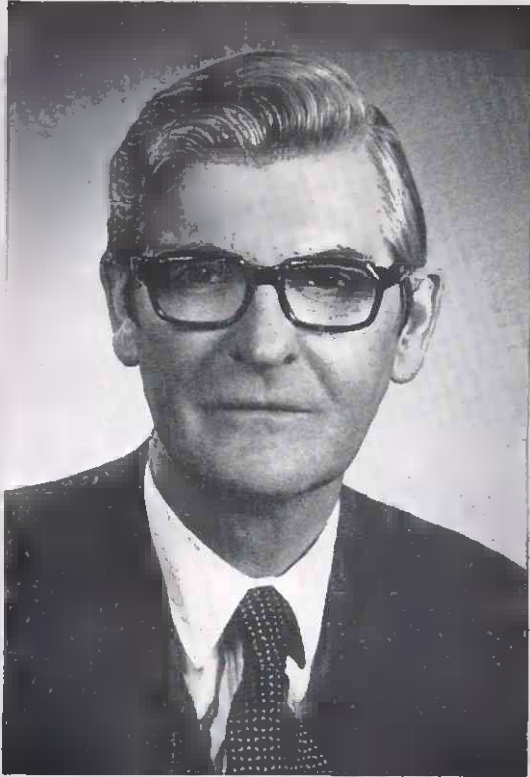


THE CANADIAN

APRIL 1974

leader





Our New Chief Scout

The Right Honourable Jules Léger, C.C., became Canada's Governor-General and Commander-in-Chief on January 14, 1974, and on February 18, our thirteenth Chief Scout. His Excellency is a native of Saint-Anicet, Quebec, and attended the Collège de Valleyfield where he obtained his B.A. in 1933. He studied law at the University of Montreal and obtained his Doctorat de l'Université at the Sorbonne in 1938.

After two years as associate editor of the Ottawa daily newspaper, *Le Droit*, he joined the Department of External Affairs in 1940 and began what was to become a most distinguished career in the service of Canada.

In addition to serving on the staff of Prime Minister W.L. Mackenzie King and as an executive assistant to Prime Minister Louis S. Saint-Laurent, His Excellency has held many major posts, including those of Ambassador to Mexico, Italy and France and, on November 15, 1968, he assumed the position of Under-Secretary of State, with responsibilities in the fields of arts and cultural support, bilingualism, education and citizenship. In April, 1973, he became Ambassador to Belgium and Luxembourg and left this post to become Governor-General of Canada.

Married to Gaby Carmel since 1938, they have one daughter, Hélène.

Canadian Scouting extends a sincere welcome to its new Chief Scout.

His Excellency has kindly prepared the following message which leaders should pass on to their boys.



GOVERNMENT HOUSE
OTTAWA

My Fellow Scouts,

I welcome this opportunity to send you greetings. As your Chief Scout, I am looking forward to seeing many of you as I travel across Canada in the next few years.

I hope that giving service is a practice which you will continue as you grow into manhood. Canada and the world will need you. You will not fail.

Good Scouting.

28th February 1974



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JAMES F. MACKIE, Editor

BEATRICE LAMBIE, Assistant Editor

MICHEL PLANT, Editorial and Advertising



COVER

A new Chief Scout; a few old tires helping to make a Cub outing a little more fun; Beavers who can't hear but who are learning about their exciting, new program; and a lesson in fire control from experts. Something like a Scout stew — a little bit of this and a little bit of that, with the end result a very appetizing package. And only a small portion of what you'll find in this issue . . . and that's no April Fool!

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SUPPLY SERVICES



NEWS



We draw your attention to the advertisement on page 35 of this issue for five new moulds to be used with plaster of paris. The casts, when painted, will make ideal presentation items or wall decorations. Making the casts also will be an excellent handicraft project for your boys.

Another new item which should prove popular is a **coffee mug**, decorated with Cub, Scout, Venturer and Rover section crests as well as Boy Scouts of Canada crest — all in colour. This will be in great demand as a souvenir item and as a commemorative gift for visiting members of Scouting's family — whether from Canada or abroad. It is available through your dealer or Scout office — catalogue number: 60-361; retail price: \$1.49.

Here's another new handicraft item which will provide hours of useful instructional entertainment for the younger boy. It is called the **Little Toymaker** and consists of a carton, 5"x16"x2½", containing 45 pieces of wood, hammer, nails, carpenter's tray, wheels, plans and instructions for building many toys. It will fascinate our future carpenters, designers, architects and handymen. Catalogue number: 71-293; retail price: \$5.89. Available through your nearest Scout dealer.

And now for those inevitable price increases.

Cub Belts	32-520 now \$ 1.99
Ladies' Tote Bag	46-451 now 10.50
Scout Money Pouch	46-466 now 1.29
Cub Money Pouch	46-467 now 1.29
Six Patches (per doz.)	01-290 now .29
Sheath for Hand Axe	50-102 now 1.49
Camp Mirror	53-106 now .99
Cub Comb-in-Case	60-116 now .29
Scout Comb-in-Case	60-117 now .29
Flag Carrier	71-541 now 3.49
Flag Cover	71-542 now 2.39
Apple-Day Tags (per 1,000)	27-405 now 4.25
Leaders' Pocket Record Blanks	25-404 now .30
Mini Rucsac	51-110 now 3.99
Junior Rucsac	51-111 now 4.19

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.



Canada at the Third

How does speculation gell into concrete plans and proposals? At what point does a dream become reality? Well, for a group of Peterborough Scouters, part of the local service team, it happened at a training camp one warm August night.

"It's alright running these training courses in campcraft," Rick mused, "but I'd like some real adventure for a change!"

"Say," I replied, "National is advertising the Pan-American Jamboree in January in Bogota, Colombia. Why not plan a trip to South America to break up the winter and have a real Scouting adventure."

As we boarded our limousine for Toronto Airport on the freezing, early morning of January 2, that summer camp seemed a lifetime ago. All the plans for raising money; all the activity in selecting just the right gear; all the arrangements and correspondence with South America had been completed. Through the help of the National Scout Office in Ottawa, it was arranged that the Canadian delegation of six would serve on the jamboree staff. At the same time, it gave us an excellent opportunity to back up Canada's **Operation Amigo** with a personal touch.

Canada's contingent, all from Peterborough's Langley Park Service Team, formed a cross section of Scouting: Admiral Lowes, Cubmaster, 7th; Robert Jackson, troop Scouter, 1st; and Richard Mullen, Chris Dobbin and Kevan Herod, Scouters of the 9th Troop; and the writer, Jack Davidson, Co-Advisor, 1st St. Johns.

With Air Canada's help, we had soon traded the cold and snow of Ontario for the eighty-degree sunshine of Miami. Here we met Scouter Stewart Fall, i/c of the American Scout group, and joined forces for the flight to Bogota, Colombia. The U.S.A. contingent consisted of two troops, approximately 64 Eagle Scouts and 15 Scouters, from all over the U.S.A. We look back now with fond memories of this outstanding American contingent who on many occasions during the trip assisted us with transportation and the removal of red tape.

We arrived in Bogota at 10 p.m., amid a flurry of official dignitaries, including the President of the Jamboree, and the popping of flash bulbs. Next morning, front pages of local papers proclaimed the arrival of the Canadian delegation.

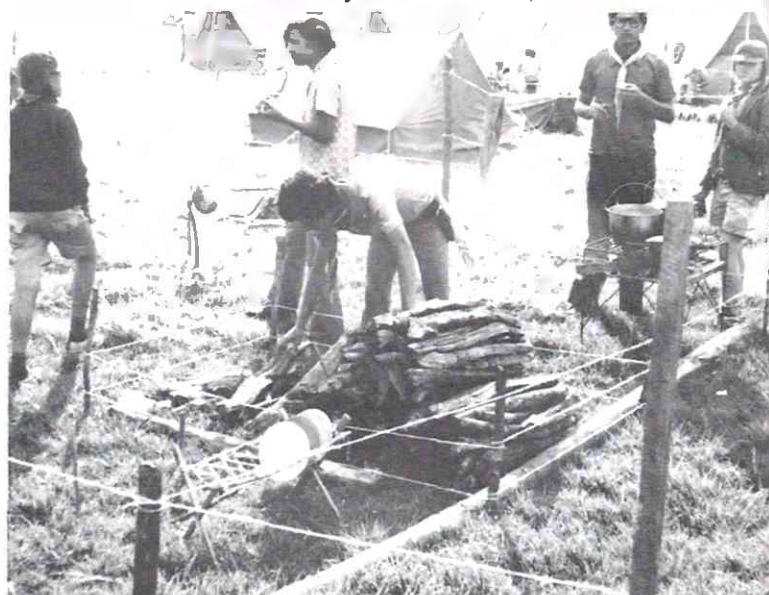
We were soon loaded on buses and on our way to our hotel. The orange fog lights of our bus stabbed the warm mist that enveloped the deserted, narrow streets. Now and then eucalyptus trees, arrayed in multi-coloured Christmas lights, blazed through the fog like sentries guarding the gates to a land of fantasy.

Next morning we awoke to the bustle of a modern city of two million. Amid the clatter and confusion, hundreds of vintage cars and taxis jockeyed for position under the watchful eyes of numerous police with rifles or sten guns over their shoulders.

In Bogota, all that glitters is often gold, and our first stop at the Bank of the Republic proved this point. There we saw the magnificent collection of over 7,000 items of pure gold jewelry, predating European settlement in the new world. These beautiful, delicately-wrought objects were the handicraft of ancient Indians and now are the national treasures of modern Colombia.

By afternoon we had rejoined our American friends for the twelve-mile journey to the jamboree site. We found our subcamp, which we shared with the U.S.A., West Indies and Colombian Scouts, laid out on a deep, grassy plain, framed in the distance by the towering peaks of

By Jack Davidson, Co-Advisor 1st St.



Mount La Guadalupe and Monserrate. We were soon to learn that the cool, 45-degree nights of our 8,600-foot altitude would give away by 10 a.m. to cloudless skies and 75-degree sun. Several sunburns were to result before we learned to take precautions.

Pioneering poles were scarce but, after erecting our tents, four small poles were secured and, with the help of *The Canadian Leader* magazine, April '73 issue, we constructed a gate in the form of a *Paraboloide Hyperbolique* (PH for short). Then a photo display of Canadian Scouting was set up. Suddenly I found myself very tired and, even lying down to rest, it was difficult to breathe. It was then I remembered that, at close to 9,000 feet, the rule for "lowland" Canadians was SLOW and easy . . .

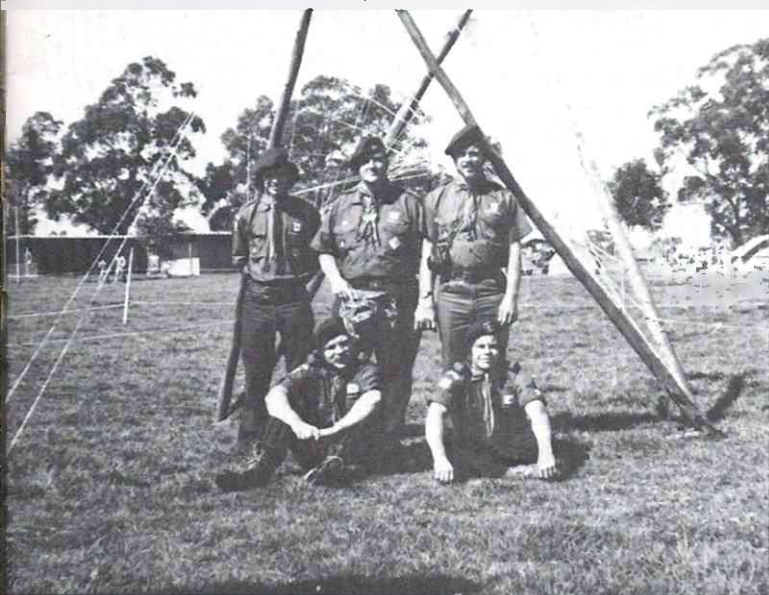
Soon tents of every size and description were going up all around us, and curious Colombian Scouts inspected our displays. Then it started! The one event that was to become a daily way of jamboree life! "Amigo, want to trade?" And trade we did! For the next week "Canada Camp" became the centre for friendly hospitality and brisk crest trading. Thanks to donations we had received, we were able to distribute 500 flag pins, 500 maple-leaf pins, 500 Spanish books on Canada, plus about 600 crests and souvenir items.

Next day, the stirring official opening took place. The flags of nineteen nations were unfurled as each delegation marched past the reviewing stand while officials of the Government of Colombia and the World Bureau of Scouting took the salute. From country after country, the Scouts marched into the clearing through the lush, lettuce-like grass to the cheers and applause of the spectators: the Americans in their near khaki uniforms with brilliant red berets; Colombians in dark green with gold and wine-coloured toques; followed by the smart group from Panama with their large white sombreros framing their smiling, eager faces. And everywhere a kaleidoscope of colourful flags and banners.

Then the jamboree activities began. Wide games, campfires and firework displays were highlights. Rick and Kevan set up and ran the obstacle course for two days. Chris, Bob and Admiral instructed in lashing and pioneering, a subject of keen interest to the South American Scouts.

Pan-American Jamboree

Johns Company, Peterborough, Ont.



Scouts purchased rations from market-like stalls in the camp and prepared meals of rice, vegetables, chicken with fresh pineapples, and papaya. We were warned not to drink the water so drank Coca Cola at the unbelievable price of four cents a bottle.

After a busy, warm day, we would gather around a campfire as the Colombian Scouts wrapped themselves in their ponchos to ward off the chilly, night mountain air. In the gathering darkness we could make out the tall forms of the mounted troops who patrolled our camp each night. This action kept the bandit gangs far away from us, in the hills, for the duration of the jamboree.

OPERATION AMIGO

On Sunday we had the pleasure of visiting the five contingents representing the Amigo countries with which Canadian Scouting has established ties to assist in Scout program development. The leaders of each: Colombia, Venezuela, Bolivia, Peru and Ecuador, were presented with an Amigo crest and a copy of the August/September '73 issue of *The Canadian Leader* magazine. The leaders were eager to thank Canadians for their support and to talk of their hopes and aims for future Scouting. It was a joy to see the high calibre of these campsites, and the polite, yet enthusiastic Scouts carrying out their activities. Each morning by 6.30 patrols would be up on their morning run interspersed with calisthenics. Then we would hear the rapid swack of machetes as kindling was prepared for charcoal fires for the breakfast coffee. Scouting will continue to grow here, but funds are needed in a land where tents and camping gear are extremely expensive and the average family income greatly lower than in Canada.

On Monday our site was visited by the Mayor of Bogota and camp officials. At this time I presented a framed picture of Baden-Powell on behalf of Canadian Scouts to the Camp Chief and other Colombian Scouting officials.

That night Rick represented us at a campsite dinner at which one member from each country was present. The Scouts of the site formed a circle around the diners and sang Colombian songs while the guests ate. At the con-

clusion Rick stole the show by presenting the host with a miniature Canadian flag complete with table stand.

The next few days passed quickly. Our time was filled with camp activities and local tours. Everywhere we were greeted by friendly Scouts, eager to learn of Canada and trade a badge.

The quiet of a sunny afternoon was shattered by Canada's "Operation Frisbee" as Admiral, Chris and Bob began to distribute the 500 Frisbees donated to us by the Kellogg Company. Soon the air was alive with whirling red and yellow flashes. They were highly prized and the Scouts secured them to their belts or over their shoulders for safekeeping.

Kevan and Rick broke out the six lacrosse sticks we had managed to bring along and soon the South Americans were engrossed in trying their hand at the sport. Although adept at shooting, they lacked catching skills and one learned to duck the flying balls around the Canadian site.

A personal highlight was my visit to the Mayor's office where I accepted the official medal of the City of Bogota on behalf of the Canadian group. One representative was present from each visiting country and at this gathering E. Bower Carty of Ottawa, Chairman of the World Scout Committee, made a stirring speech in support of further Scout development in Colombia.

Dashing dangerously about in our 1947 Ford taxi, we all visited the impressive offices of the Canadian Embassy. Here we had a long, informal chat with Sidney A. Freifeld, our Ambassador. He was very interested to learn of Canada's Scouting role with Operation Amigo, and we presented him with several Scout calendars before leaving with arm loads of maple-leaf pins.

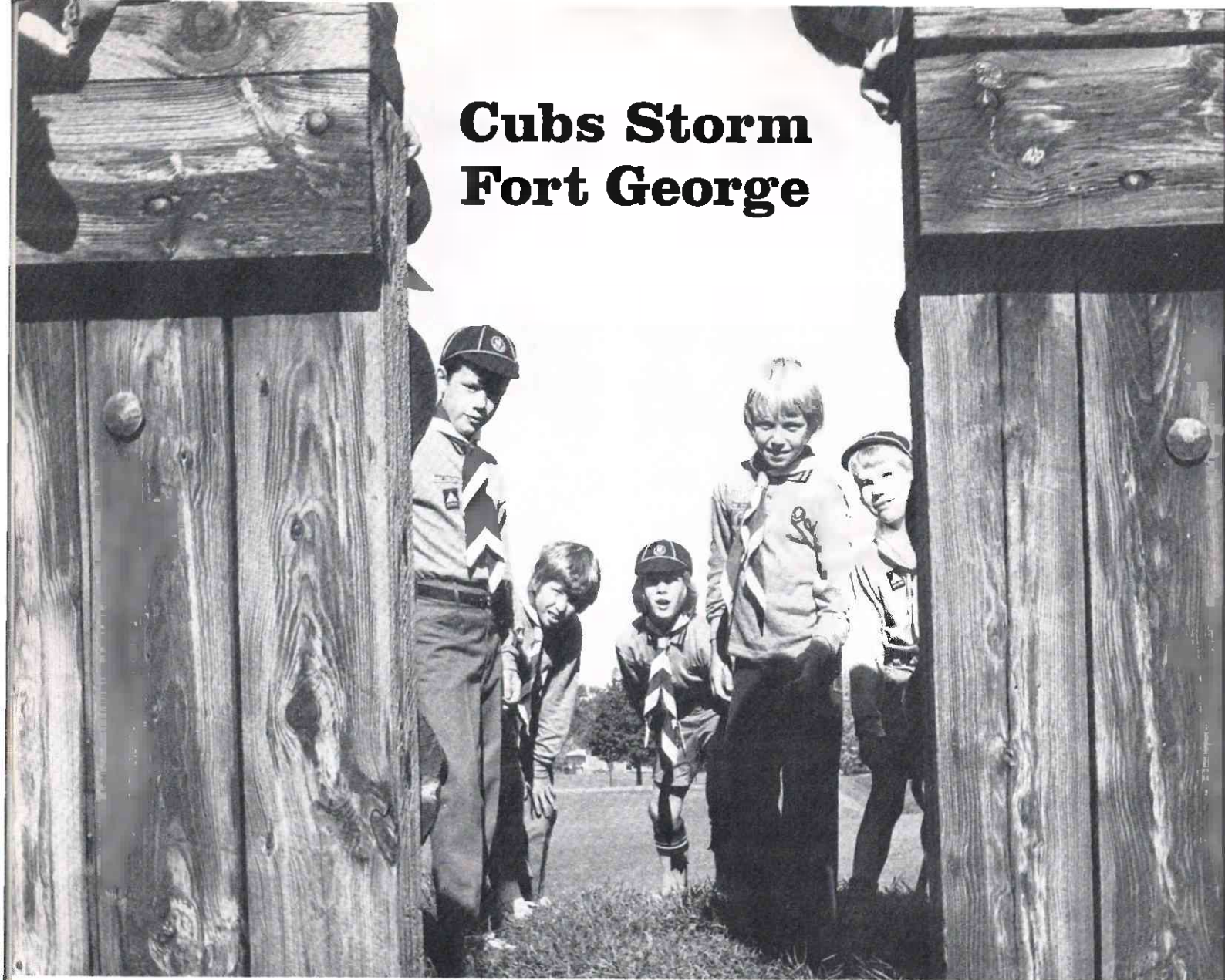
Our sub-camp chief from Colombia was Jaime Holina. He worked tirelessly on our behalf, ensuring our comfort and always cautioning us to slow down. We did try, and after a few days we managed to adapt to the more leisurely pace of Spanish culture. Although few spoke any English, Scouting certainly proved to be a universal language. Even young Scouts would come up and, touching our Wood Badge beads, smile and say, "Gilwell, Gilwell."

On Thursday the official activities came to an end. The Minister of Education, representing the Colombian government, took the salute as row after row of Scouts passed the dias. Four thousand in all, from 19 countries, proudly marched to the stirring music of the army band, silhouetted against the early evening sky. Then each nation brought forward a cask of earth from their homeland and these were mixed in an international Scout garden. It is with pride that we can say a little bit of Canada lies there on that distant Colombian plain.

Amid the happy cheers and boisterous good fellowship I moved away from the crowd to try to capture this moment, to define its personal significance. I looked up to the salmon sky, pierced by the gun-blue peaks of the Andes, and realized for the first time the true significance of World Scouting.

Sometimes local Scouting becomes rather mundane. What will we do next meeting night? Or, who can we get to serve on the group committee? But in Colombia we saw the real, dynamic force of Scouting playing a key role in the emergence of the third world. It was like going back in time and experiencing the enthusiasm of the Movement in its early development under B.-P. The Pan-American Jamboree was a unique experience for us. More importantly, it gave us insight into the heart of the unique potential of the Scout Movement.

Cubs Storm Fort George



By Barbara Hannah

Fort George, guardian of the old Town of Niagara, has undergone many attacks in years past but none quite so happily anticipated as that staged by 300 Cubs of the Niagara District during their Fort George Ramble last fall.

The Cubs were treated to an official welcome by the Lord Mayor of Niagara-on-the-Lake and the president of the district council. Following this, they were divided into two groups to begin an exciting day's activity.

To begin with, they all participated in a unique word-scavenger hunt. Each six within the larger groups was supplied with a typewritten sheet containing a number of clues. The sheet began by informing them that they were a group of "Butler's Rangers" and their task was to scout through the town and pick up enough information on the area for a possible attack.

The clues started them off from the barracks at Fort George, then into town from one historic site to another — the idea being that each six would fill the blank spaces on their sheet by identifying the particular items along the route.

Niagara-on-the-Lake is steeped in historical lore and lends itself to such an activity very well. In the town there are a number of museums, an old-time fire hall, an apothecary shop, a lookout spot, a boat-building yard, an

old wooden bridge, and houses with fancy weather vanes on top.

All of these locations were built into the word-scavenger hunt and provided the sixes with a challenging and informative run through the town.

After the hunt came AKELA'S CARNIVAL, which took place on the grounds of Butler's Barracks. The carnival was much like those found at country fairs or city exhibitions, except for the names of the various sideshows. Here we had Bagheera's Challenge, White Hood's Korner, Ka's Chatter, Mowgli's Throw, Baloo's Balloons and many others.

To get the Cubs in shape to "Storm the Fort," each of them had a chance to run through an obstacle course set up on the site of the 8th World Jamboree, held at Niagara-on-the-Lake in 1955.

Another aspect of this ramble was a litter chase in which the Cubs covered the entire area gathering some twenty bags of paper and garbage from the grounds. Then it was on to the Fort for a look at the old barracks, the fortification, description of the battles fought there, and on-the-spot insight into some of their own Canadian history.

The day was rounded off with a rousing campfire and then all 300 tired but happy "soldiers" trooped off home.

This was truly a day when the *out* was put into Scouting. Not only did the Cubs have a wonderful day, they also had a chance to learn some of their history, help the community, and see some of the older members of Scouting doing their part to make the day a success.

The Scouts and Rovers took care of parking the many cars that had assembled, and also controlled the crowds and supervised the scavenger hunt through the town. The Venturers set up tents and marquees and did many other jobs around the Fort.

How could this program be adapted to fit your pack or troop? You may not have a Fort George in your area or indeed a fort of any kind, but you probably do have some historic spot, reforestation area, or park named for a local resident or founder of the town, village or community.

It may be an old mill, or blacksmith's shop, perhaps an old manor house or farmstead, even a *marketplace*, historical trail or museum. Any or all of these can be excellent background for a large or small pack activity and, with a little ingenuity, you can build your day around this background so that the Cubs learn a little of what happened a long time ago.

Some advance planning will help to establish an excellent program. Contact site officials for your chosen location. Inquire about obtaining a guide for your tour — these can be splendid sources of fascinating information which, otherwise, might be unavailable. Inquire, too, about special admission rates, if any, for groups. This sort of information is best obtained well ahead of arrival.

Add some *Scouting skills* or *jungle lore*; include a service project if you can; include Scouts, Venturers and Rovers to help set up and run the event; and you can be assured of a wonderful day's outing.

Spring has come to some parts of Canada and isn't far away for the rest of us. Plan now to have your own Fort George Ramble, then write to tell us how it went.



Photos courtesy The Niagara Advance

Aquatics '74

By Larry J. Boyd

Fun, achievement and success, all describe the Windsor District Swim Program. *The Canadian Leader* salutes their 25 years of continuous progress . . .

Over the past 25 years, a continuing part of Scouting activities in Windsor, Ontario, has been the Windsor District Boy Scout Swim Program. Formed in 1947 when existing organized facilities were found insufficient to provide boys with a total range of water activities and instruction, the program has been developed and enlarged over the past quarter century to the point where a wide range of programs and activities are offered, quite apart from the learn-to-swim program. Swimming '72 recorded over 2,000 teaching hours and enrolled nearly 500 students.

It takes a lot of people, working in many different areas, to operate the program. There is a director who looks after administration and the 30 volunteers who comprise the staff. There is an administrative coordinator whose job it is to see that the classes are run efficiently, according to student needs, and who assists with staff training. The program operates two evenings a week and, on each of these evenings, a senior instructor is in charge of the operation. During each class a deck supervisor oversees the teachings of the instructors, and one instructor works as a supervisor for the junior instructors.

The senior registrar is in charge of the dressing-room supervisors and the registrars, who run the front desk and check attendance. Generally, too, each staff mem-

ber is capable of handling the work in two or three areas so that everyone can fill in for someone else when necessary.

In the beginning the program was organized to teach boys how to swim. That function still is an important part of the program but, as well, various teaching classes now are based on the Boy Scout badge system.

Learn-to-Swim is the original program for teaching basic swimming skills in 15 half-hour classes. It is divided into five basic levels of progressive instruction: Sinker, Tadpole, Minnow, Shark and Whale. As a student passes through each level, his basic skills are broadened and strengthened. On completing Shark level, a Cub is tested for his Cub 'A' Swimmer Badge and, after successful examination, goes to the Whale level. As a Cub completes the Whale level, he is examined for his Cub 'B' Swimmer Badge. A Scout in Whales attempts the requirements of the Bronze-Stage Swimmer Badge. After successfully completing the learn-to-swim progressions, a student enters the course programs.

Cub Lifesaver Badge Course is a 15-week, hour-long instruction period for Cubs who hold a 'B' level Swimmer Badge. As in all the course programs, theory is taught



in the classroom throughout the course. Basic lifesaving skills are stressed, as stated in badge requirements.

Silver Swimmer Badge Course initiates Scouts and Venturers into more advanced stroke and technical skills. Classroom work involves basic lifesaving theory, water safety, respiratory system and oxygenization. Endurance swimming routines are started. At the fast pace this weekly hour demands, students must be prepared to work really hard to pass written and technical exams after 15 weeks.

Gold Swimmer/Bronze Lifesaving-Badge Course has a combined goal to be achieved. It is a challenge to the aquatic student who has a little extra initiative. During the course the student has the opportunity to work for three weeks with an instructor in the learn-to-swim classes. The 15 hour-and-a-half periods are active and demanding, and only those with a sincere desire to achieve can meet the final examinations.

Junior Instructor Program, now in its second year, is for boys and girls who can meet basic, minimum-level, Bronze-Stage lifesaving. They become staff members and work throughout the program for the entire year. Their supervisor, one of the instructors, helps them with theory classes and evaluation. Each instructor assists with junior-instructor class teaching and their personal stroke skills. Near the end of the year, a junior instructor faces written and technical examinations at gold-stage lifesaving level and, on completing these successfully, is considered for an instructor position the following year, based on his class work and development through the year.

In addition to these regular courses and classes which are scheduled throughout the year, a series of supplementary activities and events are provided. Some events that have been presented in the past few years —

Diving Course: for Scouts and Venturers; supervised by the diving coach of the University of Windsor.

Lads & Dads: a program for non-swimmers and their dads. Fathers are given basic instruction and then, guided by their instructor, the fathers teach their lads.

Splash Club: a weekly period of family, recreational, swim activity open to all boys, leaders and their families.

Water Polo Competition: for all senior Scouts and Venturers.

Group Swims: free swim periods provided to leaders for their groups.

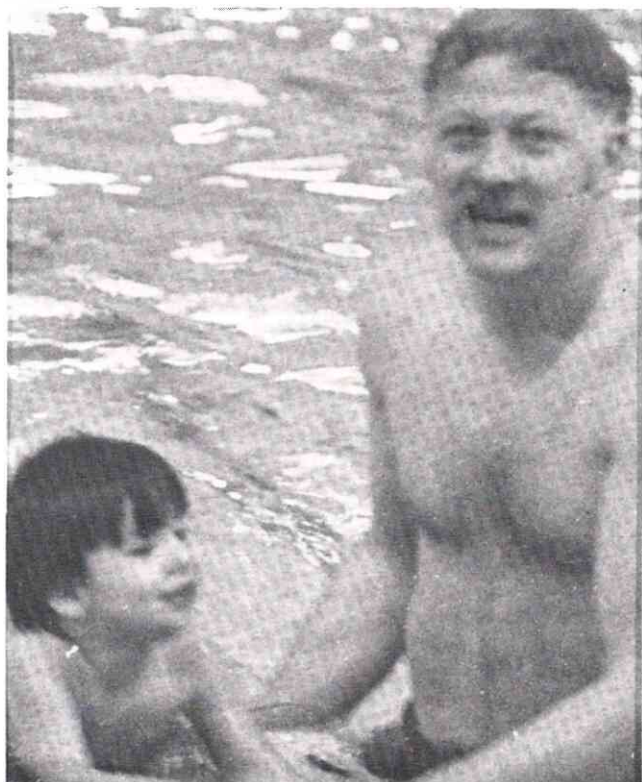
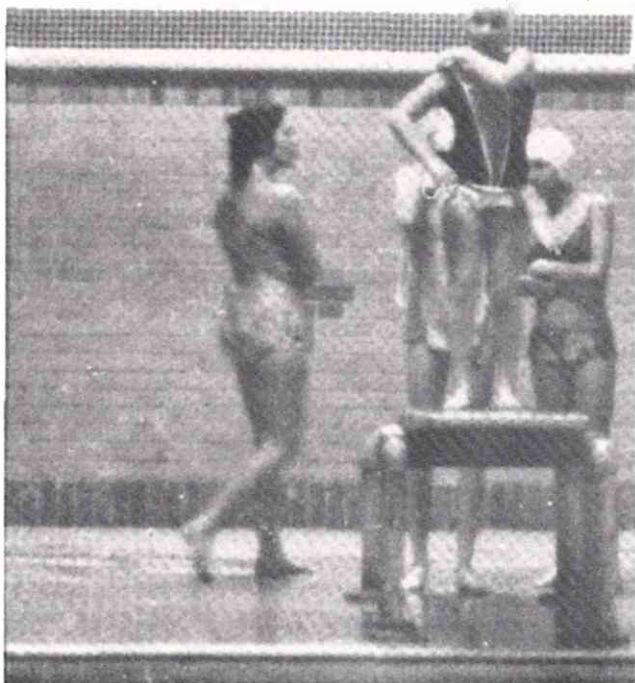
Canoe Course: based on the Canoeman Badge.

Many people have contributed to developing the Windsor District Swim Program, and its facilities have been used to expand the activities of other organizations, such as Girl Guides of Canada and the Big Brother Association. This year the program will be called AQUATICS '74. Justly proud of its 25 years of growth and development, it will continue to meet the needs of the people who use its facilities.

We hope other districts and regions will be stimulated by the story of Windsor District's Swim Program and may find it challenging assistance toward establishing similar programs of their own. Where pool and classroom facilities can be obtained — Windsor uses a school — there is almost certain to be wide acclaim for this opportunity. As well as getting on with their own lives, the 30 volunteers who staff the Windsor District program are continually upgrading their own water qualifications toward improving their program.

For more information regarding the Windsor District Swim Program, please write to the author, c/o Boy Scouts of Canada, Box 1234, 3085 Marentette Avenue, Windsor, Ont. N9A 6P8.

LARRY J. BOYD has been director of the Windsor District Boy Scout Swim Program for several years and, again this year, will enthusiastically work toward its success.



Photos by R. Ruszczak and R. Pyett

Fire Departments and Scouting



PARTNERS IN ACTION IN THE COMMUNITY

... An interview with Chief B. R. Wade, President of the International Association of Fire Chiefs, long-time member of its Scouting Committee and current Fire Chief of the New Minas Fire Department, Nova Scotia; and P.J. Horan, Director of Sponsor Relations, National Headquarters, Boy Scouts of Canada.

PJH: Chief, what is the International Association of Fire Chiefs?

BRW: The IAFC is an association of Fire Chiefs of North America which meets frequently to share ideas and update standards for fire fighting all across North America. There is a companion association, the IAFF, the International Association of Fire Fighters. Both associations have their head office in Washington. The IAFF has an office in Ottawa.

PJH: What is the connection between the IAFC, the IAFF and Scouting?

BRW: The primary connection is that the IAFC has a Scouting Committee which was set up to promote sponsorship of local Scout units. This committee has been active for some years and its work, in cooperation with the IAFF, has resulted in some 3,000 units of Boy Scouts of America being sponsored by Fire Departments and fire fighters.

PJH: How does that compare with Boy Scouts of Canada?

BRW: According to sponsorship figures, there are some 34 Scout groups now actively sponsored by fire departments across Canada. Most Scout groups have more than one section or unit so there are likely to be some 40 to 50 sections or units. I think there should be close to or over 300 such units rather than just 40 to 50.

PJH: Tell us a little more of the Scouting Committee of the IAFC?

BRW: As I have said, this committee was set up to develop and extend relationships between fire departments and Scouting, both in the United States and in Canada, and particularly at the local level. There is a similar committee operating under the IAFF. A real breakthrough occurred last Fall with the endorsement of plans for co-sponsorship of Scout units by both the IAFC and the IAFF. This was a tremendous, cooperative stride toward demonstrating concern for the welfare and the best interests of youth in the wider community. The fact that Fire Chiefs and Fire Fighters, two groups dedicated to the service of their communities, are joining in an effort to promote a mutual interest in Scouting activities and in fire-fighting activities will be of great value to all concerned and to the communities they serve.

PJH: Do Scouting committees have specific terms of reference?

BRW: Yes, their objectives, simply stated, are:

1. to maintain liaison to assure full utilization of BSA and BSC program resources by local, fire-department-sponsored Scout units;

2. to establish and attain annual goals for the increase of fire-department-sponsored Scout units;

3. to initiate and coordinate sponsorship promotion through IAFC publications, mailings and activities;

4. to arrange for fire-service special interest Explorer and Venturer involvement at the annual IAFC Conference;

5. to evaluate and suggest improvements for fire-department-sponsored unit-program content, as needed, to ensure relevance to the latest in fire service management;

6. to recognize divisions, state and provincial associations, local chiefs and fire fighters for especially successful use of Scouting programs.

PJH: Chief, how many fire departments and fire fighters are there in Canada?

BRW: Across Canada there are over 3,000 fire departments. These include about 180 which are full time and located mainly in large urban areas. The others are like mine, either volunteer or composite, having a small core of full-time men. There are also about 60 Department of National Defence Fire Departments. In all, there are about 60,000 fire fighters.

PJH: In what ways do you think fire departments and fire fighters can work with Scouting personnel?

BRW: I can list a number of ways:

- a) sponsorship — as you know, there are departments already sponsoring some 40 to 50 Scout sections;

- b) in addition, there are likely to be quite a few of the 60,000 fire fighters in Canada who are involved in one way or another with Scouting, as parents or community residents;

- c) one of the simplest and most popular is the regular visit of the Cub pack or Scout troop to their local fire hall;

- d) Scouts have always been deeply involved in Fire Prevention Week activities;

- e) additionally, and as part of their training, Scouts help in keeping fire hazards in and about the home and garage to a minimum;

- f) fire fighters often attend Scout meetings to talk to the boys about subjects related to fire fighting, such as first aid and the use of fire extinguishers;

- g) facilities of local fire departments are available to Scouting for many purposes. My own facilities at New Minas were able to accommodate last fall's Nova Scotia Scouters' Conference and it was the Ladies' Auxiliary of the Department who did the catering;

- h) fire fighters today are highly skilled craftsmen who are willing to meet with leaders at con-



Photos by Kamloops Daily Sentinel

ferences, Scouters' meetings and training sessions to share their knowledge;

- i) fire fighters and fire departments want to reach teenagers, such as Venturers and Rovers, who are mechanically inclined and likely to be interested in as worthwhile a career as fire fighting;
- j) fire fighters and fire departments are conscious of their role and image in the wider community and want to work on projects with youth and other groups in communities.

Really, to me, fire fighters see the use of the Scout programs as an effective community service and real image builder. Through involvement with youth such as Scouts, fire fighters and fire departments can play an important role in shaping the local community.

PJH: *Why do you think Scouting should be involved with fire fighters and fire departments?*

BRW: Well, that is the other side of the coin and, here again, my answers are to be put in point form:

- a) fire departments still have great appeal to the young and the young-at-heart;
- b) fire departments provide a potential source of leaders and skilled resource personnel;
- c) projects of all sorts — swim meets, first-aid meets, rallies, fire-prevention activities, some craft programs — can be set up and staffed or supervised by fire fighters;
- d) fire fighters are often available to provide hours and even dollars to meet the need for more and better Scouting in the local community;
- e) fire fighters have many technical skills to share willingly with Scouts;
- f) fire fighters can help to staff administrative committees, special projects, task groups.

PJH: *For some time now, Chief, you have been promoting closer relationships between fire departments and Scouting. Do you feel that your message is getting across?*

BRW: This meeting suggests that the message is getting through — at least to **Scout** people. But it is the follow-up and action at the local level that concerns me. If this message is brought to Scout leaders through *The Canadian Leader*, that's fine; but let's do the same thing in getting through to fire fighters and fire departments.

PJH: *How would you suggest that Scouting support and extend the growing rapport between fire departments and Scouting?*

BRW: First of all, get to the CAFC and the Canadian office of the IAFF and make them further aware of the possibilities of cooperation — get the doors opened. Let fire fighters and fire departments know of Scouting's interest in working together. Put out a message through the *Bulletin* of the CAFC as you are doing through *The Canadian Leader*.

Locally, have Scout leaders visit and talk to their fire chiefs. Find out what can be done, and then take steps to get it done. At the same time, set up a channel of communication to keep others advised of progress and of how to overcome hurdles.

Most fire departments have a community-relationships man — the fireman who visits schools and organizations to advise on fire prevention. Local Scout leaders should arrange to meet with these men and to work out ways and means of doing things together.

Working together, I think we can reach that target of 300 Scout units sponsored by fire departments and thus become real **Partners in Action** in the local community.

PJH: *Thank you, Chief, for meeting with us and sharing your ideas on this potentially dynamic way of getting fire fighters and Scouting more deeply involved with the youth of the local community.*

POSTSCRIPT

At the time of going to press:

- a) a meeting had been held with Executive Director Jim Arnott of the CAFC and Deputy Chief Ben Bonser of the Toronto Fire Department, Chairman of the Youth Committee of the CAFC;
- b) a recommendation and proposed plan of action will be brought to the attention of the CAFC at the March '74 meeting of its executive committee;
- c) subject to approval, a "note of cooperation" between fire fighters and fire departments and Scouting will be included in the March *Bulletin* of the CAFC;
- d) a specially developed and detailed brochure will be distributed to the 3,200 membership list of the CAFC in the general *Bulletin* of May.

"I DON'T KNOW WHAT TO DO WITH TONY"

By Doreen Kronick

Every colony, pack or troop has one: the boy who doesn't seem to keep up; the one who's always late; the discipline problem; the dreamer. Sometimes the cause of the problem is obvious. It may be that "Tony's" problem stems from his home environment, or from some physical difficulty. But more often than not, in fact in 10% of Canadian youth, the problem is that Tony has a "learning disability." Learning disabilities are like Diamond Knots. They look hard as blazes to figure out but, if you take the time to examine them and read up on how they're tied, you'll soon find they are just a piece of rope put together a little differently.

Learning disabilities may manifest themselves in a child in many ways but they all have some common traits. They are basically disorganizations in a child's mind which cause him to fail to grasp concepts that are relatively easy for other children to pick up.

Some of these are:

- 1) **Space:** this difficulty makes it hard for a boy to compete in athletics. He's usually very uncoordinated, though not necessarily small. He may have difficulty with drawing or writing because his fine finger movement is impaired. He may also have trouble travelling in the city because he can't remember the location of usually known landmarks such as churches, street names or stores.
- 2) **Sight:** this perceptual handicap is very prevalent. He sees things differently. Reading and spelling are often very hard for him. Because he perceives in a disorganized fashion, he will have difficulty recollecting things and places.
- 3) **Hearing:** this disorganization often causes a child to forget names and instructions. His vocabulary is often limited and his ability to express himself stunted.
- 4) **Numbers:** a boy with this problem will have trouble understanding the relationship between digits and



quantity. Math, scores, points, and other uses of numbers will confuse him.

- 5) **Time:** a mixed-up concept of time may pose unique problems for a boy. This Cub may never get started on an activity with the rest and, when he does, he'll be frustrated at leaving it incomplete or by always being last. Often he can't grasp the concept of futurity in a long-term project, like an upcoming camp; thus, many children need immediate feedback on their accomplishments.

These are the major learning disabilities. Some of our boys have only one of these, but many have combinations of them.

Children may be deficient in social as well as academic skills. They become easily frustrated and may give up on a task when they perceive its challenge. They may be over or underactive. They may be unaware of the kinds of topics discussed by boys their own age and thus find casual conversation with fellow Scouts particularly difficult. Being without the skills that most children learn as a matter of course in their development, they often speak too loudly or repetitively to the extent that they unconsciously awaken the annoyance of others. Clumsiness and difficulties in remembering rules of games contribute to their ineptitude in the face of other "normal" children. Consequently, many children are wary of contact with their peers and are often desperately lonely.

A learning disability and its consequences does not reflect upon a child's innate abilities. Although children with learning disabilities may experience particular problems in handling certain tasks, they may be extremely talented in other areas. With encouragement, they should be able to make a unique contribution to their group. By the time they have reached Cub or Scout age, they will have experienced so many years of failure in the schoolroom and on the playground that they are un-

likely to have much confidence in their ability to succeed. Sports, projects or demanding social situations may cause them intense anxiety and frustration. They may retreat from any challenging task.

Sheltered groups of handicapped Cubs or Scouts are operated for those children whose behaviour is inappropriate for a "normal" group. This sheltered group should be viewed as transitional. An active program should be established in sections which will provide the boys with the social and game skills necessary to participate in an integrated section. Many children who seemed to require the protection of a special group will be able to participate successfully in an integrated group if given a certain amount of guidance and encouragement. The Scouter must attempt to act as a buffer for the child, monitoring his behaviour, assisting him when necessary, and removing him from the program when he becomes overstimulated. Most children with learning disabilities should be in "normal" sections.

HOW CAN I HELP TONY?

The Scouter should meet with the youngster and his parents before he enters the program. This will enable him to assess whether he feels he can work with the child. It also will give him an opportunity to familiarize the child with the meeting room and describe to him the sequence of events at a typical meeting. He should familiarize the parents with the demands of the program and enquire into the child's specific problems. Boys with learning disabilities generally handle new situations poorly. The child's behaviour at the first few meetings may not be indicative of his capacity for subsequent adjustment. Any effort made to help him understand what will be happening and what will be expected of him would assist him in feeling relaxed. Here are some important points to remember.

- 1) These boys may not be able to show progress in such areas as reading or knot tying, but there are other areas in which they can achieve badges and, thus, feel the satisfaction of being accomplished members of the colony, pack or troop.
- 2) If the boy forgets directions, they should be given to him one at a time. If he can read, they could be written in the sequence in which they are to be executed. When speaking to him, the leader should use as few words as possible, and ensure that the child is facing him.
- 3) If he is becoming frustrated by a task, he may need to be assisted or have a simpler task substituted. A handicraft might be partially completed in advance by the leader and the finishing steps done by the child when the other boys are working on their project. Group projects might be undertaken in which every boy is assigned a task commensurate with his abilities and interests.
- 4) Whenever possible, competitive games should be interspersed with games played solely for fun.
- 5) If the boy is unable to read or write, help should be given him unobtrusively.
- 6) Some young, or particularly uncoordinated boys may require assistance in dressing, or getting ready for ceremonies.
- 7) Before a change in the customary events of the meetings or before a special activity, describe the sequence of events to the youngster so that he can structure it in his own mind and handle it with a minimum of anxiety.
- 8) If the child becomes upset or excited he may need to retreat to a quiet room to collect himself before returning to the group. This retreat should not be considered a punishment. If he becomes overexcited at each meeting, he may need to attend for a shorter

period of time which is increased gradually as he develops skills to cope with the situation.

- 9) The boys should be encouraged to telephone one another between meetings to remind them to attend and to bring the necessary supplies and equipment. Many children receive no phone calls from their peers and such a call will mean a great deal to them. Encouraging social activities between members of the pack or troop outside the meetings is a good idea.
- 10) If the child doesn't possess some social skills, assist him. Make him aware of the topics that boys his age discuss. Do not reward inappropriate behaviour, e.g., the child keeps asking whether he performed an activity well and the leader responds that he did well, instead of telling him that it is inappropriate to ask more than once. Praise the lad when he exerts real effort, or has improved a previous performance, even if his performance falls below the level of his age-mates. Don't praise falsely.

Some of these boys handle themselves in a perfectly normal fashion outside of school and can be fully functioning members of a troop or pack. In this case, the leader should assist them in explaining to the other boys why they are behind in school or in a special class. Others will exhibit obvious problems and the boys in the troop should receive an explanation. "Tony has difficulty remembering the things he hears, so I have written the instructions for him." "Pierre has trouble using his fingers so I've completed part of his project." "Lionel isn't well coordinated and may not hit the ball very often, but he'll have a chance at bat, just like everyone else." The boys can be told that many people have difficulty handling some aspects of living: remembering the things they see or hear, or having allergies, or the need for eyeglasses. Tony just has another kind of problem and his problem is "such and such."

Generally, a child with learning disabilities is already immature and may do well with a group of slightly younger boys or with very mature boys who will accept him and be understanding. Try to match the youngster with compatible boys; e.g., if he is uncoordinated, he may function better with a group whose members are interested in activities other than athletics.

Every province in Canada has a branch of the Association for Children with Learning Disabilities. This group is dedicated to parent, professional and public information. They will be pleased to assist you or refer you to competent sources of assistance. The special-education consultant of the local or regional school board can often be a valuable source of assistance. In Ontario the Integra Foundation is equipped to offer direction and suggestions to Scout leaders in the field of camping and outdoor activity. They are located at 2637 Yonge St., Toronto, M4P 2J6.

For further information contact:

Ontario Association for Children with Learning Disabilities,
88 Eglinton Ave. East,
Toronto 12 (416) 485-0393

Scouting has a place for Tony — in many cases, maybe the only place. As a leader, it's your job to take this small person into your section, and help him grow as best you can. You may never learn how much you helped him, but then, isn't that what it's all about?

MRS. KRONICK is the volunteer president of the Ontario Association for Children with Learning Disabilities.

SPIRITUAL DEVELOPMENT IN THE BEAVER PROGRAM

By Rev. Pat Byrne



How does a Beaver leader encourage the spiritual aspects of the program in the concrete reality of weekly meetings? Some ideas for your colony are suggested here. While written specifically for a Christian setting, they can easily be applied in other circumstances.

One of the hardest lessons of Christianity — even after 2,000 years of trying — is the simple truth that we love God by loving other people, **his** people; if we do not love them and help them and serve them, then we are rejecting God and refusing to love him. Often the picture is complicated if we find it hard to accept ourselves as a person.

As a leader in the Beaver section, you share the parents' responsibility of leading their sons forward on the

path to spiritual maturity. What you are and do in your meetings can help these boys take a further step toward God.

Bringing this down to the level of boys in the colony does not require special formulas as much as a clearer picture of what spiritual growth really is for a boy of Beaver age.

Spiritual development for a Beaver means that he moves forward a little, that his attitudes toward God, neighbour and self will continue to reflect his gradual maturing in other aspects of his life: physical, mental and social.

I love God: when a Beaver says these words, he usually has a very uncomplicated view of God. As adults, we should be helping him to know and love God as a kind, loving, understanding Father. As leaders, our own attitudes of understanding and kindness will help form — or deform — the boy's vision of God; for we are one aspect of authority in the boy's life at this moment.

Loving God is not a burdensome, onerous task, but a joyful privilege. With Jesus our brother, we come to know and love our Father as a kind, loving, approachable person. The Lord Jesus leads us to him in a spirit of confidence and trust. The whole question of reward and punishment need not be emphasized during the Beaver age range; it is better to concentrate on God as the kind, loving, understanding and forgiving Father at this stage.

Ways of loving God: the boy of Beaver age expresses his love for God by simple personal prayer and by helping others as Jesus did.

- **Prayer:** parents and leaders should encourage a boy to pray comfortably. He should be encouraged to talk with God about his plans and hopes, and come to Jesus as his brother.

Saying a simple "Thank you, Lord" for all the good gifts is important. The beauty of the world should lead him to praise God for all the wonderful things he has done. In his prayer, the Beaver may pray for greater generosity, to be more willing to serve others and make this a better world for all.

Group prayer in the lodge or colony will be *short, simple and sincere*. When we recognize something special, we can remind the boys that here is something for which we can thank God. A short verse of a psalm or hymn can be sung at times. At the end of a meeting, we can invite the boys to tell us some of the things they want the whole colony, including the leaders, to pray about. Sometimes we can also suggest a few persons or situations for their prayer now and at other times: perhaps one of the Beavers is sick; some current needs of the community can be mentioned.

Morning and evening prayer at home, Sunday worship with their family, and a simple meeting with Jesus in the gospel stories are further ways of promoting their spiritual growth through prayer. Bible stories can be told by leaders, or acted out by boys in lodges.

- **Relationships:** the boy's spiritual development also depends on the way he learns to accept himself and to get along with others.

I help other people: we should not forget why we encourage Beavers to think about others and help them: it is in this way that they show their love for God.

Helping others, doing something useful for them, is easy for little boys to understand. Beaver leaders should encourage friendly thoughtfulness toward other members of the lodge and colony, brothers and sisters at home, and friends at school and in the neighbourhood. We should encourage the boys to make a continuing effort to love their parents by trying to be good for them, by doing what they are told when they are told, and by trying to be helpful at home each day.

Doing good turns for the sick, shut-ins and aged persons by visits and by making cards and little gifts is a further way of reinforcing their efforts to help others, without looking for something in return.

Occasionally it may be necessary to remind them that refusing to help others — because of selfishness or laziness, for example — is going back on their Promise and Law. But, generally, boys of this age group are bubbling over with generosity, and leaders need only to keep it so by encouraging them to look for ways each day of helping other people.

The whole idea of *sharing*, which is basic in this section, will lead the boys to want to help others. By being ready to share themselves, their abilities, their possessions and their efforts, they are helping other people.

I take care of the world: concern for God's world is one aspect of loving and serving him. Beaver leaders can encourage boys to be concerned about the world, and to work and pray alone and with others to improve the world. Baden-Powell's last message suggests that every **Scout** should try to leave the world a little better than he found it. A similar thought might be presented to Beavers when they are ready for it.

Group efforts to make the world a more beautiful and pleasant place in which to live (planting flowers and cleaning up litter, for example) are signs of this concern. A prayer for civic leaders, especially in times of crisis, can be a further sign of taking care of the world.

Self-acceptance: one important element in spiritual development — one that often is overlooked — is a person's image of himself. By helping a boy to understand that he is loved for his own sake, that you appreciate his talents and abilities, a Beaver leader helps a boy to deepen his acceptance and understanding of himself in various positive ways: encouraging him to do his best, congratulating him for his efforts, accepting him where he is in age and development — realizing he is only five or six or seven, but on his way to adulthood.

His growing self-awareness will strengthen his spiritual growth, and in turn be helped by it.

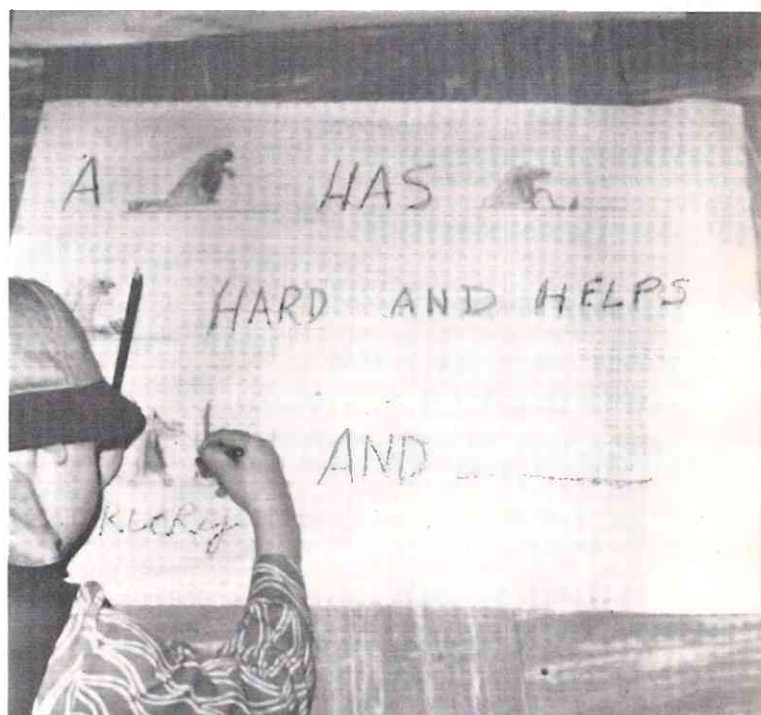
Practical activities: boys of Beaver age learn best from fun and action. A short explanation of one of the ideas mentioned above should be followed by a simple activity that lets them **do** what they have been hearing about. At the same time, a wise leader will encourage boys to think up practical activities by which they can express their love for God and others, and their concern for his world.

Ask your chaplain for some practical suggestions along the lines suggested by this article. Try on him what B.-P. said of a patrol leader: the more you expect of him, the more he will live up to your hopes. The new book, *Let's Celebrate* (by Rev. Don Laing; now in production, for fall publication), also offers many ideas for your program.

Adult influence: the attitudes and examples of the adults he knows determine strongly the developing attitudes of a boy. If he hears adults sneering at religion, and sees them making no effort to pray or take part in worship services, he may grow up with little regard for God. If he is told to be honest, but realizes that they are finding many ways of cheating and lying, he can soon become cynical.

But if a boy is exposed to a leader who has a sincere love for God and his people, he will be subtly but wholesomely influenced by this person. A leader who strives to live his Christian faith in his daily life, who lets his Christianity influence and warm all his actions, will share this with the boys in his colony or lodge.

It is not so much by doing "spiritual" things with the boys as by recognizing and providing opportunities for their spiritual development, and by helping boys to use



these opportunities to their best advantage, that leaders encourage spiritual development.

Beaver leaders who use their creativity and imagination in the realm of spiritual growth will find that they can develop their program to include this important aspect of Scouting.

The entire work of a boy's spiritual development will not be accomplished in two or three years; it is a lifetime task. But the years spent in the Beaver program can be important steps along the way.

REV. PAT BYRNE is Editorial Assistant, National Liturgical Office, Canadian Catholic Conference, and chairman of the Beaver Subcommittee of the National Program Committee, Boy Scouts of Canada.

OUT AND ABOUT WITH VENTURERS

No.3

By R.J. Roberts

Venturing is doing things, meeting people and going places. How often have you heard that said? Well, it is true and some of the items that follow will prove how true.

Mr. Kevin Woods, advisor to the 1st Newcastle Venturer Company from Newcastle, N.B., wrote to me a couple of months ago to relate an exciting adventure story that his company experienced and to share some of the activities that the members had been involved in since the company was formed in September, 1973.

The 1st Newcastle had two camping trips last fall, and another during this winter, started the construction of a log cabin, and toured the C.N.R. locomotive shop and switching terminal at Moncton, N.B., over a hundred miles from their home. They also intend to build some canoes in the future and, if anyone has any experience in building canoes which they would like to share with this company, please write to Kevin at 226 Millar Avenue, Newcastle, N.B.

The winter camp I mentioned is really the highlight of the company activities so far and took place early in January. But while the trip itself was important, this company also wanted to put Venturing on the map. As their Advisor said, "Everyone knows about Cubs and Scouts, now they will learn about Venturing."

The spot they chose for their camping trip was about 35 miles from town and in rugged bush country, on the property of the Heath Steel Mining Co. Members of the mining company staff drove them part of the way and showed them a great deal of hospitality.

However, they still had a six-mile hike to the campsite. Dressed in their warmest clothing and carrying lightweight equipment, they set out for the South Little River Lake. It took three hours to make the trip due to the rough terrain but the trip through the winter countryside was well worth the effort.

Arriving at the campsite, they set up lean-to's using fallen timber and plastic sheeting. Due to the meagre snowfall in that area, they really had to work hard to find enough snow to cover the sides of the lean-to's for insulation.

They also constructed a reflector fire, again using fallen timber, and this added to their comfort and provided a

little heat for the shelters. A reflector oven was built and produced some delicious hot biscuits for the entire company during the weekend.

On the first night, strong winds developed and temperatures dropped to 18 degrees below zero, with a wind chill of minus 45, so the first job the next morning was building up fires and cooking hot food. During the morning the Venturers spent time making the camp more comfortable and generally being active to keep warm.

Later that day, they were visited by the mine company geologist who came out on a snowmobile to see if the Venturers had survived, and it was he who reported the temperature to them and the fact that it had been the coldest night of the year in that area.

In the afternoon, the Venturers set out in small groups with clipboard, compass and pencil to map the entire lake area. The lake itself is about a mile long and they wanted to locate the inlet and outlet, a small island in the lake and all other useful information. To do this would require some five miles of hiking but all succeeded and arrived back just before dark, cold but happy, and with a flock of written notes and co-ordinates.

The advisors who had stayed in camp welcomed them back with a good hot meal and some quiet relief that all got back safely.

That night was even colder, dropping down to minus 24 degrees, with an even lower wind chill factor, but all slept reasonably well. In the morning, after a hot meal, the equipment was packed, the site cleaned up and the company headed for home.

The adventure had an unexpected ending. When they arrived back in town, they were treated as heroes. The local papers took photographs and wanted to know of their experience during the frigid weather and, apparently, the local radio station (unknown to the Venturers at the time) had been dedicating songs and talking to them during the weekend.

Much was learned of camping and surviving in such cold weather and also how to have a really good time despite the cold. Plans are now underway for another camp during the Easter break. As for the other goal, that of letting people know about Venturing, well, just about everyone in the Miramichi Valley has heard about the 1st Newcastle Venturer Company, and that was only the beginning.

NATIONAL AWARDS

For some time now we have been talking about the National Awards available to Venturer companies in a number of areas: for adventurous journeys, for rifle shooting; and for wildlife photography and, while the response has not been overwhelming, more and more companies are becoming involved in competing for these trophies.

In the February issue of *The Canadian Leader*, we wrote of the Klondike-98 trip that won the Amory Award last year for the 5th Burnaby Burrard Venturer Company of Burnaby, B.C. Well, they won it again this year with a really high adventure in the Bridge River country which they made partly on foot and partly on horseback, through some of the most ruggedly beautiful country in British Columbia.

This was not an easy trip and neither was it an easy win as they were closely challenged by the 29th St. Helen's Venturer Company of the Vancouver Coast Region, whose adventurous journey along the rugged Cape Scott Trail on Vancouver Island was exceptionally well carried out and, as with all the expeditions, handsomely set out in a well-detailed log book.

The third place goes to the 47th St. Mark's Venturer Company for their trip along the Hudson Bay Brigade Trail. Fourth place was awarded to the 60th Marpole Venturer Company for their Bowron Lakes trips. The final entry came from the 40th Marpole Troop for an adventure trip on the Tezzeron Lake.

Yes, all five logs submitted this year came from B.C., so let's hear from the rest of the country. Surely, other companies must be making some adventurous journeys we should know about.

In rifle-shooting competition, both the Drummond Trophy and the Pepsi-Cola Trophy went again to last year's winners, the Estonian Kalev Group from Montreal, but again we had more companies competing this year than ever before.

In individual competitions, the Kalev Group finished in the first eight places, followed by members of the 2nd Venturer Company from Nelson, B.C., the 5th Venturer Company from Burnaby, B.C., and the 94th Venturer Company from Hamilton, Ont.

In team competition, the Kalev "A" team took the first place, the Kalev "B" team came in second, the 5th Burnaby, B.C., took third and fifth places, with the 2nd Nelson, B.C., winning the fourth spot.

We are aware that many rifle ranges are available to Venturers across the country and that many summer

camp have shooting facilities installed. Your company could enter the competitions for 1974 by making use of these facilities simply by writing to this office for official targets and then sending them in when completed. Why not try it this year!

The last of the National trophies is the Nicholson Trophy for wildlife photography. We have not had much response to this one for some time. This year, however, we received two entries, both from the 5th Burnaby Burrard Venturer Co. The winner was Venturer Nick Russo, for a great shot of a standing deer, taken on a camping trip in the summer of 1973. The runner-up was Glenn Duxbury, and his picture was a rather startled porcupine, caught in the act of raiding the food supply during another camping trip this company made.

All the above-mentioned competitions are outlined in the *Venturer Handbook*, and all are easy to enter as most companies are making adventurous trips and taking interesting photos and at least some are involved in shooting programs. Make '74 a big year for entries into these competitions. Your group could be the next winner.

Odds - n - Ends

Looking for ideas for Venturer activities this year? Try some of these:

The 3rd Transcona Company from Manitoba spent one hour a day last year helping an 11-year-old girl who has cerebral palsy go through her physical therapy sessions. They also repaired two canoes, and then raised \$60 for the mentally retarded by participating in a canoe-a-thon. They made a ten-mile hike on snowshoes, camped out for a weekend, then hiked back. They hosted a dance and invited the local CGIT girls and senior Girl Guides; and, finally, managed to secure a tie in a basketball game in wheelchairs against the Winnipeg Paraplegics.

From B.C. again, 28 Venturers received their Queen's Venturer Awards from the Lieutenant Governor in an impressive evening at Government House in Victoria.

The 1st Haney Company from B.C. held a trail ride into the Bridge River country and had their story told in the August issue of Boy Scouts of America magazine, *Boys' Life*.

In Venturing one need not look far for enjoyable activities for the members to try out and, as you have seen, a great many are taking place. Let's hear from you so that we can share your adventures with others. Venturing is meeting people, going places and doing things.

17



PROVINCIAL
BADGES
DISTRICT
BADGES
CAMPOREE
CRESTS
UNIFORM
BADGES
EVENT
BADGES
FREE
DESIGNS
AND
PRODUCTION
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BEGIN WITH YES

By R. J. Roberts

... That's the slogan of the Shooting Federation of Canada and stands for Youth Educational Shooting Program. The YES program is specifically designed for the purpose of teaching and training young people to respect firearms.

Training in the safe use of firearms should begin at an early age to instill a complete understanding that guns are not toys but something which, when used properly and safely, can provide many happy hours of enjoyment and personal satisfaction.

The Shooting Federation of Canada has developed a unique program to help young people get involved in rifle shooting in a safe and enjoyable manner and at almost no cost.

The Youth Educational Shooting Program is a thorough course covering the basics of safe gun handling and marksmanship in a B.B. program for 11- to 13-year-olds or a Pellet program for 13- to 18-year olds.

The course is supervised and conducted by qualified Shooting Federation of Canada instructors with the assistance of other community gun enthusiasts. The course will familiarize young people with all types of guns so that they can appreciate the values and the dangers of firearms, learn the rules of good gunmanship, proper home and field handling of guns as well as breath and trigger control and correct firing positions.

When the instruction program is completed, an awards program in both B.B. and Pellet competition is available for those who wish to put their training into practical and competitive use.

The YES program is open to many different kinds of youth groups and seems ideally suited to Scout, Venturer and Rover crews who might wish to be involved in a shooting program, or learn the necessary skills to instruct such a program.

HOW TO ENROLL IN YES

- (1) Any group wishing to get involved in a YES program must become affiliated with the Shooting Federation of Canada and pay a group fee of \$10 per year.
- (2) The group must have at least one adult member, who will write and pass the S.F.C. Institution examination.
- (3) When the instructor has been qualified, the Shooting Federation of Canada will arrange for the group to receive on loan:
 - (a) B.B. Program - 5 metres: 3 Daisy model 99 B.B. Rifles, 5000 B.B.'s, 500 SFC 5-metre targets.

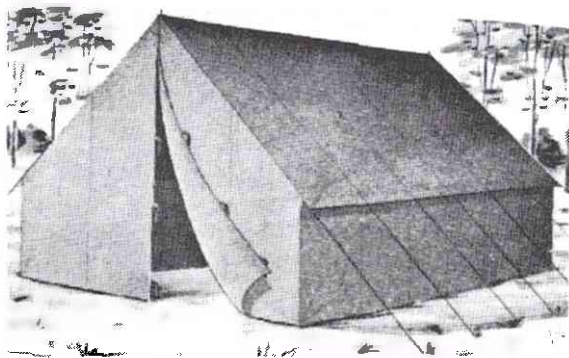
All printed instructional material required to instruct the program.

- (b) Pellet Program - 10 metres: 3 Daisy model 425 Pellet rifles, 5000 - .177 pellets, 500 SFC 10-metre targets. All printed instructional material required to conduct the program.

The equipment may be retained by the group as long as they maintain their yearly affiliation with the SFC and continue to conduct the rifle shooting program.

This sounds like an interesting program and one that some troops, companies or crews may wish to look into. For further information, please contact Shooting Federation of Canada, 333 River Road, Vanier City, Ontario K1L 8B9.

18



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paksa

By R. J. Roberts COMMUNITY SERVICE

An article in one of our Canadian newspapers, *The Niagara Advance*, under the heading, "A Bad Habit," tells of the "gentleman" driving a large, shiny, new automobile who parked on the main street of Niagara Falls and, while his wife went to make a purchase at the local pharmacy, opened his door and dumped the contents of his ashtray on the roadway.

This person was not the long-haired, jeans-wearing kid who usually gets the blame for such actions, but a well-dressed, reasonably affluent, middle-aged business man who should have known better. An irate store owner strolled across to the car, broom in hand, and cleaned up the mess, pointing out that "in this town we try to keep our streets clean." He did receive a muttered apology and the statement that it was a bad habit the offender had.

Contrasting that story is one from the 5th Dunnville, Ontario, Pack who, after hearing complaints from the local citizens about the condition of a neighbouring conservation area, decided themselves to take some action.

Each six, accompanied by a leader, visited the conservation area and, armed with large plastic garbage bags, went about the job of "cleaning up" the various areas of the park.

Many bags were filled with garbage, the park looked very much better as a result and the Cubs themselves enjoyed doing this worthwhile job. Some of their comments were: "What a mess", "All packs should do this", "What other parks can we do?"

The leaders of the 5th Dunnville made this outing a fun thing by having sixes compete against each other for the number of bags of garbage collected and by joining in themselves. They also made it clear that they fully supported the Cubs' feelings of concern about the way the park was before the cleanup began and offering congratulations when the job was completed.

Not only did the boys enjoy themselves, they also did some work towards a star requirement. Most important, however, was the feeling of accomplishment they had and the beginnings of some civic pride.

Perhaps because we live in such a sophisticated age, when it comes to community good turns, protecting the environment, or conserving energy, we tend to look for sophisticated ways to respond but, as indicated above in the clean-up of the park, a simple and direct approach can be very effective.

For instance, thousands of Cubs carry a lunch to school each day — do they throw their brown paper bags away or use them over and over again?

Bottle and paper drives, always a source of raising funds for packs and troops, now take on a new significance as the demand for recycling paper grows and the need to get bottles and cans back to manufacturers and out of the garbage can, becomes more important.

Wax milk cartons are an excellent fire lighter. A pack project could be to collect, flatten and roll them, tie with string and take home for lighting summer barbecues. In this way, we again remove some bulk from the garbage can, save the use of lighter fluids, which come from oil, and keep some of the oily fumes out of the atmosphere.

Projects can be many and varied and help can be provided to Cub parents and the community at large. But do keep them simple, make them fun, tie them into star or badge requirements when you can and, finally, impress upon the boys the contribution they are making to a healthier, happier, cleaner Canada.



Photo: Canadian Champion

The first meeting of the Beaver Colony at the Ontario School for the Deaf was on Thursday, November 8, 1973. A local paper, *The Canadian Champion*, quoted: "It was only natural that Ontario School for the Deaf, Milton, would have the first group of Beavers in Milton and one of the first in the Oakville-Milton Boy Scouts Association District — the beaver is the school's unofficial symbol and the school's annual yearbook is called *The Beaver*."

The colony meetings have been a "fun situation" and a learning experience. The attendance is taken each week by the boys, who have their own beaver with their name on it and which they hang on the wall — **in the pond** — to show they are present.

After the first three meetings, the boys were able to understand what a Beaver was and, in language and finger spelling, could say the word, "Beaver." The first three meetings were used for word-and-picture recognition of a Beaver. One of our activities was colouring a beaver, drawing and making beavers from crepe paper.

The next couple of meetings were used to explain "share." One game we used was **The Sharing Parcel**. One of the easiest ways to get across to boys of this age the idea of sharing is to have some candy and, boy, do they want you to share it with them! We had a very large parcel, with many small parcels inside.

All the boys sat, with their leaders, in a circle. Each layer of the parcel was taped together with masking tape. On the masking tape was written a number; i.e., 7. The parcel was passed from boy to boy to leader, all around the circle, and counting until the number 7 was reached. The boy or leader who was number 7 opened the first layer. If he found three candies he would keep one and give the other two away (each time, the leader would emphasize the words, "Share," or "Sharing"). All the names of the boys were in a hat and the one who opened the parcel drew two names from the hat. These were the two who received the other two candies.

The game continued until the parcel was completely opened. In the end, all the boys had many candies and balloons and, hopefully, some idea of what we were trying to do.

At a later meeting, we taught the kids how to do a tail slap and then, the following week, put everything together. At our sixth meeting we were able to do the opening ceremony.

Our colony has grown from six boys the first night to a total of 12. Over the next few weeks we will teach the boys the Beaver Promise and Law. It takes a long time but the progress of these fine young boys is so rewarding.

—from the leaders of **Milton Beaver Colony**:

**Shirley Ella, Doug Rowbottom,
Paul Trevorrow and Barb Waldow**

LET 'EM KNOW

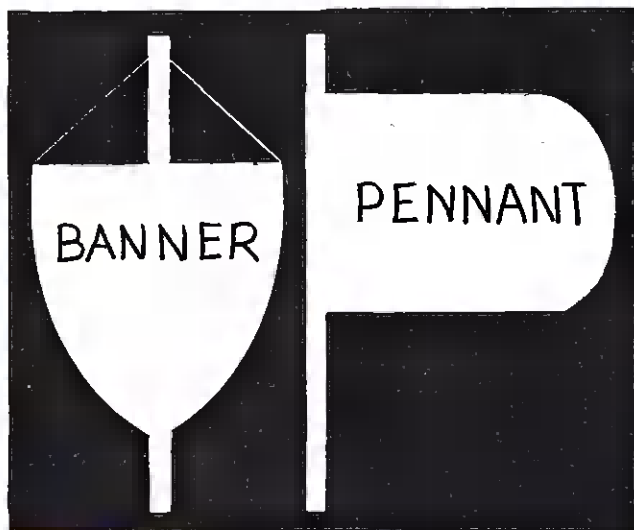
By Don Swanson, Director, Scout Program

Looking for something to develop patrol spirit? How about making patrol flags? Making things together is an effective way to develop patrol spirit — especially if it provides the patrol with a chance to display their work.

Patrol flags tend to be either pennant or banner in style.

While there is no "official" size, the patrol flag should be large enough to be easily seen but not too large. A good size seems to be about nine to ten inches wide and fourteen to fifteen inches long.

Don't let making the flag become a one-man job. Keep it a patrol project. Let's take a look at the steps.



STEP ONE

The first step is to decide on a design. Try an art contest in the patrol. Scouts can work on their own or pair up with another Scout to produce a rough sketch. The proposed designs are placed on display and the patrol votes for the best. (Runner-up designs could be used to make coats-of-arms to decorate the patrol corner.)

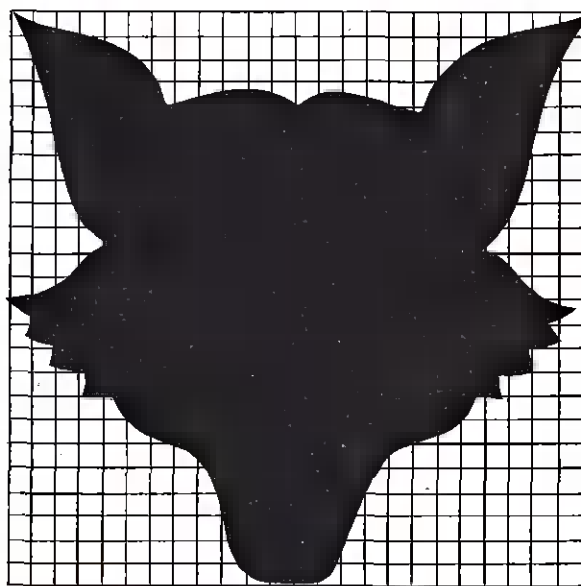


STEP TWO

Now that your patrol has a design, it's time to select the material. The material should be able to withstand sun, rain, and washing. A lightweight canvas, denim or cotton is good.

STEP THREE

Transferring the design to the material is the next step. Carbon paper will work, providing the pattern is the size of the finished flag. If it is necessary to enlarge your pattern, an opaque projector or magnascope (used by children to project comic strips onto a wall) will do an excellent job. Another way is to draw a network of lines over the pattern 1/4" apart. Then draw a similar network on another piece of paper, with the lines 1 inch apart. Now fill in the squares of the larger network with the detail found in the corresponding squares on the pattern.



STEP FOUR

This step will complete the flag. Paint the pattern on the flag with an oil-base paint; or use liquid embroidery; or cut the pattern from contrasting material and cement it onto the flag with textile glue.

STEP FIVE

All that's left now is to mount the flag on a suitable staff. This could take the form of a cut-off broom handle, a handle from a broken hockey stick, or a length of lightweight aluminum tubing. The staff should be between five and six feet in length.

Don't stop here. A patrol flag should grow with a patrol. Put a service bar on it for each year of the patrol's life. Paint an achievement award on it when fifty percent of the patrol members have earned it. Carve the dates of hikes and camps on the staff or add a ribbon for each important event in the life of the patrol. The only rule to follow is: whatever is put on the flag or staff must have special meaning to every Scout in the patrol.

And last, but not least, the patrol flag is held by the p.i. in the troop horseshoe, and there should be a small stand in the patrol corner to hold it upright.

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The Bodger's Lathe is still used by rural craftsmen in the woods of Buckinghamshire, England, to rough-turn the legs of chairs, etc., for the local furniture factories. The lathe is operated by a cord which runs from a treadle, round the piece of wood to be turned in the lathe, and then to a springy sapling or overhead branch which is pulled down when the treadle is depressed, and springs back to its original position when it is released.

It occurs to us that the same principle could be applied in the troop room, using two chairs to house the lathe heads and a couple of strong rubber bands to supply the motive power. The details I leave confidently in your capable hands, but do let us know how you get on.



EXPERIMENT AND RESEARCH DEPARTMENT

Equip the research party with a flashlight, a strong plastic bag (guaranteed waterproof) and a hank of sisal twine, and send them out to test the feasibility of marking the position of one of the "clues" in a Treasure Hunt at the bottom of the local pond (or equal).

FIVE-MINUTE COMPETITION FOR HUMDRUM TROOP MEETING

See which patrol is first to make an unbroken chain of articles the length of the troop room, each article beginning with the last letter of the previous one. E.G., brick-Knot-Tie-Exhibit-Tommy, and so on. No single article may be more than (say) six feet in length. Bonus inches should be awarded for ingenuity at the rate of one-third the length of the article concerned. For example, in the above chain of articles, the knot could be made in a 6-foot rope, the "exhibit" could be the patrol knotting-board, and "Tommy" would be the name of the youngest member of the patrol, all worth a bonus.

Childish, you say?

Not so. When we tried it in the 17th Whitley Bay many years ago, we found it much more difficult than we had anticipated and, in fact, no patrol succeeded in completing the task in the stipulated five minutes.



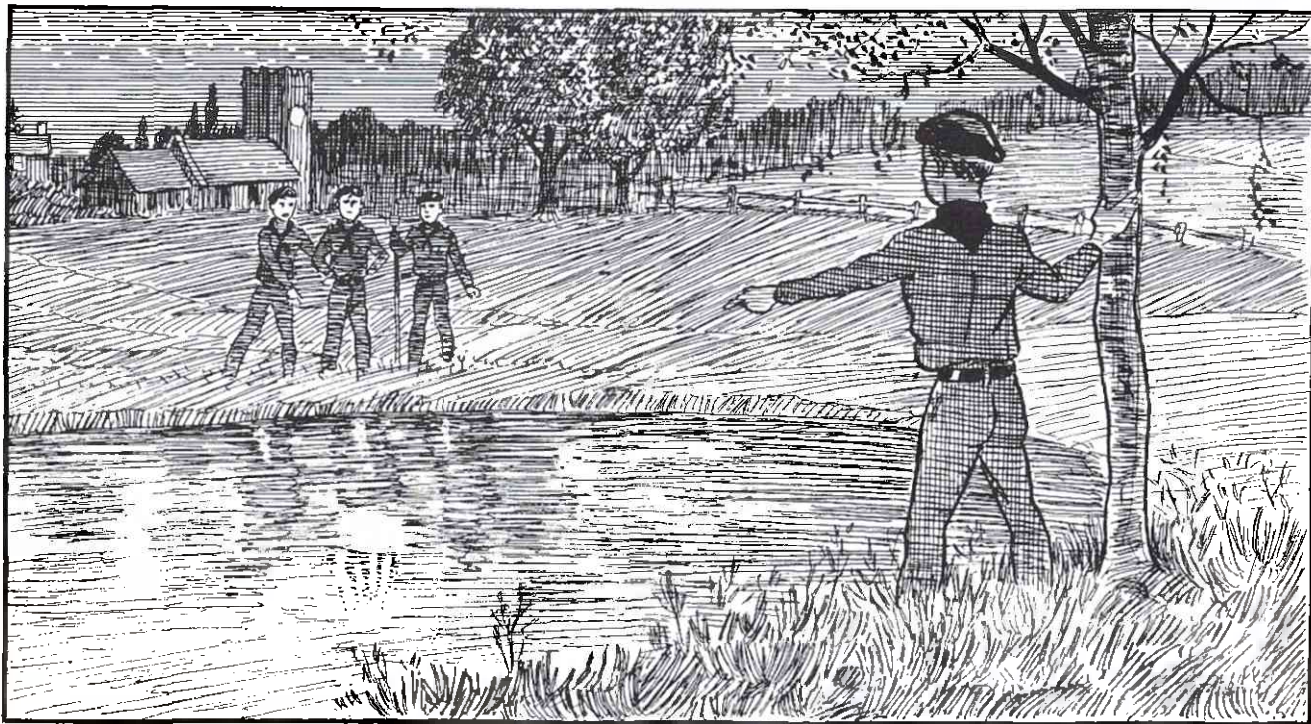
TAO CLUB SPECIAL

What you are called upon to try out — once only — is a signalling stunt which —

- requires no pre-knowledge of semaphore signalling;
- gives ample scope for leadership and teamwork;
- includes, among other things, ropework, naturecraft, rescue-work, cultural pursuits such as music and oratory, physical dexterity, and a certain amount of rough-housing;
- carries with it the OTL guarantee of instant success.

So much for the sales-talk. The scheme itself is this:

1. For ten minutes only the patrol leader rehearses his patrol in the first circle of the semaphore alphabet, A to G. (If he's cunning, he'll ask each man to make himself "letter-perfect" in two letters only, so that the signals can be read on sight and double-checked.)
2. Each patrol will be given a number of sealed envelopes containing instructions for various mad activities (see list on next page). On the outside of the envelopes will be inscriptions of some sort (see diagram) which will connect with one or other of the code words. For instance, let's say the code-word "ADAGE" was sent



from the signalling station, which of the envelopes in the diagram would you choose? Exactly. The one with the rolling stone gathering no moss as it pelts down the hill.

Having established the general principle let us press on by giving a few specimen "sealed instructions."

1. "Build a human pyramid three Scouts high. The feet of the top man must be at least six feet above ground level. While the pyramid holds firm, all hands must sing. 'What Shall We Do with the Drunken Sailor.' Anyone NOT singing will disqualify the lot."
2. "Join five ropes together with at least three different but appropriate knots and try to rope in another patrol."
3. "The fattest Scout in the patrol is in charge. Line up the patrol and put them through a stiff course of squad drill."
4. "Find a nature specimen of any kind which you can name *correctly* and take it to the troop Scouter."
5. "Organize a game of leapfrog in which every Scout goes over the back of every other Scout in the patrol."
6. "Demonstrate **simultaneously** three different methods of moving an insensible person."
7. "Kidnap the p.l. of the patrol."
8. "Disappear and wait for the signal."

Patrols should be scattered in clumps round the landscape in a wide half-circle, with the signalling station as the focal point. As the code words are signalled, they open the appropriate envelope and get cracking. The first patrol to complete the instruction scores a point.

Code words should follow in rapid succession, speed being the keynote of the exercise. It is a mistake to wait for the slowcoaches to finish one activity before giving the clue for the next. Much the best plan is to yell, "Next word coming up!" while they are still in the throes of the previous one. This will keep the boys on their toes, and presently you will have the joy of seeing them pelting round at twice their normal speed.

In readiness for this next outdoor stunt, every Scout must prepare his own compass card, showing the eight cardinal points. He will also need a flashlight to read it.

A wide-open space will be required, with lots of room for manoeuvre. A school playing-field would be excellent. On one of the goalposts hang a hurricane lamp, and inform the customers that it represents the North Pole, then ask them to spread themselves in a wide arc facing the Pole at a distance of (say) two hundred yards from it, and hand to each man a card inscribed thus:

TREASURE HUNT

NNE - 24 yards. NW - 60 ft. ENE - 45 metres
WSW - 100 yards. SW - 12 fathoms. NE - 72 ft.
NORTH AS HARD AS YOU CAN GO TO FIND THE
TREASURE

Now, if you think twice about this little bit of nonsense, you will see that, as the position of North (the lamp) will always be the same no matter where the players are standing, all the to-ing and fro-ing is completely unnecessary. All they need do to reach the "Treasure" is to make a beeline for the lamp from the word go. However, this will not occur to them, and you will enjoy watching them painstakingly pacing out each leg of the course, reorientating their compass cards on the lamp at each change of direction, and perhaps being ever so clever about that "SW - 12 fathoms. NE - 72 ft" bit (which would, of course, cancel each other out) until finally they converge on the lamp at a mad gallop. A large bag of potato chips suspended from the crossbar of the goalposts should reward the first to arrive, after which you will have the pleasure of leading them gently to the realization that they have been conned.

The psychological effect of this might be, of course, that your boys will never trust you again, but that's your problem.



Call up the p.l.s, hand to each a box of matches, and tell them that in five minutes' time they will be sent off to lay a half-mile trail round the town which can be followed swiftly by members of their own patrol but will mean nothing at all to the others. They may do what they like with the matches. (No need to tell them this but, when we tried this one on the 17th many years ago, the winning patrol had the bright idea of putting greenstick fractures in their matches and placing them at the foot of every other lamp-post on the left-hand side of the road only. If your own boys come up with any similar brain-waves we shall be glad to hear from you.)

Here's an old one which may, however, be new to your patrol leaders.

The cook wanted to measure exactly four ounces of liquid from a billy-can. Apart from the billy he had two mugs, one holding five ounces and one holding three. How did he do it? (The answer is opposite.)

Now suppose he wanted to measure exactly four-and-a-half ounces and had only a four-ounce mug and a five-ounce mug in addition to the billy-can? Yes?

YET ANOTHER SMASHING CAMPFIRE STUNT

Three Scouts enter and stand in a straight line, solemn as owls, facing the audience. The first boy takes a swig from a mug of water, the second boy throws back his head and gargles, the third boy spits it out. Exit all.

SOLUTION

Billy-can Problem: The cook would fill the five-ounce mug and transfer three ounces to the three-ounce mug. He would pour the three ounces back into the billy and transfer the two ounces to the three-ounce mug. He would then refill the five-ounce mug from the billy, and from this top up the three-ounce container, thus leaving four ounces in the five-ounce mug.

In the second case, he would fill each mug in turn, then tip them over the billy until the liquid was level with the rim at both top and bottom. The five-ounce mug would then contain two and a half ounces which, added to the two ounces from the four-ounce mug, would give him the required quantity.

ROPE CLIMBING BY THE STIRRUP-LOOP METHOD

"When in doubt," B.-P. is reported to have said, "hand the boy the end with the jam on first."

My belief is that we depart from this cardinal principle of Scouting every time we teach a boy a knot — and leave it there.

Indeed, there is more to ropework than the making of knots, bends and hitches, and when you are setting out to train a boy to build bridges, climb mountains, or perform feats of heroism in burning buildings, t'were better far that you should forget the ritual of reef, sheetbend and bowline for the time being. Time enough for all that bread-and-butter stuff after he has been given a chance to find out what it's all in aid of. Start by explaining the principle of the parbuckle, and get him to roll his own patrol leader across the troop-room floor like a beer barrel; or warn him that the Spanish Windlas is supposed to be so highly dangerous that only Venturers and Rovers are supposed to use it, then allow him to have a go to break a two-strand length of sisal with a couple of Scout staves, while you demonstrate your confidence in him by standing in the danger zone to hold the upright. Better still, lead him to the nearest tree and let him have a crack at stirrup-loop climbing, as shown in the illustration. This would at least get the two of you out-of-doors together on some mildly adventurous ploy — and, believe me, there is nothing better for a young Scout than to share an outdoor mini-adventure with someone he so admires! (Ahem!)

More applied psychology. You can't say this column is **ALL** froth and bubble. Gear required: One 60-foot length of 2" circ. rope.

Three 3-foot Strops of 1" rope.

Put a man-harness knot in the middle of the 2" rope. Throw one end of the rope over a branch and pass it through the man-harness. Pull the free end so that the knot travels up the rope till it locks against the branch. Secure the other end to any convenient anchorage to keep it out of the way.

Bend your three strops onto the rope one above the other at intervals of about 12" with PRUSSIK KNOTS. (To do this, simply turn each strop twice around the rope, passing one bight through the other at each turn.) The lowermost strop should hang about 12" clear of the ground.

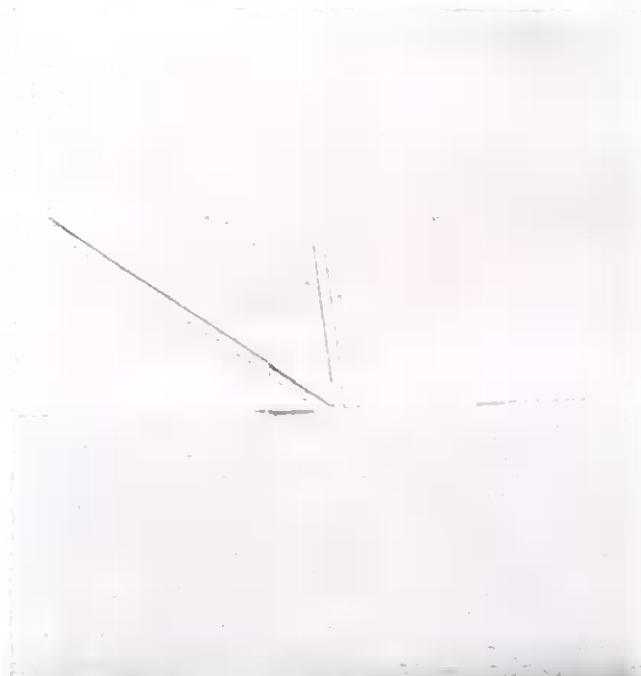
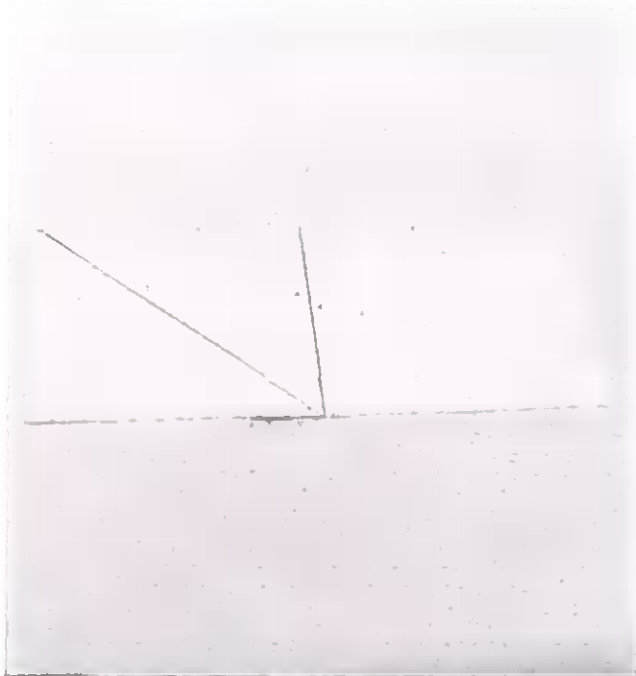
Grip the rope and put your foot into the loop of the **BOTTOM** strop so that you can raise yourself clear of the ground. Slip the loop of the **TOP** strop around your waist. Now push the Prussik Knot of the **MIDDLE** strop up the rope (you will find that it will slide freely) and put your other foot in the loop. Transfer your weight to this leg and push the Prussik of the **TOP** loop up the rope till it grips round your waist. You will find that you are now supported by your waist loop and have both hands free to raise the Prussik of the **BOTTOM** loop, which is now in slack rope. Follow this drill, raising each loop in turn, until you have reached the top of the climb, then go into reverse for the return journey.

Undo all knots and strain ropes to remove kinks before coiling down and returning cordage to the stores.





Conference or Window-Display Unit



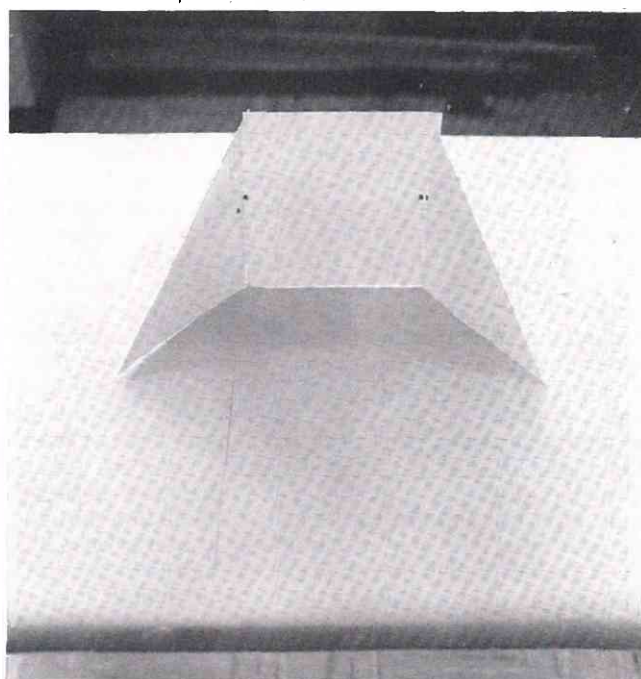
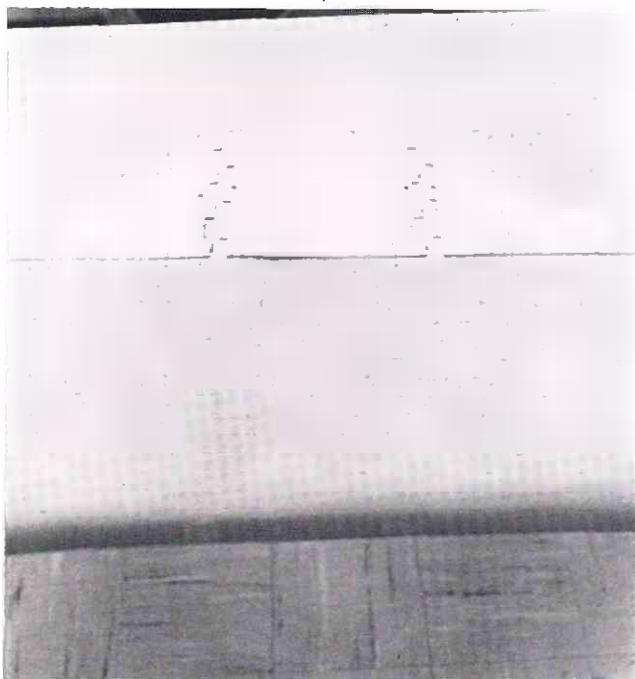
26

1. Mark your 4' x 8' sheet as above.

2. Cut into three pieces as above — a sharp knife should do the job.

5. Cut out the 2" x 6" rectangles. Reverse the pattern on side A of the square so that it interlocks with side A of the triangle. For best results side B of the square would be the same pattern as side A of the triangle, and side B of the other triangle would duplicate side A of the square.

6. Your display should then be assembled and is ready for you to cover and mount your display materials. It can fill any space from four to ten feet, depending on the angle that the two triangles are to the square.



By Robert E. Milks

Need to fill a store window with a Scout display? Has a conference chairman given you the task of making a school look more Scouting? If so, then this display may be of use to you!

It has several advantages. It is flexible, lightweight, relatively inexpensive, easy to transport and simple to as-

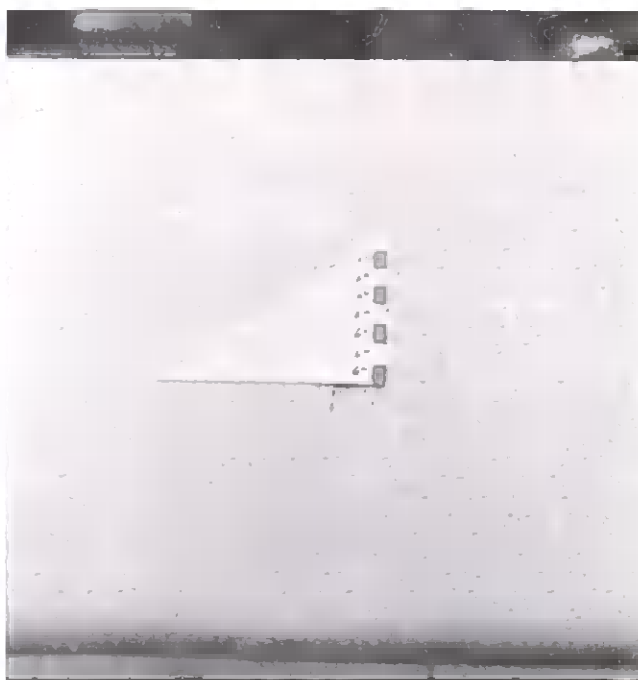
semble. Using a couple of large elastics, it can be made very stable — yet it can be taken apart in a few seconds.

Start with a large sheet of corrugated board — a mattress carton. You need a sheet which measures in a ratio of two to one. A 8' x 4' sheet or a 6' x 3' sheet is ideal.

We've used card stock in the photographs because of ease of table-top photography. We can assure you that we've tried it out with larger sheets and it works.

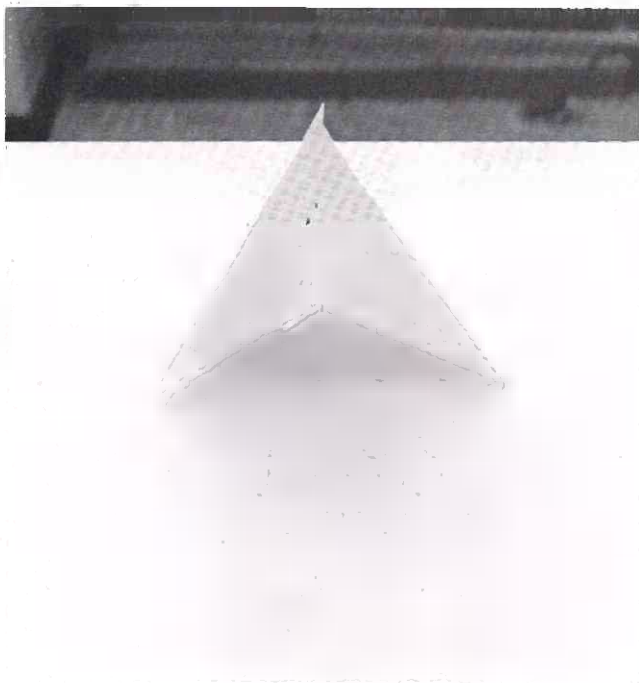


3. Lay out the three pieces as above. This is the basic format. Other variations can be used.

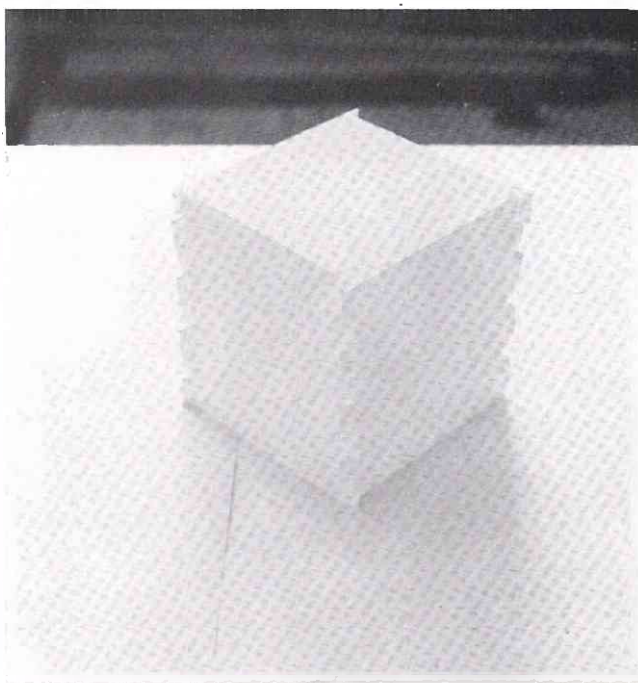


4. At 6" intervals along the joining edge of triangle A, mark two columns of dots 2" apart. Join these dots as in the photo.

7. It is possible, if you followed the pattern in photo 5, to put the two triangles together. This fills a corner or a space up to six feet across.



8. Four squares can be assembled to form a cube. Other variations could be zig-zag shape — as "W".





A few years ago, when our number-one son was a Cub, I bought a bird-house kit from Supply Services and, one Saturday morning, we assembled and put it up on the patio fence. Since that time, the whole family have had much pleasure watching the birds it has drawn and the annual spring battle, for possession, between the sparrows and swallows. However, after six years the house is starting to show signs of wear and when Supply advertised their new line of bird feeders and houses in the March issue, I felt it was time to look for a new residence for our feathered friends. I was especially taken with the Chalet model which is a combined house and feeder. All parts come pre-cut for easy assembly by very amateur carpenters, like me, and the end product makes an attractive addition to the backyard. The picture shows my finished work in its temporary setting. Come spring, we plan to put it on a pole and make it a little harder for the local cat population to raid. Why not order one for your yard — the price is very reasonable for the end product.



Attention, Rovers!

Looking for a place to spend your '74-'75 Christmas — New Year's vacation period? How about Sydney, Australia? Word has just been received

from The Scout Association of Australia that the **6th Australian Rover Moot** will be held there from December 29, 1974, to January 7, 1975. The program includes such things as surfing, sailing and visits to places of interest in New South Wales. Ladies are invited to participate and accommodation will be provided in homes of Scouting families or in permanent buildings of a Scout camp in Sydney.

For more information write: Boy Scouts of Canada, Box 5151, Station 'F', Ottawa, Ontario K2C 3G7.

Each month the World Bureau sends along a supplement to their **NEWSLETTER** called **Idea Exchange** (March was an outline of our Beaver program) and the April idea should be especially revealing to a have country like Canada.

"Many Scout associations and groups, along with other organizations, try to give their members an understanding of how those in other places live. While pictures and films help, it is especially difficult for many living in "civilized" communities to comprehend the realities of daily life for those with fewer advantages, whether living nearby or across the globe. As one tool to increase this sensitivity among young people, the **Catholic Scout Federation of Belgium** published the following which originated in France and is here adapted for our readers.

If you would like to imagine how two out of three of the earth's inhabitants live:

1. Take away from the house all utensils and furniture except for a few old blankets, one kitchen table and one chair.
2. Empty the closets of all clothing except for a few of the oldest, well-worn dresses, shirts, trousers.
3. Empty the kitchen cabinets of all food except for a little sugar, some salt and onions, and a little bowl of peas.
4. Take away all sinks and toilets. Cut off water and electricity.
5. Demolish the house and go with the whole family to live in a dilapidated hut.
6. Replace all the other houses where you live with similar huts.
7. Throw away all newspapers, magazines and books. This isn't such a loss if you cannot read.
8. Keep in the town only one radio.
9. Transport the nearest hospital 30 miles away (all other hospitals and doctors have disappeared) and replace the chief physician with a midwife.
10. Throw away all your money, your bank book, all your pensions

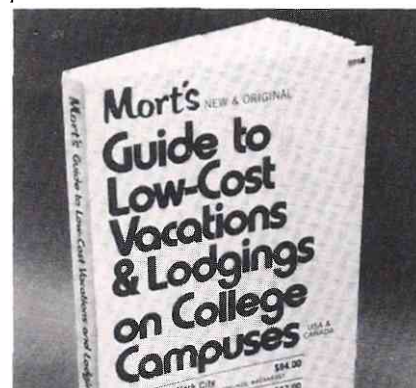
and insurance. Keep only \$3 for the whole family.

11. Place at the disposal of the family a little piece of land to cultivate and sell the produce."

Why not try this out with your boys?

This week's mail brought along a unique publication that could well prove invaluable to a Scouter planning a trip for his group or even a family vacation.

Mort's Guide to Low-Cost Vacations & Lodgings on College Campuses opens all sorts of possibilities to those who don't want to camp and who are looking for reasonable housing, eating and recreational prices. The Guide describes the facilities



ities of 145 colleges in the US and Canada which now open their facilities to travellers at a fraction of commercial food and lodging prices, during popular vacation and holiday periods and, in many instances, the year round. Listed are colleges in 41 states and five provinces (Alberta, Saskatchewan, Manitoba, Ontario, Quebec). The book is available directly from the printer for \$4.50, which includes postage and handling. Write: Mort's Guide, CMG Publications, Inc., Box 630, Princeton, N.J. 08540.

Young & Rubicam Limited, a worldwide advertising firm, is celebrating its 50th anniversary through a series of 26 public-service projects. In Canada, the Toronto operation conceived, wrote and produced a unique, longplaying, record album for children entitled "Earth, Air & Water." The record spotlights ecology problems through a series of eight original songs, ranging from water pollution (*Yechhh Soup* - a story of polluted waters cooked by man from a recipe of oil, chemicals, garbage and pop cans) to re-cycling (*Paper Calypso* - the adventures that befall a re-cycled paper product, sung in a light calypso style). Linking the songs are interviews with kids, sketches and stories. My children es-

pecially liked the song, *Without a Tree*, that outlines the bewildering problems of a dog, condemned to live in an increasingly treeless world.

The record features a Toronto rock group, "Rose," (don't let the word **rock** throw you if rock isn't your bag because they do a fine job), a chorus from the Thistletown Centre School for emotionally handicapped children in Toronto and such well-known Canadian artists as Jack Duffy and Henry Ramer.

"Earth, Air & Water" will be available in the spring from your local record store at an expected retail price of \$3.95. Look for it in its colourful cover showing a forest filled with animals, in their natural environment.

If you have youngsters, they will enjoy the record and learn something from it, and it's a natural for Cubs and Scouts.



In **Fredericton, New Brunswick**, 200 Scouts participated in "Exercise Skylab," a twelve-hour, 24-project, all-night exercise designed to test the skills of the contestants.

The Exercise began at 7 p.m., Saturday night and after "blasting off" to various parts of the countryside the boys took part in the various projects which included: self-discipline (no contact with adults for the 12-hour period); navigational skill (locating a strange light in the distance); self-control (pulling on a "space suit" in a 24-inch upright tube with teammate trying to do the same thing, in the same space); ingenuity (making repairs with limited tools and materials); thinking ability (rescuing a team member lost in a maze); space walking (walking through a wooded area at night with only the aid of a rope); placing a flotation collar around the space ship (throwing an inner tube over a floating buoy and replacing a sunshade stolen by "Martians.")

A special exercise of this nature is a yearly event in Fredericton and they have a well-earned reputation for the end result.

Here's a summer camping opportunity for Scouts only.

Green Acres Regional Jamboree
Aug. 17-24, 1974

Competitions — Demonstrations — Displays

For more information, write: Boy Scouts of Canada, P.O. Box 1561, Brantford, Ont.

The Young Olympians of Canada Program, which was introduced in the special eight-page supplement in the January issue, seems to have caught the imagination of Scouters across the country, according to **Captain Jim Murray**, National Program Director of the Program. Jim reports that orders for material have been pouring into his Montreal office and, by February 12, some 927 Scouts and Cubs had been enrolled in the program by their leaders.

YOC is a natural item for your pack or troop program. Not only does it have the all-important fitness aspect but also the attractive award crests that kids love to receive.

For more information or supplies to get the program going in your group, write directly to Captain Murray at Canadian Olympic Association, Olympic House, Cité du Havre, Montreal 103.

If you're in the market for a windowless, 20-by-15 foot, Haida Indian Longhouse, with a dirt floor and a hole in the roof to let the smoke out, have I got a deal for you!

Seems the Scouts and Scouters of the **7th Richmond, British Columbia**, Troop built this half-size, scale model of a traditional longhouse and are willing to let it go to the highest bidder. Troop Scouter Phil Oakley says that, even though the structure weighs four tons, it's portable, more or less. It's held together with wooden dowels and batten (squared timber) strips, so it can be taken apart.



The troop built the longhouse for a camporee, which took as its theme, Pacific Coast Indians, after visiting a longhouse on the campus of the University of B.C. and studying drawings of Haida habitations. They worked two to three nights a week, peeling, splitting and shaping the red cedar logs by hand, using only sledge hammers, axes and an adze (a cutting tool with a thin arched blade set at right angles to the handle). The logs, two feet in diameter and 24 feet long, were donated by a forestry firm and were valued at \$1,000. After it was completed, the cabin was disassembled and trucked to the camporee site where it received favourable comment from native Indians and museum experts. Proceeds from the sale of the longhouse will be used to finance future trips to camporees for boys of the troop. **The Vancouver Sun photo.**

The Scouts of the **1st Fort Henry Troop, Kingston, Ontario**, have been doing volunteer work on weekends at the Canadian Armed Forces Hospital in Kingston, and are working on all wards except the ones where the prisoners are kept. The service project started on a small scale with a few boys going but this group did such a good job that the hospital staff talked the entire troop into taking part. The only thing the boys asked is that they not be called **candystripers!**

IMPORTANT

Our information on the wearing of the Interpreter Badge (clasped hands), in the January NOTEBOOK, was incorrect.

The Interpreter Badge is worn on the sash while the Interpreter Emblem (I speak . . .) is worn on the uniform shirt, immediately over the right pocket. For a diagram of where all badges are placed on uniforms, see pages 67-71, *By-Laws, Policies & Procedures*.

Opportunities for Further Learning

By L.C. Wilcox



30

Each year National Training Institute, under the auspices of Boy Scouts of Canada, National Council, offers a number of training experiences designed to meet the need for specialized training in the organization. In 1974 six training courses will be offered.

Enquiries about these events should be directed to your local Scout office or the address listed below.

GROUP AND LEADERSHIP DEVELOPMENT COURSE

This course focuses on developing sound relationships, interpersonal communication skills, knowledge of group

dynamics, skills of group leadership and leadership skills appropriate to senior council positions. It has a major goal of helping participants observe and understand what is happening in groups and develop new skills to help committees, Scouters' groups, learning groups and other types of groups be more effective.

For several years the institute has offered training to help key personnel, council officers, committeemen, service team members and trainers develop the skills necessary to work with people in a helping relationship. This training has been offered through human relations laboratories. These labs have evolved in the last few years from having a major emphasis of personal growth to an emphasis on the skills of group leadership. This new emphasis has proven to have a greater practical application to the organization and is the major goal of the Group and Leadership Development Course.

This course is open to men and women working in key committee, council, service-team or trainer jobs. A limited number of places are available to people outside Boy Scouts of Canada.

Much of the program is conducted in small groups, whose participants seek to create a productive learning experience using the resources of the participants and trainers. Theory and skill practice are provided by trainers at appropriate times. Opportunities are provided to explore the application of learnings to the organization.

Dates

June 14 to June 22 inclusive. Participants are asked to arrive on the evening of June 14 to facilitate an early commencement June 15 and remain until 9 p.m. June 22nd.

Location

Grey Nuns Regional Centre, Edmonton, Alberta.

Costs

For members of Boy Scouts of Canada attending with approval of their council, the council pays \$90. All other expenses are covered by the National Council and a grant from Recreation Canada. For people outside the organization, the cost of participation is \$175, plus travel.

Registration

Initial application is required by April 27, 1974. Direct inquiries to: Boy Scouts of Canada, P.O. Box 5151, Postal Station "F", Ottawa, K2C 3G7.

REGIONAL INSTITUTES

These institutes focus on one or more of the following:

- developing understanding of adult training principles and adult training programs;
- developing knowledge and skill in identifying training needs and in the design, organization, conduct and evaluation of a variety of adult learning experiences;
- developing knowledge and skill in the effective operation of council service teams.

A brief description follows of the event, dates, location and Boy Scouts of Canada office to which inquiries should be directed.

Regional Institute — British Columbia

To be held May 4 to 11 at the Naramata Centre for Continuing Education, Naramata, B.C. This course will focus on team development, developing trainer skills and service-team operations.

Direct inquiries to: Boy Scouts of Canada,
2188 West 12th Avenue,
Vancouver 9, B.C.

Methods and Assessing Needs Course — Ontario

This course has a primary focus on developing knowledge and skill in a variety of training methods. Also included are counselling, use of visuals, and identifying and responding to training needs. To be held June 22 - 29, Blue Springs, Ontario.

Direct inquiries to: Boy Scouts of Canada,
9 Jackes Avenue,
Toronto, Ontario, M4T 1E2

Training Trainers Course — Ontario

This course will be held July 20-27 at Blue Springs, Ontario. It focuses on understanding what happens in groups, developing empathy with and concern for others, awareness of the impact of one's own behaviour in a group, and the skills of facilitating group participation and discussion.

Direct inquiries to: Boy Scouts of Canada,
9 Jackes Avenue,
Toronto, Ontario, M4T 1E2

Regional Institute — Quebec

This course focuses on team development, training design skills and service-team operations. A split design is used to enable participants to pursue in depth one of either training design skills or service-team operation. The dates are June 19-24, Bishop's College, Lennoxville, Quebec.

Direct inquiries to: Boy Scouts of Canada,
2001 Trans-Canada Highway,
Dorval 740, Quebec.

ADVANCED TRAINER DEVELOPMENT COURSE

This course is for trainers and focuses on the theories and skills required to be effective in serving as a trainer in a wide variety of team development, trainer and service-team training. This may include: design and ap-

plication of learning programs, goal setting, serving as a consultant, selection and appropriate application of a range of exercises, procedures, group activities, etc., group problem solving and working with groups and individuals in non-directive ways.

This course is being conducted for the first time to meet a need in the organization for increased trainer skill in the design and conduct of advanced trainer and service-team training. It is open to men and women who work in senior trainer capacities and will be of particular interest to those involved with developing advanced trainer and service-team programs.

Much of the program is conducted in small groups where the group sets its own priorities for learning. Theory and skill practice are initiated by trainers as appropriate.

Dates

June 14 to June 22 inclusive. Participants are asked to arrive on the evening of June 14 to facilitate an early commencement June 15th and remain until 9 p.m. June 22nd.

Location

Grey Nuns Regional Centre, Edmonton, Alberta.

Costs

For members of Boy Scouts of Canada attending with approval of their council, the council pays \$90. All other expenses are covered by the National Council and a grant from Recreation Canada. For people outside the organization, the cost of participation is \$175, plus travel.

Registration

Initial application is required by April 27, 1974.

Pre-requisites

Participants in this course must meet the following requirements:

- Have experience as a trainer and have a thorough understanding of the adult training policy.
- Have completed the pre-course recommended reading which entails up to 20 hours of study.

While it is not mandatory, it is recommended that participants have had some human-relations training experience.



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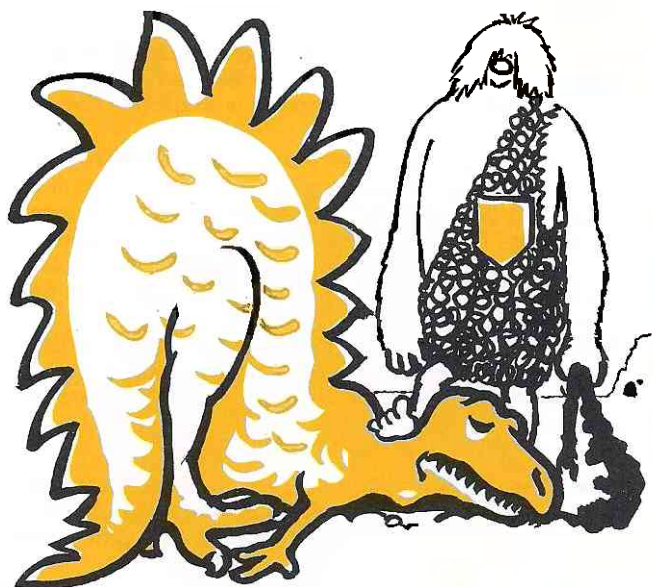
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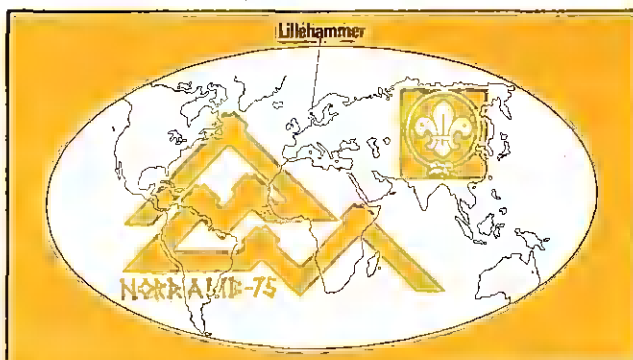


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14th WORLD JAMBOREE

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JULY 29 - AUGUST 7, 1975**

The opportunity of a lifetime for all registered Scouters, and Scouts and Venturers who have reached 14 but not 18 years of age on August 1, 1975.

- Pre-Jamboree Conference in Europe.
- Home hospitality in Sweden.
- Post-Jamboree tours.
- For more information contact your local Scout office.

AND

Watch for the special, four-page, Jamboree information insert in the May issue of *The Canadian Leader*, with a full-colour, 11" x 16½" Jamboree poster, suitable for use in your meeting place.





stories & games

A BEQUEST TO CANADIAN YOUTH

- An outdoor lover for most of my life,
I bequeath this remedy to calm the strife:
A love of the wilderness that is ours,
A much calmer place than our concrete
towers;
- The trails to follow, the streams to fish;
The falls for showers, when you wish;
Shade from the heat among our trees,
The same place to shelter from winter's
breeze;
- The knowledge of plant, insect and beast —
Which can do good, which harm the least;
The peace you can find on a mist-covered
lake;
- The sound of the deer as their thirst they
slake;
The sight of otter at play on a slide
Made on the bank of a river; they hide
So quickly as you glide slowly by;
The glimpse of muskrat or weasel so shy,
All this I bequeath you, to use best you can,
And assure you, you'll be better, woman and
man.

— Bill Waller
Saint John, N.B.

LUCK AND PLUCK

- Luck and Pluck went up Life's hill
In search of gold and laughter.
Luck fell down and broke his crown
And Pluck came tumbling after.
Up Pluck got and on did trot,
Tho oft times sore and weary;
He won the crest, found wealth and rest,
While Luck lay glum and dreary.

— From *The Burnaby SPOKE*,
British Columbia

AEROBATICS

- *Equipment required: two soft-drink bottles and one tennis ball for each patrol.*

Patrols line up as teams. Immediately in front of each team is a bottle with a ball balanced on the mouth. A few yards farther on is another bottle and, farther on still, a turning point is marked.

- Leaders piggy-back each member of their patrols in turn who, without dismounting, must pick ball from bottle and place it on the second bottle, then carry on to the turning point.

On the return journey, the "pilot" reverses his actions — collects ball from bottle on which it currently rests and replaces it on the first bottle.

If ball falls off any bottle, it must be replaced without pilot leaving his "plane" to regain ball.

TRAIL THE LEADER

During an instruction period or rest period on an outing, p.l.s. or sixers go ahead and each lays a trail leading by different routes to a common destination.

- Equal numbers of signs should be placed on each trail, spaced as necessary according to the terrain.

Signs can be Scout trail signs, woollen yarn or other natural materials, such as twigs or stones. The signs can be used as a Kim's Game.

- Winner is the first patrol or six finishing the course.

NATURE FAR AND NEAR

- A list of 20 or 30 items to be found along a hike route is given to each six or patrol — with a score for each item.

(Continued on next page)

HIGH ADVENTURE

A chance to climb a mountain, taste salt spray, or experience the quiet of the world under water . . . to encourage the provision of these experiences for Scouts and Venturers, combined with top-level-skill instruction, the Camping and Outdoor Activities Subcommittee of the Program Committee plans to test an accreditation program through one or more experimental activities.

The basic idea is simple in concept. Any council operating a program focusing on a specific skill and embodying the development of camping skills and environmental appreciation, tackled in an exciting, challenging way, could apply for accreditation as a "National Outdoor Program."

Prime your Scouts or Venturers. Watch the May issue of *The Canadian Leader* for details of how you and your section could taste high adventure.

DISCOVER IMPEESA in the CANADIAN ROCKIES



- Swimming, Boating and Fishing in a mountain lake.
- Use Impeesa as your base camp to light-weight hike and camp in the mountains.
- Building facilities and acres of outside space for standing camps.

Contact- Boy Scouts of Canada in Southern Alberta
217-12 St. A S. Lethbridge, Alberta 403-327-4647

The teams move along the route with the leader, searching for the items — such as birds' nests, three or more types of insects, animal tracks. These items should not be disturbed. Points are gained by being the first team to recognize and point out items to the leader.

CROSS-COUNTRY ORIENTEERING

Equipment required: A Silva compass and a map of the territory for each patrol. Five sturdy placards, about 2' x 3', each marked in an individual design, are placed around a three-mile course. Location of these points, as well as starting and finishing points, are marked on the maps.

Patrols are given maps and are started off at ten-minute intervals. After determining the direction to the first control, the team races off. At the control, the team copies on its map the design of the placard. They then proceed through the rest of the course in a similar way.

Winner is the team with the fastest time and the correct answers.

BLINDFOLD ANCIENT FOOTBALL

Equipment required: one medicine ball; one bucket and one blindfold per patrol.

Patrols as teams, numbered off in order of height, form up along each wall.

A medicine ball is placed in the centre of the hall and one boy from each team is blindfolded.

When the whistle is sounded, the blindfolded boys head for the ball, following instructions shouted by their p.l.s.

Winner is the first boy to return to his patrol and sit on the ball in the bucket.

Play until each boy has had a turn.

We thank *The Victorian Scout*, Australia, for their games' contributions this month.

IDEALS

To weigh the material in the scales of the personal, and measure life by the standard of love; to prize health as contagious happiness, wealth as potential service, reputation as latent influence, learning for the light it can shed, power for the help it can give, station for the good it can do; to choose in each case what is best on the whole, and accept cheerfully incidental evils involved.

To put my whole self into all that I do, and indulge no single desire at the expense of myself as a whole; to crowd out fear by devotion to duty, and see present and future as one; to treat others as I would be treated, and myself as I would my best friend; to lend no oil to the foolish, but let my light shine freely for all; to make no gain by another's loss, and buy no pleasure with another's pain; to harbour no thought of another which I would be unwilling that other should know; to say nothing unkind to amuse myself, and nothing false to please others.

To take no pride in weaker men's failings, and bear no malice toward those who do wrong, to pity the selfish no less than the poor, the proud as much as the outcast, and the cruel even more than the oppressed; to worship God in all that is good and true and beautiful; to serve Christ wherever a sad heart can be made happy or a wrong will set right; and to recognize God's coming kingdom in every institution and person that helps men to love one another.

— Author Unknown

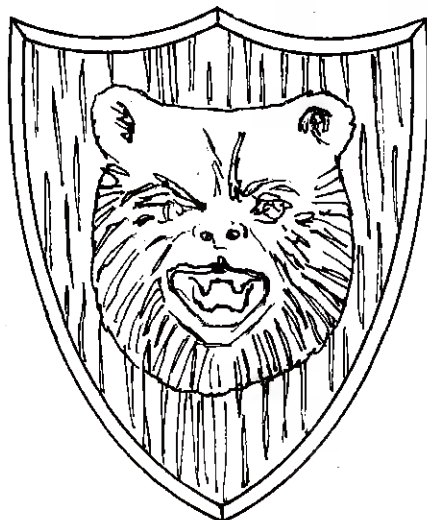
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