

Lack of Threat

While offering realism and involvement, the film medium provides trainers with another important advantage. It provides a learning situation that is highly protective. By "living through" difficult problems with the characters on the screen, managers can "rehearse" changes in their own behaviour without fear of being held up to ridicule. Dr. T.A. Rozek calls this safety factor "enactment without encounter," and feels that by limiting the learning environment to enactment and holding the anxieties of encounter in temporary abeyance, learning is accelerated. The viewer may psychologically enact those dynamics he is ready for and let the rest go until he is ready. The new trainer or instructor who does not want to have to handle the more traumatic aspects of behavioural change is especially appreciative of this benefit.

But despite the fact that adults like films, and that they are a relatively inexpensive means of teaching, films would not be used by educators unless they had proved themselves capable of increasing learning. The research here is ample. Experiment reinforces the effectiveness of the film as a teaching aid. Dr. Lou Goodman summarizes this research this way: "...learning can be expedited through films both for rate and amount of learning in a given period, and in the amount retained over an extended period and compared with other techniques, particularly straight lectures." Some statistics are worth including because of their clear implications. An experiment at Columbia University demonstrated that 2.61 hours of reading time was less effective than 20 minutes of motion pictures. Gibson reports that it takes 75 to 100 pages of printed matter to describe the detail of a 15-minute film. Tests by the armed forces have shown that facts learned with a combination of sight-and-sound aids have been retained up to 55 percent longer than facts learned through ordinary methods.

Research

Further research shows what has become obvious for the training director. When coordinated with reading, class discussion and other forms of teaching, films create a synergistic effect: every element increases the effectiveness of the other.

In a survey made at UCLA, three senior Business Administration students report that 52 percent of the group of training directors use films to stimulate thought, 32 percent use a film to introduce a subject area and 10 percent to summarize. It is not surprising that by far the majority of trainers use films as a starting point of discussion. Discussion becomes more meaningful and precise when a whole concept is brought home for the class and when they have a common experience, one which forces discussion. Inevitably in class discussion, people recount their own experiences. A film tells about an experience in much more graphic and immediate manner and so has more impact on the class.

The literature reviewed pointed to a number of other reasons trainers use films in management education. The motion picture is conceded to be the greatest advance in communication since printing. It is a universal language. It can motivate learning, present factual information, clarify a job skill, demonstrate action, dramatize an event, stimulate the emotions, pose a problem, help form an attitude, raise an issue, correlate isolated data into concepts, extend the range of the human eye or summarize a situation.

In addition to being attractive to audiences, film is generally considered easy to use. We will have more to say about utilization later, but the fact remains that instructors use a film, not because of the advantages discussed above, but because it relieves them of the preparation (research, organization of material, making of visual aids, rehearsal) which would otherwise be required.

Despite all these advantages, films have their limitations. As a packaged product, a film's flexibility is limited. The relevance of a film to the background and objectives of a group are, of course, dependent on the care with which it was selected. Expert leadership may be required to tie an unrelated film into a group's interests without losing spontaneity.

Films are not self-teaching; they cannot take over the responsibility for transfer of learning. What is seen on the screen must be related to the problems and reality of each person. Much of their effectiveness can be lost unless they are used properly.

Selecting the Film

The success of any film, as we have said, is highly dependent on proper selection. Even the best-made films and the most skillful discussion leader stand little chance of achieving their educational objectives without thoughtful, imaginative previewing. When evaluating films for inclusion in programs, it is wise to make careful notes. (Use a lighted clipboard or pencil.) Make a note of significant incidents, basic issues treated, key impressions and questions for discussion. Many organizations use a standard form on which to record evaluations for future reference. In addition to the major theme or subject-matter area, such forms usually include space for impressions of production values, usefulness in instruction, ability to stimulate discussion, source, printed support and any other factors which might be referred to later. Other elements which might be noted are the purpose of the film, the point-of-view, whether or not the information was dated, ideas for use later and additional areas where it might be applicable. While some previewers try to separate content from treatment in their evaluations, this becomes an almost impossible task.

The evaluation preview, essential in selecting films around which to build management training programs or to illustrate points in existing programs, is not sufficient when previewing for use. When preparing to use a film for the first time, such factors as how it will be introduced, points at which the film may be stopped for discussion, questions to be raised for post-film discussion, parallels and contrasts with current organizational problems and goals, as well as important points that have been omitted, have to be worked out. This is the time at which ideas for the imaginative use of a film should be generated.

Once the decision has been made to use a certain film, the next question is how the session should be structured. Available resources, personnel, facilities and purpose need to be considered. Regardless of the form, planning should include:

An introduction to the film; a film showing; a bridge between film and discussion; early part of the discussion based on ideas in the film; a transition for the subject of the meeting; a discussion of this subject with an occasional reference to the film; a summary which includes relation of the film to the discussion.

A combination of lecture and discussion is undoubtedly the most common type of film program used in management training today. It is most effective with small groups of up to 20 trainees.

With larger groups, if facilities and time permit, training directors will often use buzz groups. Here, after the introduction and screening, the larger group breaks up into smaller units so that more people can participate. Sometimes each group discusses a different question. A summary of each buzz-group discussion is usually given so the entire group can benefit from these reactions.

A symposium is often effective. After the film is introduced and viewed, a group of experts discuss all the issues raised by the entire audience. Questions from the floor and a summary then conclude the session. In cases where experts are lacking, a panel of trainees can be formed. If members of the panel are given sufficient notice to preview the film and prepare for the discussion, a highly productive session can be held.

Flexible Planning

Naturally, each session will take on its own character and have its individual demands. The experienced training specialist will be flexible enough in his planning to modify his procedures to the demands of each class.

The time available will be a major consideration in planning a session. It will, for example, influence the introduction since, in instances where only a limited time can be used for discussion, attention will have to be sharply focused on one or two major points. The same is true of the post-film discussion. It sometimes takes a strong discussion leader to keep the discussion centered at the heart of the subject. Whenever possible, a film should be shown a second time. As a result of the intervening discussion, students will gain more insight from the second showing than they did from the first.

No trainer would bring in an outside speaker without first introducing him. Yet many films are flashed on the screen with only cursory introduction. No wonder trainees question why the film is shown or are hesitant to take part in discussion. Without giving away too much of the content or story, the introduction should prepare the audience for the film. This may be done in several ways. A trainer (or discussion leader) should at least explain why the film is being shown and, hopefully, what will be derived from it.

If one of the characters in the film possesses attitudes typical of those which should be corrected, trainees can be asked to identify with that character, observe him and decide what they would do, or would have done if they were that character. This is the recommendation of the Discussion Leader's Guide for "The Anatomy of a Presentation," a film which shows an assistant manager, Scotty, receiving instructions from his boss, Ted:

"Suggest to the group that they identify themselves with Scotty and his fears. Ask that they observe how he takes hold of the situation, develops his presentation and prepares himself to give it. Point out how Ted does not try to stereotype Scotty into his own image but coaches him in developing the presentation his own way and in his own words."

Research has shown that a group will learn more if one or two of the questions to be discussed later are mention-

Bird Feeders



by Louise de Kiriline Lawrence

The building of bird feeders gives the builder an opportunity to learn, to know one bird from another and to observe their habits and behaviour. And, in some cases, this pleasurable and educational activity may help birds to survive.

Birds are well fitted by nature to find their own foods under normal circumstances. They have a strong survival instinct and possess both abundant energy and the ability to catch their prey or glean very small morsels of food from hidden places. But storms, droughts and excessive cold sometimes threaten birds with serious food scarcities.

Migrating birds especially may have difficulties finding enough food to survive as they move across a large continent from one place to another. Adverse weather and feeding conditions are particularly hard on them when the effort of flying great distances in a short time requires extra nourishment. Birds that straggle behind or are delayed until it is too late to migrate may benefit in particular from the building of bird feeders.

Efforts should be made to cater to the birdlife in country gardens or parks which are the natural resting places for migrating birds, and also in city and suburban

gardens where birds often rest. Bird banding has shown that once a bird has found a good feeding place it is likely to return to it time and time again, year after year. Care should be taken, therefore, to visit the feeding stations periodically, and immediately after every storm, to replenish the food supply.

A feeding station can be put up anywhere, for birds of some kind will eventually find it and attract other birds to it. Feeding places high on the roofs and the balconies of apartment houses and other urban places are visited by an astonishing number and variety of birds. Ideally, however, a feeding place will have shelter from the weather and from bird-eating predators such as hawks and cats. Protection from squirrels is also important; otherwise they will take all the seed. And it is desirable to have trees somewhere in the vicinity providing a link between the birds and the feeders.

A feeding station built with trees and shrubs, or a hill or house rising on its north and west sides best provides shelter from the weather. Some birds remain in a restricted area after winter descends, and they may not find food if it is not offered until after the snow has come. Winter feeding stations should therefore be established in sunny, sheltered positions early in the autumn.



FIG 1

Raised log feeder

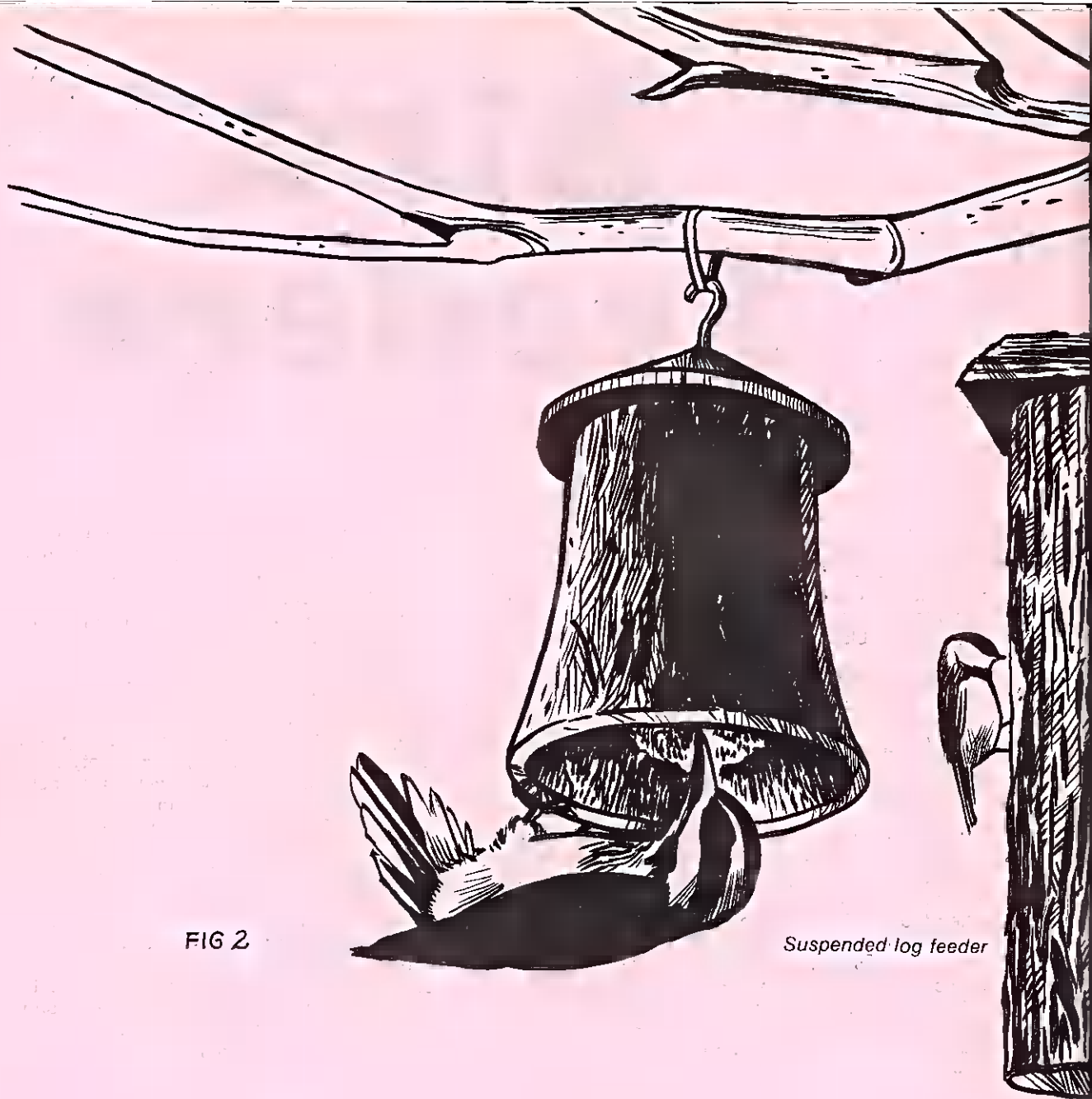


FIG 2

Suspended log feeder

Coping with predators is a more complicated affair. It is practical to distinguish between domestic predators, such as dogs and cats, and the wild ones, hawks and weasels. Domestic predators should, if possible, be trained not to touch the birds attracted to the feeding place or be otherwise prevented from doing so.

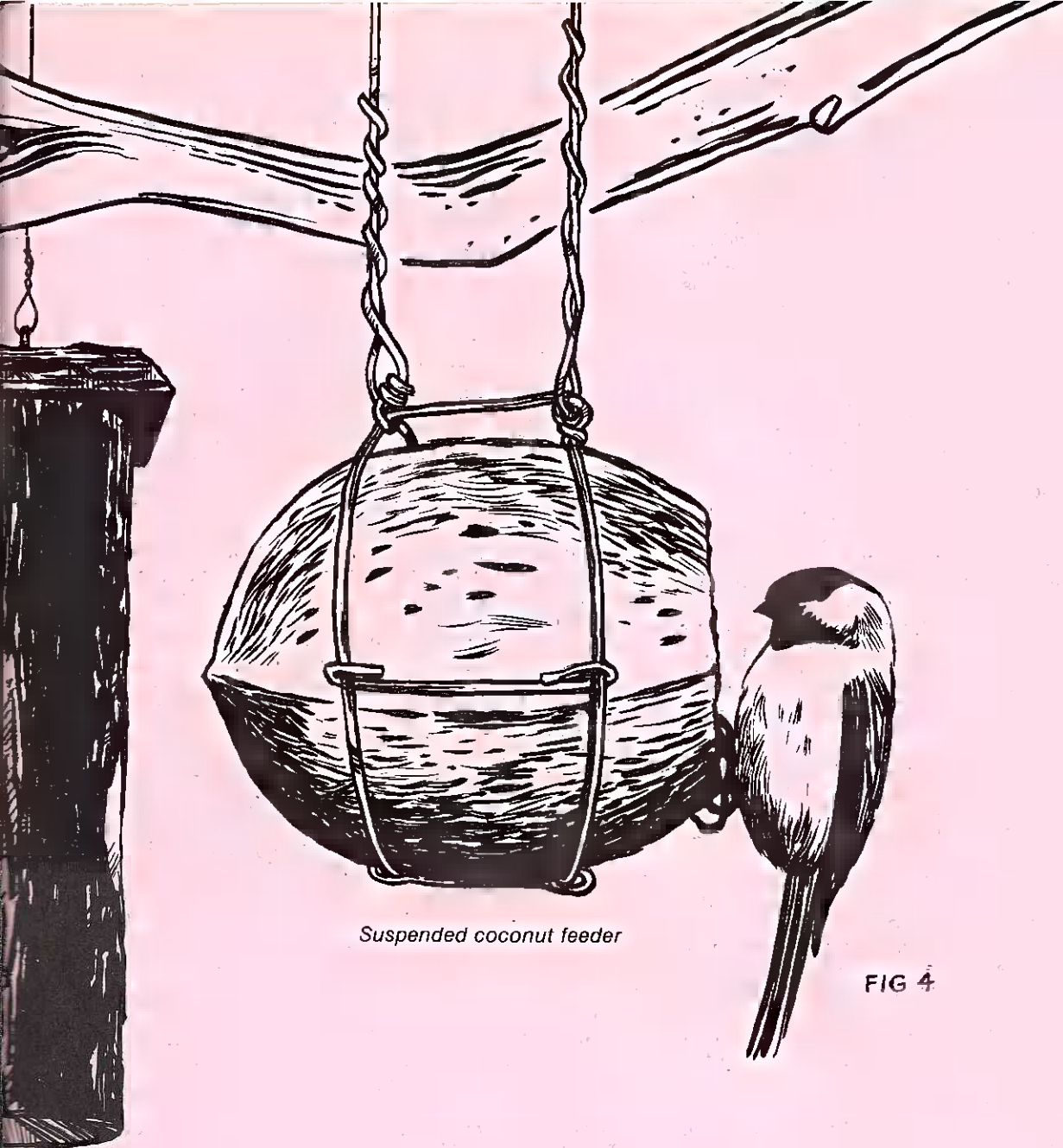
But wild predators are the birds' natural enemies and belong to the environment. To dispose of them is a mistaken conservation method, for their complete absence might dull the natural alertness of their prey. An unheeding bird is the victim; the alert one lives longest.

To protect birds from predators, thick cover is needed not far from the feeder into which the birds can dart quickly at the first sign of danger. A bushy tree, a tangle of shrubs, are places the birds can hide in. But first they need visibility if they are to discover the danger in time. Keen eyes and good vision allow the birds to sound a timely alarm and save many a one and its fellows from death lurking in the shadows or dashing at them out of nowhere.

Sometimes, with ingenuity given full play, hand-made as well as manufactured feeders become quite elaborate; some are fitted with hoppers that serve the food a little at a time and glass sides and weathervanes that make the whole thing swing with the wind, thus providing constant shelter. The hopper type feeder is useful in any feeding station since it cuts down on waste by feeding seeds to the birds little by little. But the other refinements are best avoided since birds that enter inside elaborate feeders may be trapped by predators.

The hopper type feeder is usually an inverted container, but can also be one filled from the top with one or more slots at the bottom, letting the seeds out onto a tray a few at a time. Let it be simple in construction and placed where the bird has equally free access and swift departure. It should be made of durable material, metal, wood or glass. Plastic is fine in the warm seasons but chips and cracks in cold weather.

A suspended feeder with a smooth sloping roof without moulding on the edge is a good protection, not only



Suspended coconut feeder

FIG 4

FIG 3

against rain and snow, but against the predator that might attack from above. It should have a cat or squirrel shield. This looks like an inverted funnel, may indeed be one, about one or two feet in length, whose narrow end is clamped to the feeder support. The downward slope must not be rolled at the edge because the slightest unevenness is enough to provide an agile cat or squirrel with sufficient grip to swing itself onto the feeder. It is also good management to provide special feeding places where squirrels and chipmunks can eat their fill and be less apt to interfere with the birds.

But the simplest kind of hand-made feeder is often the most successful. Birds are happier and safer in the most natural surroundings and, as a rule, gain nothing with artificiality. Let the feeder be a log (Fig. 1), raised or lying on the ground, strewn with seeds where the birds can pick over the uneven places to find the coveted morsel. For ground-feeding species, the sparrows and others, the feeder can be the bare ground in some sheltered place or simply a platform among the shrubs.

For the woodpeckers, chickadees and nuthatches, a log with holes gouged out in suitable places can hold whatever food mixture is used (Fig. 3). Suspend it at a good height from the ground on a thin wire stretched from one place to another away from overhanging branches. Half a coconut (Fig. 4) or other receptacle can be suspended right side up or upside down or on its side. Woodpeckers, chickadees and nuthatches are adept at upside-down feeding and can thus be provided with a private feeder unusable by others. A mesh onion bag or other loosely crocheted bag is good for holding fat. They wear out from much pecking but are easily replaced.

A tree trunk is the most natural place for some birds to cling. A piece of fat clamped to the trunk by means of a rectangular piece of half-inch-mesh chicken or other wire secured tightly with nails is an unbeatable, all-weather feeder for both birds and other animals.

Once the feeding station is set up, there are three main kinds of food to offer: dry foods, solids and mixtures, and liquids.

The sunflower seed is perhaps the most popular although expensive dry food. Highly nutritious, it is of utmost importance, especially in the winter. It is relished by woodpeckers, jays, chickadees, nuthatches, blackbirds and finches — and also by chipmunks and squirrels. The woodpecker swallows it whole, as do the jay and the blackbird, or puts it in a crack and pecks it open, as does the nuthatch. The chickadee holds the seed with its feet against the twig and hammers it open before eating or storing it, and the blue jay often does this, too. The finches crack the seeds in their powerful bills and let the hulls fall away.

Cracked grain, corn, coarse rolled oats, cracked peanuts and bread appeal to all these species and to some sparrows as well, as do millet and other small grains. For the finches with the small bills, the pine siskins, redpolls, goldfinches, and the sparrows, nothing is quite so tasty as the lowly weed seeds from plants such as the mullein and evening primrose. However, care should be taken not to spread them around. Most finches relish salt scattered on sand or gravel. In the winter all birds need grit of coarse gravel to aid digestion.

Fat is the most important of the solid and mixture group of foods. It is very high in calories which, transferred into energy, may keep the bird alive through the coldest winter night. The plain gob of fat clamped to the tree trunk or suspended in the mesh bag is a food on which all wintering birds feed with never-sated appetites. During cold springs even the small, insect-eating, migrating bird may find it.

Any kind of animal and kitchen fats will suffice. Rendered fat or lard serves well as the basis of mixtures cooked together into a rather stiff porridge with rolled oats, grains and weed seeds, and water. Keep in refrigerator without cover!

Fruits are an important addition to these solid foods. For days in winter a crabapple tree full of frozen fruit will attract large flocks of pine grosbeaks which belong to the finches. Cherries, junberries, red osier dogwood, sumach, elderberries, all are among the northern wild fruits that are essential for the survival of many birds. Plant them around the feeding station! These natural feeders will attract and serve a great variety of birds better than any artificial contraption, especially during the fall migration.

Water is a basic ingredient in any set-up for feeding wild birds. There is no need for an elaborate bird bath. A hollow lined with rocks and cement or a shallow container sunk into the ground are, in fact, preferred. Sometimes the birds take a long time to discover the water even when they fly over it many times a day. But get the water moving by a light drip through a small hole pierced

into the bottom of a pail suspended over it, or from a hose and the birds will soon see it and make it a much-visited spot — one of several feeding spots from which both birds and their watchers can derive enjoyment and benefits.

How does the Canadian Wildlife Service fit into the national wildlife picture?

The Canadian Wildlife Service conducts wildlife research and management for the federal government. Each province controls the natural resources, including wildlife, within its boundaries. However, because of the Migratory Birds Treaty, signed in 1916 with the U.S.A., the federal government is responsible for management and protection of migratory birds. CWS administers the Migratory Birds Convention Act and Regulations but co-operates with provincial governments in doing so.

CWS studies migratory birds throughout Canada and conducts scientific research into other wildlife problems in the Northwest Territories, the Yukon Territory and the national parks. The National Wildlife Policy and Program, announced in April 1966, provided for expanded research and management by the service, in co-operation with provincial game agencies and other organizations.

The staff included mammalogists, ornithologists, limnologists, pathologists, a biometrician and a pesticides unit. The head office is in Ottawa; regional offices are located in Edmonton and Ottawa, with smaller offices across Canada, from Whitehorse, Yukon Territory, to St. John's, Newfoundland.

CWS administers over 90 migratory bird sanctuaries throughout Canada and participates with the provinces in a major program for preserving, by purchase and long-term lease, wetlands necessary to migratory birds for breeding and for resting during migration.

For further information on wildlife in your province, please contact the director of your provincial fish and wildlife department.

Reading list

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- Hausman, Leon A. 1951. *BEGINNER'S GUIDE TO ATTRACTING BIRDS*. Affiliated Publishers Inc. New York.
- McElroy, Jr., Thomas P. 1960. *THE NEW HANDBOOK OF ATTRACTING BIRDS*. Alfred Knopf, New York.
- Peterson, Roger T. 1963. *A FIELD GUIDE TO THE BIRDS*. Houghton Mifflin Company, Boston.
- Terres, John K. 1968. *SONGBIRDS IN YOUR GARDEN*. National Audubon Society, New York.

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ed before the film is shown. In an army group, the announcement that a test was to follow increased learning 23 percent. Even just directing attention to certain parts of a film before viewing increases learning. This may be done by pointing out the importance of the film's message to the viewer in terms of his career or advancement.

Role Definitions

The Discussion Leader's Guide for "*That's Not My Job*," points out that the instructor can alert members to problems caused by ambiguous role definitions by raising questions before the film is shown. The Guide suggests specific questions be assigned to individual members for discussion after the film is over. For example:

"How did Dan himself define his job as an invoice clerk. Why? How else might he have defined it, given the same initial indoctrination?"

"How did Dan himself define his job as invoice clerk. Why? How else might he have defined it, given the same initial indoctrination?"

Conducting a discussion after a film is shown will increase learning significantly. It is usually best to start with a provocative question that calls to mind an incident from the film. Questions like "Are there any questions?" or "How did you like the film?" rarely lead to any constructive consideration of the problem. The initial question should be designed to get people to talk. It should be easy to respond to. It usually is best to begin with any "briefing" questions posed before the film showing. Once discussion is active, it can be guided into the more highly productive or target areas of the session.

In the case of "*That's Not My Job*," for example, the leader can encourage discussion of the rest of the film by such questions as:

1. What did Tom do to re-define Dan's job for him? Why did he do this?
2. How did Dan respond to Tom's re-definition of his job? Why?
3. How were the conflicts between the various perceptions of Dan's job finally resolved?

You'll note that these are not questions which can be answered "yes" or "no," but ones which are designed to stimulate and guide thought and discussion. It is always best to be prepared with two or three alternative questions in case the group is not responsive to your initial questions.

Stopping a Film

A number of research studies indicate that stopping a film at intervals during a showing has a marked effect on learning. This can very often be done at the point in a film where the facts of a problem have been presented but the answer has not yet been given. Discussion at this point not only assures that everyone understands the problem, but also helps build interest in the solution, that section of the film which contains the desired behaviour.

If a film is to lead toward specific points the instructor wants brought out, then the discussion will have to be controlled just enough to keep it on the right path. If someone makes a perfectly valid point which is nevertheless off the subject, the leader can simply say, "Yes; but what about...?" changing the direction of the discussion by asking a leading question.

The final step in guiding a film discussion is to make the transition from talking about the film to discussing the very real problems the group is having on the job. This will often happen as group members are reminded

of personal experiences by scenes of the film. The Discussion Leader's Guide can encourage these steps by asking such questions as:

1. How realistic is Dan's situation, judging from your own experience?
2. Have you ever known anyone to be in a spot like Dan's? What happened?
3. Does anything like this ever happen in our own company? Has anyone in the group experienced it?
4. What have we learned from our discussion of the film that might have been helpful?

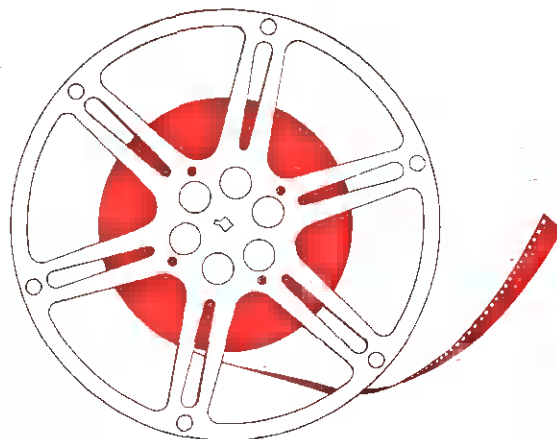
"The Discussion Leader can help the group make the transition from past experiences to current problems with a question such as, 'Does this sort of thing still happen around here?' Each problem raised may be looked at as a case study, with group members (and the discussion leader) working as 'consultants' to help the person analyze his problems and develop some promising approach to it."

Discussion

In doing this, the leader can always return either to the problems in the film or the attitudes of its characters to provide a safe vehicle for discussion. Only when people are again ready to deal with their own feelings and shortcomings publicly, should he return to any discussion that is on a personal basis.

Bringing the session to a close can sometimes be as difficult as getting it started. It may be beneficial to restate the purpose, if this can be done without being repetitious. You usually can hit only the high spots of the discussion and acknowledge the conflicts and differences of opinion which were never resolved.

Post-meeting evaluation is a step that is too often forgotten. It is, however, a great help to the discussion leader who, over a number of sessions, wishes to improve his technique. The simplest thing, of course, is to talk over the session with one or two of the group's members. Often more complete and objective feedback can be secured by passing out a form to be turned in anonymously. Evaluation forms try to get information on the key points that make or break a film-training session: i.e., the atmosphere set by the introduction and first comment or question and its effect on the group and the transition from the specific film-centred discussion to generalizations which each person might apply back on the job. Finally, what could have been done to help people get more from the session.



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(Need a Film — see page 18)

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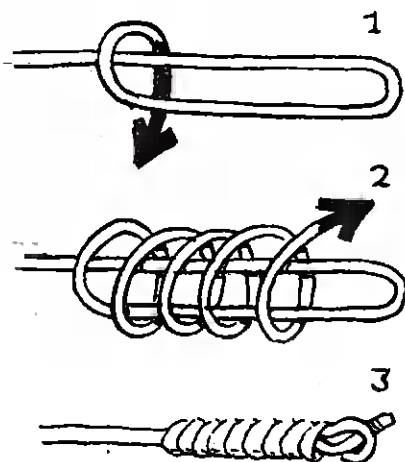
Box 6700, Winnipeg, Manitoba

Box 100, Calgary, Alberta

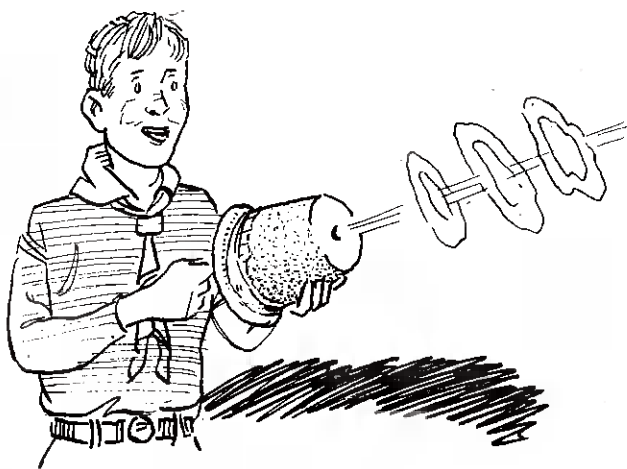
Box 2211, Vancouver 3, B.C.

We begin this month with a handful of down-to-earth activities for your forthcoming troop meeting.

1. Confine patrols to their own corners of the troop room with an assortment of light cordage and other oddments. In the middle of the floor place a square biscuit tin (or equal) filled with sand and tightly sealed. At the word "Go!" patrols must try to recover the tin without leaving their own corners.
2. Provide one empty squeeze-type plastic bottle and a cork for each patrol and hold a competition to see who can convert their bottle into a pressure gun capable of shooting a missile of any kind the length of the troop room.
(Note: In case you don't know, the method is to lay the bottle on the deck with the cork aimed in the right direction, and then jump on it with both feet together. The cork will fly off in a most satisfying manner.)
- 3: Detach the patrol leaders from some general activity and show them how to weight the end of a lifeline by the quick and easy method shown in the diagram. While they pass on the instruction to their patrols, rig up a target area out-of-doors, then send them out to practise line-throwing.



4. Convert an empty plantpot into a sort of drum by stretching a sheet of plastic very tightly over the top. Place a lighted candle on a table and from a distance of (say) twelve feet aim the plantpot at the flame and try to snuff it out simply by tapping smartly on the plastic diaphragm.
(Note: This gadget is known as a "Vortex." What it does is to shoot out a convecting current of air. You can make this visible by filling the plantpot with smoke.)



5. Give each Scout a plain postcard and invite him to draw a sketch-map to enable a highly intelligent foreign visitor who can't speak a word of English to find his own way from the headquarters to the nearest railhead, bus station or what-all.



When it comes to Scout leader training a remarkable change in both attitude and method has taken place in recent years. At one time the whole idea was to give the customer a three-dimensional exposition of Scouting by involving him in a welter of typical Scouting activities punctuated by occasional comment. He emerged from this experience feeling slightly punch-drunk but wonderfully inspired and 'arin' to go. Problems which back home had seemed insoluble, melted like snow on the lips of the trainer. Ideas for new games, new activities, new adventures filled his notebook and his head. He could hardly wait to put them into action.

Of course it didn't always work out. For a time all went well. The boys seemed to enjoy playing the new games, were more than willing to try out the new activities or embark on the new adventures, but all too soon the course-inspired repertoire was exhausted, and — strangely — the problems remained, especially the problem of the boy himself. And, having been treated as a boy himself on his training course (let no one deny it) the wretched Scouter had no fund of adult experience on which to draw and found himself more or less back to start.

Still, the inspiration remained. He at least knew what Scouting should and could be like. He had seen it all from the inside. It was as though, having read the book, he had had his own Brownsea Island experience, and with it, perhaps, came a deepened sense of purpose and direction in the playing of the game of his choice.

Much of this remains in the new pattern of training, something has been added, something lost. The fun of being a boy again, the romantic dream element, the wood-smoke, the sheer joy of doing unusual, extraordinary things, all those lovely belly laughs as we struggled to keep our end up in rivalry with the Owls, the Woodpeckers, the Pigeons — gone, all gone. In their place we have the exciting new dynamics in leadership training — involvement, as adults, in the thought-process; discussion instead of pontification; "you tell me" instead of

(Continued on page 20)

"let me tell you"; and a new concept of adventurous activity to meet the challenge of the times in which we live.

Absolutely marvellous...But it may occur to you that it would be just as silly to change *everything* as it would be to change nothing. It may be that in our efforts to bring Scout leader training into line with proved methods in other fields of leader training, we are in danger of throwing out the baby with the bathwater. Scouting, after all, is supposed to be a unique experience in anybody's life. We should ask ourselves what it is that makes it unique, and then give due attention to that on our training courses as a number-one priority.

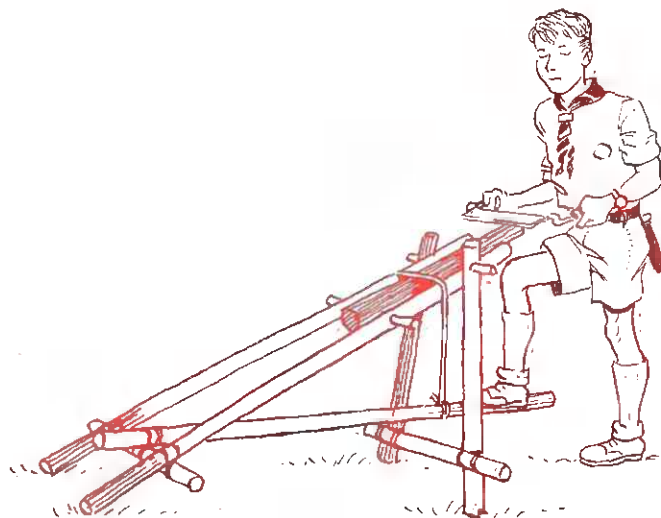


Our diagram shows a character named Pierre, Andre, Marcel, Gaston, or something, demonstrating the art of "Froissartage" to an admiring audience of parents at the bi-annual Open Night. (You will have to "imagine" the audience for yourself. Our artist says he can't draw audiences, let alone French ones.) When the picture was taken, the Scout was using a draw-knife to whittle down a baton of greenwood so that it could be fitted into a second baton which he had drilled with an auger. The article, when completed, would turn out to be a dainty occasional table for the garden, which Pierre (or whatever) would have no difficulty in flogging for patrol funds. And jolly good luck to him.

This form of backwoods carpentry gets its name from the French Scout who invented it, one Michel Froissage, but in English speaking countries it is more popularly known as "The Donkey and Draw-knife." As you see, the "donkey" is merely a crudely improvised vice consisting of an elongated trestle with a treadle-attachment which enables the operator to apply a foot-pressure grip to the wood he is processing. The wood lies in the cradle and is gripped by the rope. To ensure a perfect fit, the auger should be used first to describe a circle on the butt-end of the male baton before it is shaved down to size with the draw-knife. The end of the baton is then split and a small wedge driven home after the joint has been made.

We are told that French Scouts sometimes use this method in place of the *normal lashing* when building major pioneering structures; which just shows what an intrepid lot they are. For ourselves we would think twice before risking our necks on (for instance) an aerial runway which relied on this form of construction.

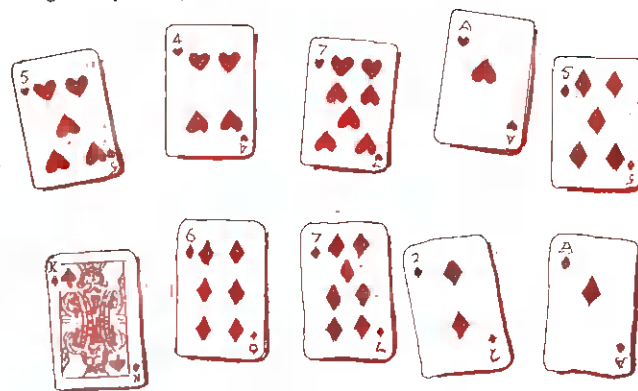
Still, you might like to give it a trial.



In this department we are great believers in having a carry-over from one troop meeting to the next. That is to say, you initiate something at one meeting and finish it off a week later. If this involves a certain amount of homework by the patrols, so much the better.

Let us consider, by the way of example, the solving of a murder mystery. All you have to do is to tell them the story, show them the scene of the crime (blood and all), and then leave them to it. For instance:

"Colonel Dacre was playing patience in his study after dinner one night when someone came in and clobbered him with a brass candlestick. When the corpse was discovered some time later it became obvious that the murdered man had recovered consciousness for a while before he died, because fingerprints in his own blood showed that he had handled the playing cards. He had, in fact, deliberately pushed aside all the black cards — save one — and had arranged some of the red cards, plus the King of Spades, in two uneven rows.



"The moment Detective-Inspector Fishpingle came on the scene he realized the significance of this and in no time at all was able to spell out the name of the murderer. What was it?"

Patrols should then be allowed a few minutes to make notes of the arrangement of the tell-tale playing cards, as shown in the diagram, and must be prepared to name the guilty party at next week's troop meeting.

(For solution see tailpiece.)



FORGOTTEN GAMES — NO. 1: "BORDER CROSSING"

Rig a line across the width of the troop room at a height of about 4 feet above the deck, with a rope quoit threaded onto it. To each side of the quoit attach a short knotting rope. Two Scouts hold the free end of the ropes, one at each side of the "Border." They are armed with batons of rolled-up newspaper. Other Scouts dodge to and fro, crossing **over** the Border in one direction, and **under** in the other. The Border Guards attempt to clout them with their batons.



Next time the troop meeting program shows signs of flagging, call up the PLs, hand to each of them a small coffee tin with a press-in lid, and invite them to find some way of blowing the lid off. They will quickly tumble to it that steam pressure is the answer...and you can then complicate the situation by declaring that the water-supply is out of bounds. If they are the boys I take them for, this should not baffle them for long.



And now an interesting "Sense Training" stunt for a quiet moment.

Blindfold the victim and fire a series of questions at him, thus:

1. How long is this piece of rope? Name the knot at the end.
2. What are the dimensions of this brick?
3. Here are two pint mugs, one empty, the other containing water. Pour water from one to the other until they are at the same level.
4. This book weighs one pound. What is the weight of this book? (The trick here is to take the book away from the victim and return it to his other hand immediately.)
5. Listen to this sound. Say what it is, point in the direction from which it came, and estimate the distance away.
6. Here are four different grades of sandpaper. Arrange them in order of roughness.



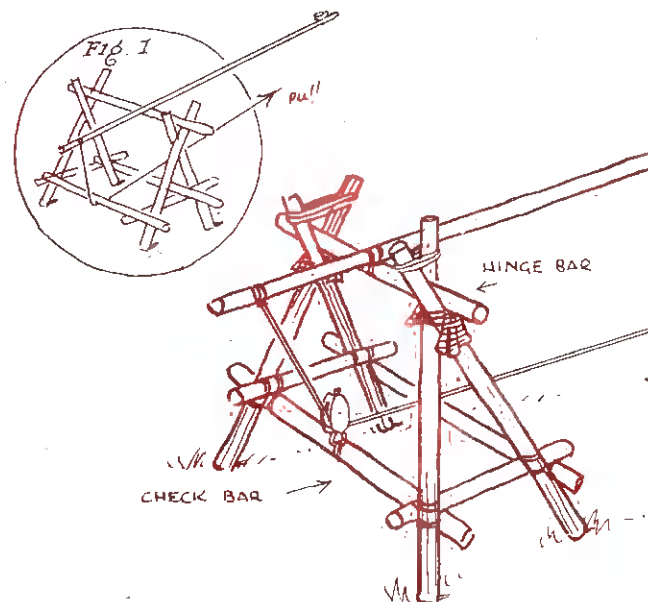
Some years ago we had great fun at Gilwell and elsewhere with our Patent Hinged-Throwing-Arm Roman Ballista, as shown in Figure 1. The weapon was built on sound engineering principles, but we very soon discovered that we were up against a problem that has plagued other inventors from the dawn of civilization. As you will see from the diagram, the idea was to mount a lever-spar in such a way that when you yanked on the short end, the other end whipped over with incredible velocity. The shot was contained in a small cup on the tip of the lever, so that when the butt-end struck the lower crossbar of the housing it was hurtled into space. That was the theory. The problem was this — How to overcome initial inertia?

Then along came one Mr. Robin Hall, student of Imperial College, London. All that was necessary, he pointed out, was to increase the rate of pull on the butt-end of the lever; and how better to do this than by means of the Robin Hall Speeditackle — merely a four-to-one tackle mounted in reverse, as per Figure II. By this system, the operators would need to pull a good deal harder, but the rope would be swallowed into the tackle at the other side at four times the speed of their pull, and the missile would travel (according to Robin Hall's mathematics) sixteen times as far.

Ah yes, (we hear you say), all very well. But does it work?

A good question.

We look forward to hearing the answer as soon as your patrols have had a chance to try out the apparatus for themselves.



TROOP ROOM PROBLEMS — NO. 1: "THE GREAT TENT STORE MYSTERY"

(The story is read out to the troop, and patrols are sent back to their corners to come up with the solution.)

On turning out the tent store the other night to check that all his precious canvas was in good shape for a forthcoming PL Training Camp, Quentin, the QM, was dismayed to find that every tent save one was badly spotted with mildew. The trouble could only have been caused by one thing — dampness. But searching inquiries established beyond doubt that, although summer camp had been pretty wet, the tents, including the sod-cloths, had been bone dry when they were packed into the tent bags, and they hadn't been out of the tent store since. The store itself was well ventilated and absolutely free from damp.

After deep thought, the QM called up each of the patrol leaders in turn and demanded a categorical "Yes" or "No" to the same question. Only the PL of the Peewits was able to answer "yes," and it turned out that it was his tent which was undamaged.

WHAT WAS QUENTIN'S QUESTION?

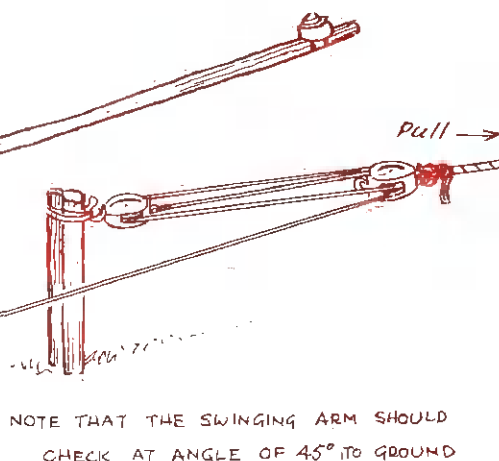
(The answer is in the tailpiece.)



TAILPIECE

MURDER MYSTERY: The name the dying man had so cleverly spelt out with the bloodstained playing cards was "EDGAR KINGSTON." He had done this by using the twenty-six cards in the two red suits as the twenty-six letters of the alphabet: Ace of Hearts — A, Two of Hearts — B, and so on, and by using one black card, the King of Spades, to indicate part of the murderer's name — a sort of shorthand.

THE GREAT TENT STORE MYSTERY: If, as stated, the tents themselves were bone-dry when they were stowed away in the bone-dry tent store, the only possible explanation for their mildewed condition was that the tent bags must have been damp. This, unfortunately, is too often the case in real life. Quentin's question must have been, "Are you absolutely certain that the tent bags were dry?"



Younger-Age Leaders

By L.C. Wilcox

Director of Volunteer Training, National Headquarters

In the last few weeks I have been working closely with a group of young men and women, aged 15 to 17. Once again, I have been impressed with the potential of this age group as leaders in Scouting, particularly in packs and troops and as camp counsellors. Of the young people I've been working with, two help packs, two have served as junior leaders in a troop, two have camp-counsellor training and one has taken a special course in play-group leadership. Their enthusiasm and interest in serving in leadership capacities is very great.

Less than fifty percent of the pack Scouters responding to the Wolf Cub Survey indicated the use of activity leaders or Scouters-in-training. If young people have the interest to serve as leaders, why is Scouting not making greater use of them? Can we not find them? Is it that we do not know how to make use of their services? Could it be that some Scouters are still unaware that young people, 14 to 17, can serve as leaders in Scouting?

In addition to the usual approaches through the sponsoring body or the group/section committee, there are a number of other ways of contacting this age group. Try speaking to the teen-ager down the street. An approach to the local high school, through a guidance counsellor or teacher if necessary, can bring results. Tap other youth groups: Venturers; Rovers; the local, community youth group. Don't overlook the boys of the section as possibly recruiting an older brother or sister.

There is no one way of using younger-age leaders. They can be used in a variety of ways. They can:

- act as advisors to groups working on projects;
- lead in games and sports;
- lead songs and help in drama;
- tell stories;
- lead in physical activities, hikes, camps;
- lead in crafts;
- provide instruction in badge work.

Some young people will be able to devote one or more evenings to Scouting leadership. Others may feel they can help out only occasionally. Some of these will start out on a once-a-month basis but become so interested that they will turn up more frequently.

One talent that most 14- to 17-year-olds have is the ability to reach and communicate with the boys in your care.

I believe there is real appeal for young people in learning leadership skills. Scouters can capitalize on this appeal by offering opportunities to learn new skills and knowledge. Much of this can come on the job, through planning meetings, running games and other activities. Provide regular opportunities for the young person to try new things, rather than doing the same thing week after week. Most like to be involved in the active parts of Scouting; rather than being relegated to collecting dues and similar things.

As soon as the young person has been recruited, some form of initial explanation should take place. Ideally, you would sit down together and provide information about the newcomer's job. Some of the things to cover include: what you are trying to do in the pack or troop; an explanation of what the job entails; providing copies of the handbooks and suggesting a reading program; ex-

plaining the help available through the Scouters, through your council Scouters and training opportunities. Do provide time for questions and discussion.

Some introductions should be planned for and take place at the first pack or troop activity that the new activity leader or Scouter-in-training attends. If "left to chance," the newcomer may feel ill-at-ease and, possibly, neglected. Include in your introductions: an introduction to fellow Scouters and to the boys; a tour of the section's facilities, including the meeting hall and equipment; an explanation of general meeting/activity arrangements and some idea of forthcoming activities and his or her role in them. Arrange for immediate assignments — like running a game or showing how to do a craft. Provide the opportunity to observe an activity, then to have a part in running something similar.

The immediate goal of training activity leaders and Scouters-in-training should be to provide them with the skills to help them in their first several weeks of working with boys. Depending on how you make use of their services, this will likely mean knowing about and skill in games and games leadership, how to help boys with badge work, how to tell stories or teach craft work, something about nature lore or hike leadership.

Opportunity to learn about Scouting in a practical way and to test one's skill should be provided. You might team the newcomer with an experienced Scouter who will serve as a mentor. Find out what the young person knows about and can do — then make use of this. Build on what he or she can do, progressing from less difficult to more difficult things.

Assign the newcomer a job, discuss how it might be tackled, then afterwards sit down and discuss: how did it go? What other ways could it be done?

Councils can play an important part in training younger-age leaders. The organization has yet to capitalize on the importance of junior-leader training and I would hope to see more councils offering leadership training for 14- to 17-year-olds.

Here's a description of what the Edmonton Region has recently done as a first effort in younger-leader training.

FUN...EDUCATION...ENTHUSIASM

"All of these words describe the first, younger-leader training event held by the Regional Council. Eleven enthusiastic teen-agers gathered at Skeleton Lake Scout Camp on August 18, 19 and 20, anxious to have fun and learn something about leadership.

Since the introduction of the younger-age leader categories — activity leaders and Scouters-in-training — much thought has been given to the training of these potential adult leaders. Our first attempt was seen as a 'pilot' project and, as such, was judged by all participating to be successful.

Much emphasis was put on the involvement of the participants. Therefore, they were involved in determining the topics dealt with and in the development of their own rules; they participated in teaching each other new skills and in preparing their own meals. As a result of this approach, besides learning new program skills — edible plants, outdoor and indoor cooking, canoeing, instruction techniques, running of campfires — they were at the same time able to learn what leadership was all about: skills and understanding required to work with others, communication, decision making, etc. This was accomplished by analyzing and examining all of their experiences together as a group — with the help of the trainers, of course.

Although the weekend schedule kept all hopping, there was opportunity for free time and recreation. With the weather being A-1, the waterfront saw lots of action.

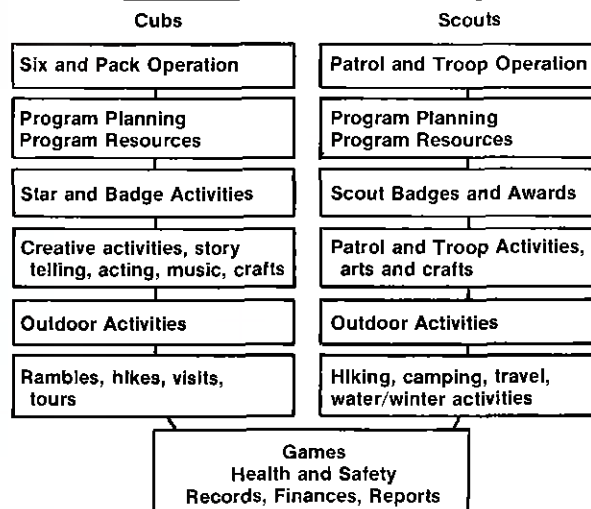
Plans are now evolving for more younger-leader training. The feasibility of a couple of day-long events this winter and perhaps a longer session next summer is now being examined."

Draw from the following learning areas in developing your council's approach to younger-leader training.

LEARNING ABOUT PEOPLE AND WORKING WITH THEM

Understanding boys, how they grow and working with boys in a fun way
 Relationships with others — boys, parents, peers, Scouters
 How to work with groups
 Leadership skills
 Problem solving and decision making

LEARNING ABOUT THE PROGRAM



Some Final Hints

- Technical advice or skill sessions in a planned sequence are desirable. Opportunity to learn more about Scouting in a practical way to test one's knowledge and skills has high appeal.
- The training should endeavour to find out what the young leader needs to get started. It may be a skills' course in games and activity leading or camp-craft. It may be how to work with boys. Help young people become responsible for their own learning and to seek the resources and advice needed in their jobs, without wasting time on things already known or not applicable.
- Visits to other sections to see how others are doing the same job can prove helpful.
- Take into account the co-ed nature of activity leader

and Scouter-in-training learning experiences by providing for male and female trainers.

- Trainers in the age range 18 to 20 can greatly facilitate communication with 14- to 17-year-olds. Include someone from this age group in trainer groups for extended courses.
- Use a "team approach" to trainer involvement with youth. While one is involved, the other member of the team can listen, gauge reactions, offer clarifications.
- Young people tend to be quite intolerant to information-giving methods of training, particularly the lecture method. Demonstrations, projects — where they are actively involved — tend to have greater appeal.

Scouters-in-Training

1. May be either male or female, ages sixteen or seventeen.
2. Females work only with Wolf Cub packs. Males work with either Wolf Cub packs or Boy Scout troops.
3. Receive full recognition as leaders in Boy Scouts of Canada, including registration and insurance coverage and recognition for services rendered. They may wear the uniform of the section or youth organization to which they belong as a youth member, or the adult leader uniform, and may participate fully in the Adult Education Program as appropriate to their needs.
4. Assist with the operation of any aspect of program under the guidance of the section Scouter.
5. Are asked to state their preparedness to participate in a training program to equip them for their job.

Activity Leaders

1. May be either male or female, ages fourteen or fifteen.
2. Work only with Wolf Cub packs.
3. Receive recognition through registration and insurance coverage and recognition for services rendered. They may wear the uniform of the section or youth organization to which they belong as a boy or girl member.
4. Assist with the conduct of activities and serve as instructors or helpers under the direction of the pack Scouter.
5. Are asked to state their preparedness to participate in a training program to equip them for their job.

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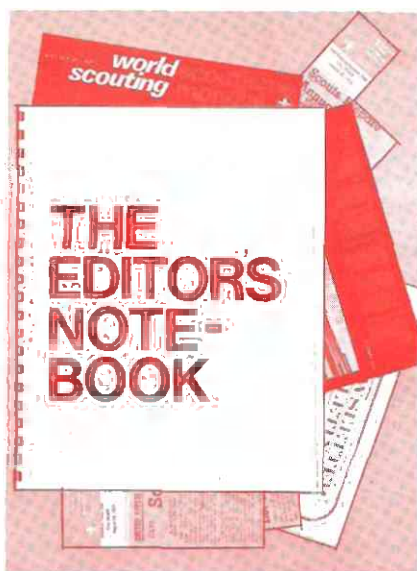
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During the summer, 30 Venturers from the 215th Company, *Vancouver-Coast Region*, which is sponsored by the Vancouver City Police Department, travelled some 100 miles up the coast of British Columbia by road and ferry to the City of Powell River, the site of the largest pulp and paper mill in the Commonwealth. With their Advisor, Corporal Stan Kay, a member of the Vancouver Police force, and three fathers, they had a tour of the paper mill and then got on with the main purpose of the two-day trip: to supervise and run a bicycle safety rodeo for all Powell River's boys and girls, between the ages of 8 and 11.

The rodeo took place on Sunday between 10 am and 4 pm in a super-market parking lot and two hundred youngsters took part. The Venturers had brought along the bright orange "cones" plus the other equipment used for marking the rodeo courses. The Cubs and Brownies who successfully completed the rodeo requirements qualified for their Cyclist Badges. The other competitors were approached to join Cubs and Brownies so they could join in the fun and adventure the programs offer and everyone received printed safety rules and a souvenir ruler with a safety slogan.

Judging from the full-page coverage given the event by the Powell River newspaper, the day was a complete success.

The Cubs of *Kelowna, British Columbia*, ran a trash-a-thon in September and pledges were collected from relatives and friends on the number of bags each boy could collect.

Lou Sebert, Head of the Mapping Program Section, Survey and Mapping Branch, Department of Energy, Mines and Resources ("How to Read Topographic Maps," April and May issues '72) kindly provided us with a copy of a new brochure prepared by his department called *everyone should be able to use a map*. Available free on request from the Canada Map Office, 615 Booth Street, Ottawa K1A 0E9, it briefly covers such things as conventional signs, scale, contour lines, bearings and map orientation...useful aid for Scouters in teaching map and compass.

Steven Salonin of Montreal and Walter Scholtis of Kitchener must be pretty fair Scouters, that is, if we can take the word of *Jamie Livingstone* of Dorval, Quebec. Steve and Walter led the Canadian Contingent to the 4th Caribbean Jamboree in Barbados in 1972 and 13-year-old Jamie was one of their Scouts. He was so impressed by the leadership provided by these two men that he took the time to write the Chief Scout, Governor-General Roland C. Michener, to tell him about it. He also noted that Steve and Walter had his personal recommendation for leadership of our contingent to the World Jamboree in 1975 in Norway. Gentlemen, you have been truly honoured.

The *Atlantic National Exhibition* was held in *Saint John* in August and the Scouts of New Brunswick once again maintained a booth to show off Scouting skills. When this *Telegram* — *Journal* photo was taken, Cubs of the St. Ann's pack were demonstrating knotting to an interested audience.



From World Scouting's **NEWSLETTER**...During National Scout Week in **Guyana**, the emphasis was on community service, so the Scouts of Georgetown re-painted the wards at the Red Cross Convalescent Home and the local hospital...In **Indonesia**, the National Rovers' and Rangers' Community Service Camp was held in southern Sumatra. Training and practical work focused upon soil and water conservation, and the importance of transmigration (relocating people from the densely crowded to less-populated parts of the country) for the nation's economic growth. The camp's community service project was the construction of a dam on the Grim River to irrigate 370 acres of previously dry farmland. Six hundred members worked on the project for seven weeks with groups rotating each week...Cub Packs of the Waitemata District, **New Zealand**, raised \$30 for the Auckland Sheltered Workshop for Multi-Handicapped Children through a floral art contest. The mayor and other supporters voted for their favourite entry by dropping coins in jars...Rovers of Matagalpa, **Nicaragua**, have taken the first steps in a local literacy campaign using special flash cards. After being trained in the system, 19 members gave the complete, six-week course to a team of adults from the community, the prison, the hospital and the army. The team has now in turn taught 89 others how to read and write...In New South Wales, **Australia**, leaders found that the cost of aircraft rental put flying instruction beyond the reach of their Scouts, so they decided to buy their own aircraft. Through a major effort, the

Scouts raised \$5,000 and recently received delivery of their own two-seater Cessna 150...In **Denmark** senior Scouts and Guides have been working to convert an old railway track into a bicycle and horseback riding path. They have been able to develop 200 meters of track a day, and overnight shelters will be constructed along the route.

You came into the world not because you chose to — or where you chose to — but because the world had need of you. — Epictetus

Walter MacPeck recently sent along a copy of his new book, *Resourceful Scouts in Action*, which contains a collection of the inspirational-type tales that have become the trademark of this veteran Scoutmaster. Published by Abingdon Press, the book is distributed in Canada by G.H. Welsh Company, 222 Evans Avenue, Toronto 18. Pocket size, it contains 144 pages and sells for \$1.75.

When Brownies from two **Kitchener, Ontario**, packs required a short course in snowshoe making to qualify them for a badge, they turned to Scoutmaster Donald Amos for help. When the *Kitchener-Waterloo Record* photographer arrived to take their picture, the girls were involved in lesson number one in the use of commercially constructed snowshoes. Lesson number two was how to get back on their feet.

British Columbia's Provincial Commissioner, **Don Bruce**, passed on the following message which was prepared by a 14-year-old Scout for presentation to the Vancouver-Coast Region Scouters' Conference held in October.

"I am one voice of over ten thousand in the Vancouver-Coast Region. I want to tell you that Scouting has been a very big part of my life since I was eight years old and for which I thank you. I have grown from Cub to Scout and, with luck, if there is a leader for our company, I will become a Venturer. I am depending on our group committee to make this possible. I want to tell you what Scouting means to me: It means to live by the Scout Law...It means the companionship of other boys and learning from my leader. It means a true appreciation of the outdoors and nature through camping and hiking. It means to respect and love God for what he has given us. It means brotherhood of boys, regardless of race or creed. On behalf of over ten thousand boys, I want to say "Thank You" for giving Scouting to us. Before I leave, I want to make this plea to you: Please don't let me become an organization kid. Please help me to find my way to manhood. Please help me to become a responsible member of the community. Please help me to make this world a little better place than when I came into it. Please help me to find adventure and joy in living. **And this above all, please do not let Scouting die!**"

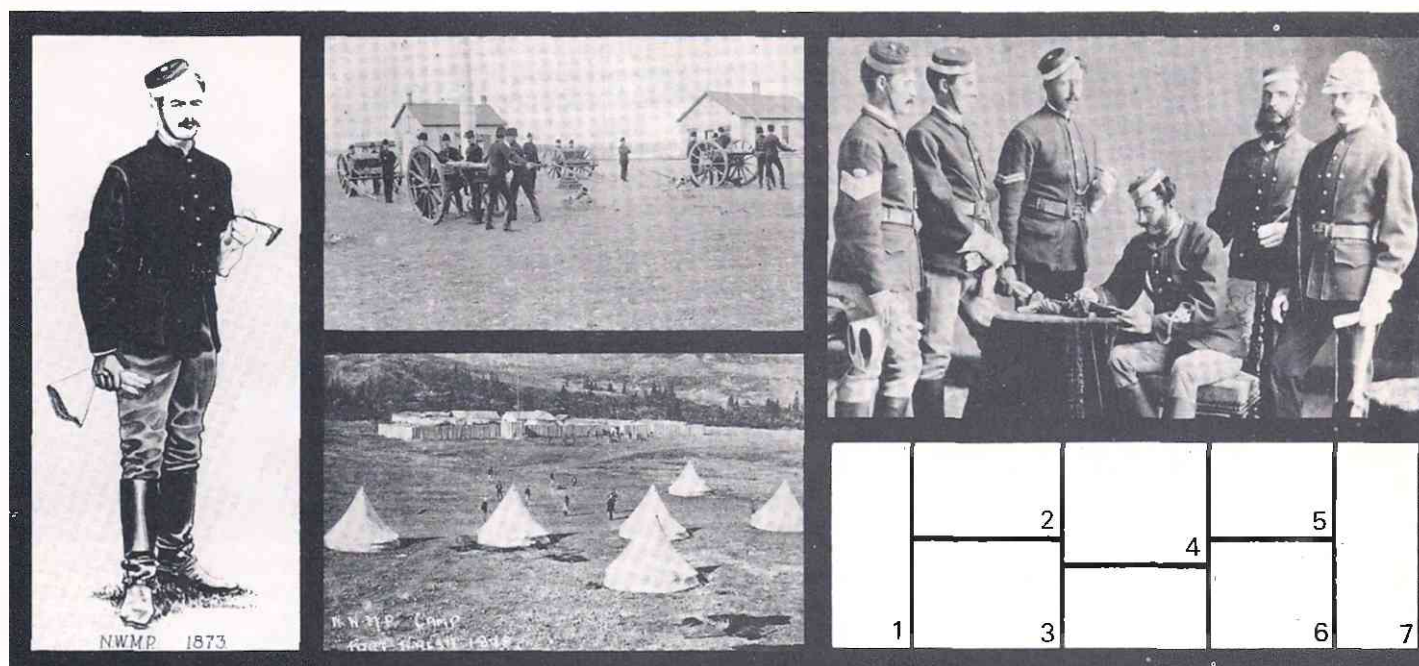


Our *Windsor Star* photograph shows a group who look in pretty good shape when you consider that they are toting 40-pound packs and have just completed a two-week adventure camp in the wilds of Northern Ontario. Under the leadership of Scoutmaster John Lavoie, the 28 Scouts and Venturers and four leaders left Windsor on August 12 and flew by DC-3 aircraft to Moosonee and then travelled by boat to Moose Factory. From there, the group made a 100-mile hike along the Moose River to Coral Rapids where they met the Ontario Northland Railway for the return trip to Toronto and Windsor. During the hike the boys, ranging from 13 to 15, walked an average of 12 miles a day.

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Recently, the **Research Centre of St. Joseph's Hospital in Toronto** was having trouble with its closed-circuit television system in the operating rooms. The problem could have been cleared up with a new system that sells for about \$90,000 but this expense was impossible. Then Henry Garside, engineer coordinator of the Centre, accepted an offer of help from a group that included Venturers, electrical engineers and others and, according to Mr. Garside, the problem was solved by one of the Venturers. The same group of Venturers have now become absorbed in the scientific work of the Centre and are working on a project to determine the rate of bacteria growth in various detergents used in cleaners in the hospital.



- (1) North West Mounted Police, 1873.
- (2) Nine-pounder field guns at Fort Macleod, 1894.
- (3) A North West Mounted Police camp at Fort Walsh in the Cypress Hills, 1878.
- (4) North West Mounted Police, 1874. Officer second from right is a son of Charles Dickens.
- (5) North West Mounted Police at Queen Victoria's Diamond Jubilee, 1897.
- (6) A troop of North West Mounted Police at Fort Walsh, 1878.
- (7) North West Mounted Police, circa 1877.

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Maintiens le Droit

(Continued from page 5)



struction camps of the railway that was moving westward and his presence helped to control the accompanying horde of workers. His contribution to the settlement and the civilization of the west was tremendous.

In March, 1885, Louis Riel led the Metis people in an open revolt against the Canadian government and, in the initial action, a small party of police and volunteers was ambushed near Duck Lake, in what is now Saskatchewan, and forced to withdraw with casualties. In the weeks that followed there were a number of clashes but the rebellion was short lived and, following the defeat of the rebels by militia units from eastern and western Canada, aided by the Mounted Police, the Force was assigned the task of apprehending those who had participated in the uprising. Mounted Police casualties in the campaign totaled eight killed and eleven wounded.

To meet the new demands on its services, the strength of the Force was increased to 1,000 and a score of outposts dotted the territories. No part of Canada's western plain was now beyond the reach of the law.

With peace restored, a period of prosperity began. New settlements sprang up, old ones expanded and settlers continued to pour in. Wheat farming rivalled the cattle industry and many Indians took to agriculture under government supervision. But there were those who

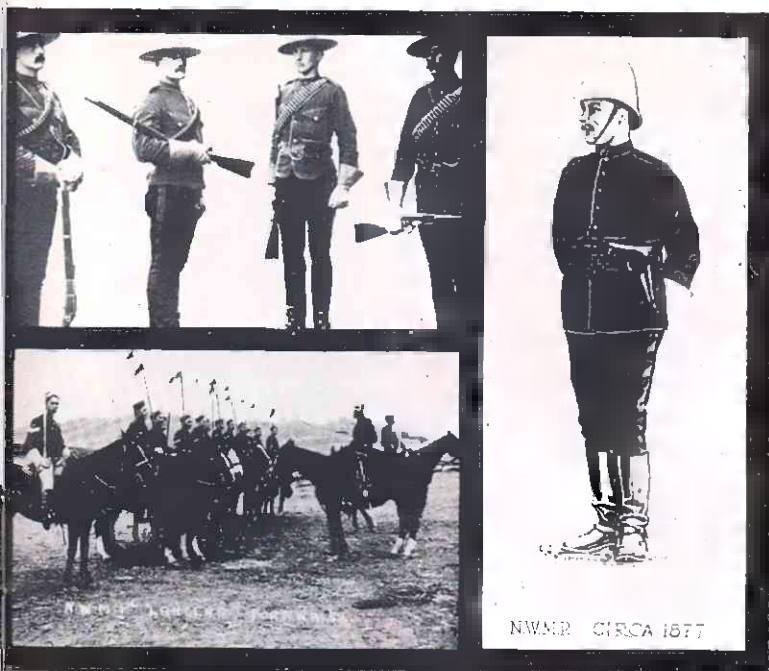
did not care to work and, rejecting the restrictions of law and order, turned to rustling and outlawry.

Soon, a network of patrols spread out from the detachments linking the settlements. Branch railways appeared and by 1894 the prevalence of law and order led to a reduction in the strength of the Force to 750.

However, this calm was abruptly shattered by the discovery of gold in the Yukon. The Force moved quickly into the region, established posts at strategic points and prepared to meet the rush to the goldfields. At one time, some 285 members of the Force were on duty in the Yukon and kept serious crime to a minimum. Once again the members of the Force were called upon to play many roles, not the least of which was that of mail carrier to the scattered gold camps. This duty added 64,000 miles to patrol records in one year — a tremendous distance when most of the miles were covered by dogteam and on foot.

With the outbreak of the South African War in 1899, 178 members of the Force enlisted in the ranks of the 2nd Canadian Mounted Rifles, and the newly formed Lord Strathcona's Horse. Many honours were won by these men, including a Victoria Cross.

By 1904, ten divisions and 131 detachments were policing an area stretching from the United States border to the Arctic, from the Alaskan boundary to Hudson's Bay, and in that year the Force became the Royal North West Mounted Police when King Edward VII bestowed upon it the prefix "Royal" in recognition of its services. In 1905, the provinces of Saskatchewan and Alberta were formed and both retained the services of the Force.



Meanwhile, the northern regions of Canada had been probed by patrols of the Force which had pushed into the Peace River and Athabasca districts and had reached Great Slave Lake, Fort Resolution and Fort Simpson in the Western Arctic. In 1903, detachments were established in the Eastern Arctic and at Herschel Island in the Beaufort Sea, the latter becoming the most northerly police post in the British Empire.

Records of the early part of the century indicate a keen sense of devotion to duty. An instance of this was apparent in the scrawled note found on the body of a young constable who perished in a blizzard. It stated tersely: "Lost, horse dead. Am trying to push ahead. Have done my best."

The war of 1914-18 drew many members into the armed forces and two cavalry squadrons for service in

France and Siberia were formed from the ranks of the Force. So heavy were the enlistments that, despite the addition of many recruits, the strength of the Force fell almost to the number of the "Originals."

In 1920, the Headquarters was transferred from Regina to Ottawa and, in the same year, the Force's jurisdiction was extended to the whole of Canada and its title changed to Royal Canadian Mounted Police.

In the Arctic, Craig Harbour assumed the distinction of being the most northerly police post, and in 1928 the newly built police schooner, *St. Roch*, undertook supply and patrol duties in northern waters. In the early 1940's, the *St. Roch* gained further fame by becoming the first ship to navigate the hazardous Northwest Passage from West to East and, on the return journey, the first to traverse the Passage in both directions.

The R.C.M.P. took over provincial police duties in Saskatchewan in 1928; Alberta, Manitoba, Prince Edward Island, Nova Scotia and New Brunswick in 1932 and Newfoundland and British Columbia in 1950. In 1932 the Force absorbed the Preventive Service of the Department of National Revenue and formed a Marine Section. The Air Section was formed in 1937.

During the Second World War, the Force was responsible for Canada's internal security and a Provost Company was raised for service in England and Europe.

This has necessarily been a brief history of the Force. Within the 100 years of its existence, the stories of individual acts of bravery and devotion to duty are countless but, unlike other law enforcement agencies around the world, the "Silent Force" does not believe in "hard sell" publicity to chronicle its deeds.

From that small body of men who rode into the unmapped west to bring law and order in 1874, to today's modern force of 10,532 officers, N.C.O.'s and constables, plus 3,962 special constables, civilian members and public servants, the Royal Canadian Mounted Police has continued to serve Canada well, and has become a known and respected symbol of our country throughout the world.

Next month — a look at the R.C.M.P. of today, its Centennial plans and how you and your boys can take part.

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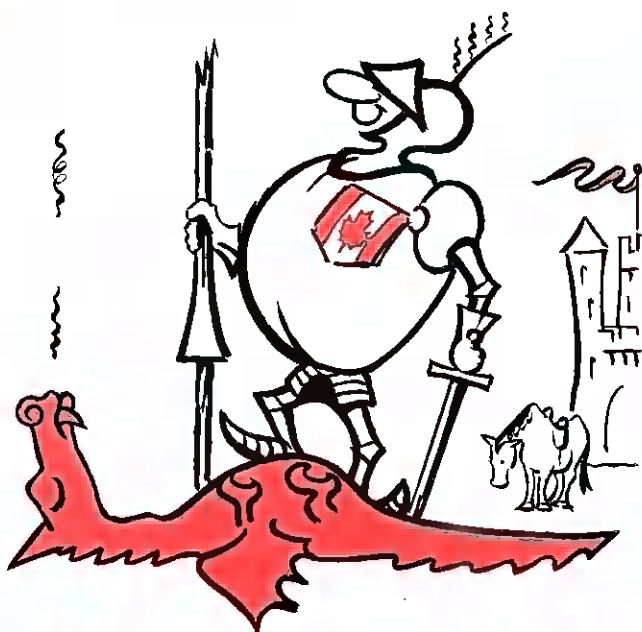


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stories & games



CHICKEN A LA ASPEN

Have you ever eaten a chicken emu? It's wonderful. At the appointed hour you dig down into a furnace-hot pit and pull out a meal of chickens and vegetables roasted fit for a king. But it's a tricky business; and you have to know what you're doing.

I know a couple of dozen former Scouts who will never forget one emu. It was the last day of a camping trip in the High Sierra. We hated to break camp, and had just agreed that if we had the makings of one more good meal we would stay another day; there was a 12,000-foot peak looming over us that we wanted to climb before heading for home. No sooner had we said the word than our wish was most unexpectedly granted, in the form of a huckster with a truckload of produce for far-back fishing camps. We immediately bought the makings for a big farewell feast.

We decided to cook it emu style, to free us for the day's climbing. We dug a pit, built a good fire and heated the rocks that would bake our dinner. We put a thick layer of leaves on top of the white-hot rocks, then the chickens, carrots, yams and potatoes, then another layer of leaves and a piece of canvas to keep out the dirt with which we sealed the pit. Now we were free for the day.

The few supplies left in our grub box made a mighty skimpy fare on the mountain climb, but we were buoyed up by the thoughts of the waiting feast. Back in camp at dusk, everyone grabbed his plate and stood in an expectant ring while the cooks opened the pit and brought up the food. What a sight it was — those four, big, roasted chickens surrounded by heaps of steaming vegetables!

But never was there a greater surprise in store! Half a dozen starved Scouts took big bites at the same moment, and half a dozen

BALLOON IN THE BASKET

Equipment required: one wastebasket and four balloons for each team. Balloons for each team should be a distinguishing colour.

Teams line up at one end of room facing a wastebasket at the far end of the room. Four inflated balloons are placed on the floor in front of each team.

On signal, the entire team works together to try to move all four balloons across the room and into the wastebaskets. The balloons cannot touch any part of the body **above the waist**.

Team members can interfere with the progress of other teams, as long as they do not touch the balloons belonging to them. If a balloon of one team touches a boy from another team, he must drop out of the contest.

Winner is the first team to put all four of its balloons in its basket.

ROPE RESCUE GAME

Equipment required: for each team, one large cardboard box and 40 feet of 3/8-inch rope.

Teams line up in relay formation at starting line. Place cardboard boxes 30 feet away and directly opposite each team.

One team member is seated in the box. On signal, first man in the team coils the rope and throws it to the boy seated in the box, who grabs hold. Then all team members pull him and the box across the starting line. Now boy in box runs back with the box and gets in it again.

Repeat the process until all team members, except the boy being rescued in the box, have successfully thrown the rope.

Winner is the team which finishes first.

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TRACTOR PULL

The "tractor" kneels on hands and knees with a "driver" astride. The driver holds on with his legs. Two tractors back up to each other and the drivers reach back and grasp each other's hands.

On signal, each tractor starts pulling in an effort to pull each other over a line, or unseat the driver. Success in either attempt scores one point.

Two points out of three win the game.

CHAIN GANG

A rope at least 14 feet long is needed for each patrol. Patrols form relays.

On signal, the first man ties a bowline around his right ankle, and hands the rope end to the next man who ties a clove hitch around his right ankle, and so on until the team is "all tied up."

The team then races to a finishing line. Winner is the first patrol to reach the finishing line with all clove hitches and the one bowline tied correctly.

STORK TEN-PINS

Divide six or more players into two teams, one called storks, the other: hunters.

The hunters use three large rubber balls. The storks stand in a row on one foot while the hunters take turns rolling the balls and trying to hit a stork's foot. The storks dodge by hopping but, if **both feet** touch the ground, the stork is considered hit. This counts one point. After one inning, the players change sides.

big mouthfuls came exploding out seconds later. Tentative tastes by the rest of us told us the sad story — every morsel of that beautiful array might as well have been soaked in quinine as steamed in those leaves. We had used leaves from the quaking aspen, a stranger to us, and hadn't known enough to taste them to see if they were sweet or bitter.

I expect there are easier ways to learn the tricks of camping, but one thing is sure — when you've made a mistake like that you don't make it again. No amount of 'book learning' or talk or smooth demonstration in a troop meeting can take the place of such real experience. That's why it's so important to get out of the meeting room into the open, to test each new-learned skill under real-life conditions.

I hope a lot of your troop or post program is carried on out there. It's where Scouting was meant to be done.

—Lex R. Lucas in
Personally Speaking

TAKE TIME

Take time to think, it is the source of power;
Take time to play, it is the secret of perpetual youth;

Take time to read, it is the fountain of wisdom;

Take time to love and be loved, it is a God-given privilege;

Take time to be friendly, it is the road to happiness;

Take time to laugh, it is the music of the soul;

Take time to give, it is too short a day to be selfish;

Take time to work, it is the price of success.

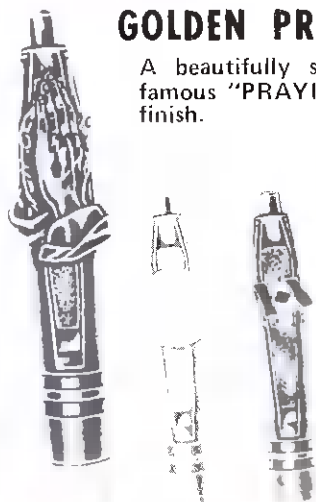
— Author Unknown

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J.H. COLLINGWOOD MAKES IT SIMPLE FOR YOUR GROUP TO SELL ... NO FANCY RECORD KEEPING, NO COMPLICATED PRESENTATIONS, NO GOING BACK WITH MERCHANDISE ... THE ENTIRE SALE IS DONE AT THE CUSTOMER'S DOOR!

GOLDEN PRAYING HANDS PEN

A beautifully sculptured replica of Durer's famous "PRAYING HANDS" in antique gold finish.



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.

SELL
PEN FOR
\$1.00 EACH
YOU KEEP 40¢
ON EVERY
SALE!

SELL EACH KIT FOR	\$25.00
YOUR COST	\$15.00
YOUR PROFIT	\$10.00

25 PENS PER KIT



THE "SMILE" PEN

The happy little face that's so popular with both children and adults. Make excellent gifts. Choice of 6 Happy Face greeting cards to slip into the pen folder too!

God want me the security
To Accept The Things I Cannot Change,
The Courage To Change The Things I Can,
And The Wisdom To Know The Difference.

SMILE

We stand on solid feet
We stand on solid feet
We stand on solid feet

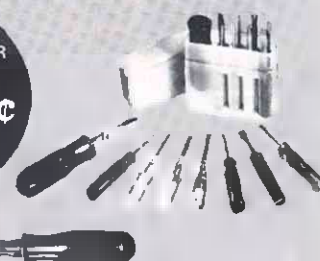


PEN
SHOWN
ACTUAL
SIZE

CANADIAN FLAG PEN

Canadian flag sculpted in bronze is boldly unfurled across the pen clip. A gift that one would be proud of! Complete with gift folder imprinted with, "O' Canada."

SELL EACH
TOOLMATE FOR
\$1.25
YOU KEEP 50¢
ON EVERY
SALE!



TOOL-MATE

Handy Tool-Mate for the kitchen, car, or workshop. Each kit contains 15 Tool-Mates. One kit costs you only \$11.25. You sell each kit for \$18.75. Your profit on each kit is \$7.50.

YOU SELL EACH KIT FOR	\$18.75
EACH KIT COSTS YOU	\$11.25
YOUR PROFIT	\$7.50

NO RISK! NO INVESTMENT!

OFFICIAL
ORDER FORM

J. H. COLLINGWOOD & SONS, LTD. DEPT. 9301-3
6381 ST. LAWRENCE BLVD. • MONTREAL 326, QUEBEC

NUMBER OF KITS	DESCRIPTION OF KITS	MINIMUM ORDER	OUR COST PER KIT	TOTAL AMOUNT
	Golden Praying Hands Pen	4 Kits	\$15.00	
	Smile Pen	4 Kits	\$15.00	
	Canadian Flag Pen	4 Kits	\$15.00	
	One Way (Jesus) Pen	4 Kits	\$15.00	
	Auto Safety Key Tag	4 Kits	\$15.00	
	Drug Alert Pen	4 Kits	\$15.00	
	Ecology Pen	4 Kits	\$15.00	
	Tool-Mate	4 Kits	\$11.25	
	Scatter Pins	4 Kits	\$11.40	
	Send for Free Literature!			
ENTER TOTAL KITS		TOTAL AMOUNT		

MIX PEN KITS YOURSELF!
CHOOSE PEN DESIGNS YOU FEEL
WILL SELL BEST IN YOUR AREA!



Name of Group
Church or Society
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

I and/or my organization agree that this merchandise is shipped on the specific understanding that it is on consignment and title does not pass until paid. I and/or my organization agree to pay for all merchandise which is not returned within 60 days.

SIGN
HERE

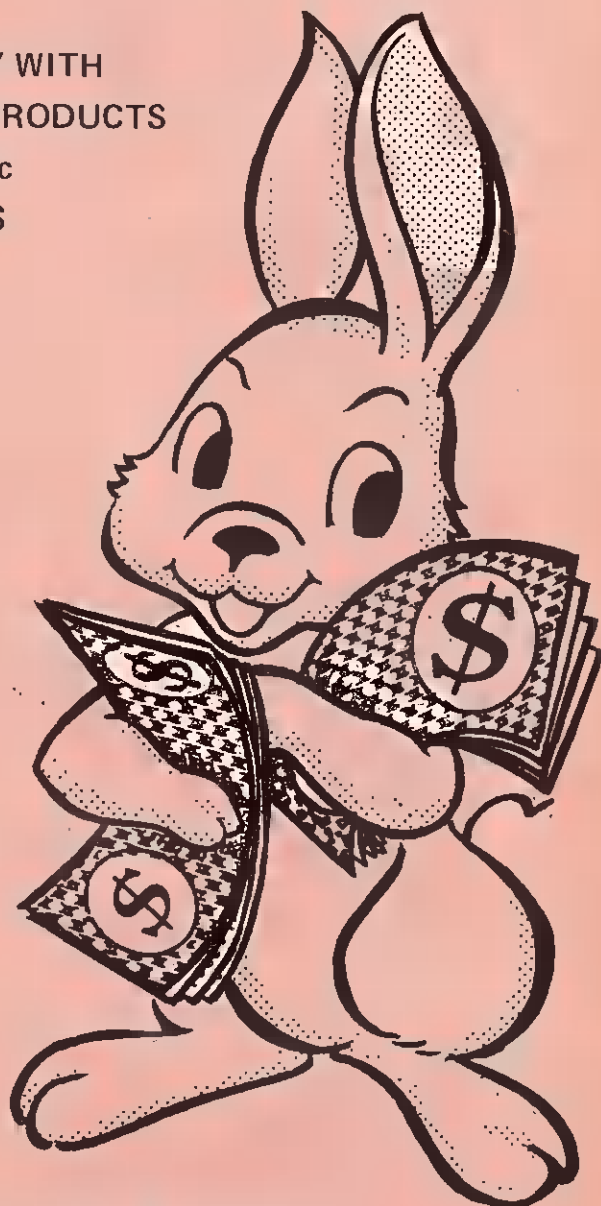
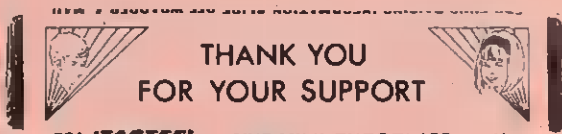
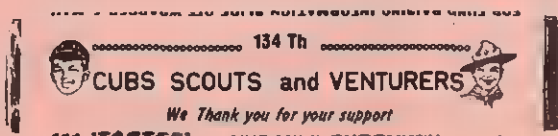
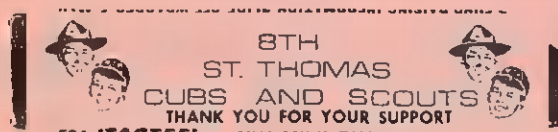
Signature of person authorized to order

OFFER AVAILABLE ONLY TO BONA FIDE GROUPS (Acceptance subject to our approval and verification of information submitted - fill out ALL spaces).

For your convenience, all orders are shipped pre-paid to you and the charge is added to your bill. However, we will enclose with your order **EXTRA FREE MERCHANDISE**, which, when sold, will **COMPLETELY PAY YOUR SHIPPING CHARGES**.

NEED MONEY?

MAKE IT THE EASY WAY WITH
TOP QUALITY CANADIAN PRODUCTS
PERSONALIZED 50c
CHOCOLATE BARS



DESIGN YOUR OWN WRAPPER !

50c CHOCOLATE BARS
YOUR PROFIT IS \$2.28 A DOZEN!!
NO RISK !!

UNSOLD ITEMS ARE RETURNABLE FOR CREDIT WITHIN 30 DAYS.

ORDER FORM

THE MONEY BUNNY
c/o FUNDS UNLIMITED
HYDE PARK, ONTARIO

Please send the following at \$3.72 doz. (tax incl.)

Name
Address
Signature
Complete Name of Organization
Number of Canvassers

MINIMUM ORDER

Standard Wrapper. 48 dozen
Personalized 64 dozen

..... dozen NUT MILK BARS
..... dozen PURE MILK BARS
..... dozen ALMOND BARS
Date required (allow 2 weeks)
Phone number
Title
..... Standard Wrapper Personalized (attach design)