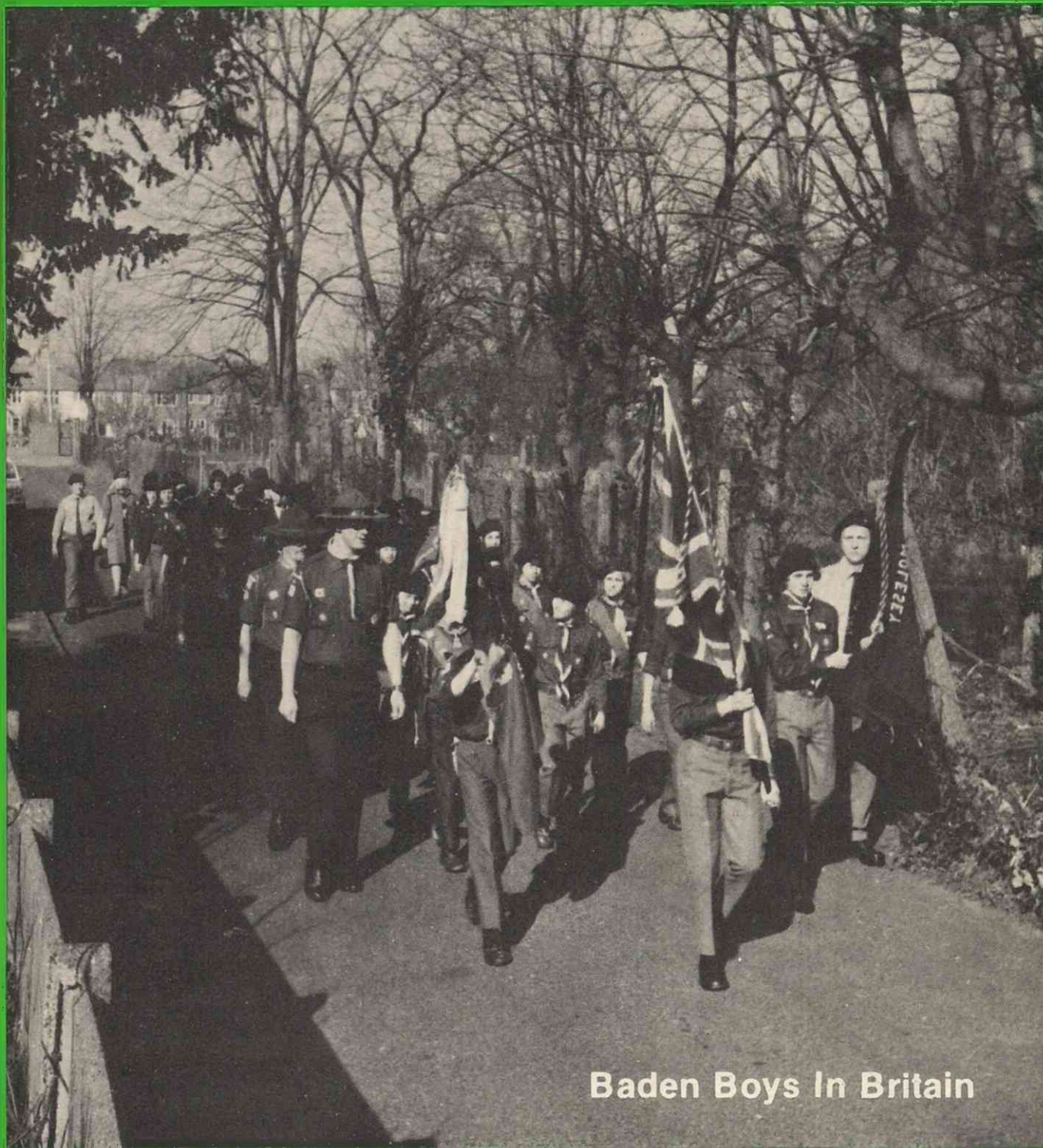


THE CANADIAN

AUGUST/SEPTEMBER 1974

leader



Baden Boys In Britain

THE 1974-1975 SUPPLY SERVICES CATALOGUE

With many new and exciting items!

SCOUTS-CANADA

Official Uniform
Books and Equipment

1974-1975



You and your group will be receiving a supply
of catalogues from your Scout office.



page 4



page 6



page 8



page 12

SUPPLY SERVICES



NEWS



The 1974-75 edition of **Supply Services Catalogue** is now being distributed and we hope every member of Boy Scouts of Canada will receive a copy. Again, as last year, Scout councils have agreed to assist our distribution:

- a) by mail to individual members on registration;
- b) by mail to groups following registration;
- c) by district or regional service teams;
- d) by leaders or groups collecting their catalogues from Scout offices;
- e) by Scout field executives.

These methods proved successful in 1973 and we achieved a wide distribution of our catalogue. We are grateful to Scout offices' staff for their assistance.

Limited quantities of catalogues also will be sent to Scout dealers for giving to new members.

The new catalogue includes many price increases since Supply Services have been affected by trends in industry. Every attempt has been made to keep increases as small as possible.

We wish to draw attention to several of the new items in this latest catalogue. **Page 13** includes a list of *Pack-O-Fun* books now available. These are ideal guides for handicraft projects and are proving quite popular.

Page 12 includes the new section Scouter aides: *Having Fun with Cubs* for pack Scouters and *Having Fun with Scouts* for troop Scouters. These contain much information on what Cubbing and Scouting are and do, organization, games and activities, and explain the badge system. They are essential for new leaders.

New gift or souvenir items are the **section-symbol mug**, **B.-P. mug** and **B.-P. plate**, all shown on **page 10**.

A new line of **birdhouses** and **feeders**, shown on **page 11**, also will be popular, as will the **Olympic-style medallions** on **page 7**.

Make sure each of your boys receives a copy of the new catalogue.

Walkers Stores, Brockville, Ont., is now the official Scout dealer, having accepted the dealership recently relinquished by Dovers.

The Right House, King and Hughson Streets, Hamilton, Ont., has recently been appointed a dealer, replacing The T. Eaton Co. Ltd.

Calendar time is here again. The 1975 version is very attractive and should be a better-than-ever fund-raising item. Make sure your group profits by contacting your Scout office **NOW**. The new price structure will allow groups to make more money from this source.

THE CANADIAN leader

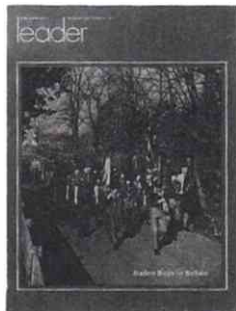
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COVER



Two Scout troops, one Canadian and one British, met by chance at the Kandersteg Scout Centre in the Swiss Alps in 1973 and got on so well together that they held a reunion in April of this year. The **3rd Molesey, Surrey**, invited the **3rd Black Forest Troop**, Maple Leaf Region, **Baden, West Germany**, to visit them in England for a week. In the story on **page 24, Baden Boys in Britain**, Troop Scouter John Baxter describes this successful expedition in international brotherhood. Our cover photo shows the Scouts on their way to church parade at St. Peter's West Molesey.

Photo by Venturer Randall Vissers

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INTERCAMP

'74

By Jim Mackie

CANADA



German troop gateway.

When Napoleon marched his then mighty army across Germany on the way to eventual defeat in the snows of Russia, he used the bell towers of village churches as landmarks to the east. Today, the road to Paderborn, West Germany, still follows Napoleon's original and ill-fated route and only varies from its easterly direction when it reaches the church, in the centre of a town, where it swings around the building and then heads back on the due-east course, with the next bell tower on the horizon as its target.

This area of Germany has known many armies but the one which descended on it from May 31 to June 3, 1974, was bent on more peaceful pursuits than the majority that had previously come that way. It was an army of Scouts, some 1100 strong, representing six nations — Canada, Britain, United States, Holland, Belgium and Germany, out to have three days of fun, adventure and international brotherhood at INTERCAMP '74.

The Intercamp site was located a few miles from Paderborn, on the huge Sennelager Training Area of the British Army, and the British Scouts of Western Europe were the hosts for the event. The Sennelager Training Area is well known to Canadian Forces personnel who used the training centre for twenty years prior to moving south to the Lahr/Baden area.

Although historians will not consider its rôle significant, Intercamp is one of the more positive results of World War II. The event will not find its way into history books but, over the last nine years, it has made a major contribution to understanding and friendship between the children of military personnel, serving with the North Atlantic Treaty Organization forces in Europe, and the civilian population.

In 1966, British Scouts of the Rheindahlen District, West Germany, invited troops from Belgium, Holland and Germany, and from the Canadian and American forces stationed in Europe, to join them for a Whitsun (a long weekend in Germany) camp to commemorate European Friendship Year. The event proved so popular and enjoyable that two more camps were held the following year, and Intercamp was born. It is now an annual event with each participating country having a turn at the organizing and hosting.

Intercamp '74 was organized by a team headed by Captain John Reynolds, who was scheduled to leave his appointment with the British Army of the Rhine on July 12, to take up duties with the British Army group stationed in Suffield, Alberta.

Canadians last hosted Intercamp in 1972 and, next year, the Dutch will host the event with the assistance of the Belgians.

Flags of the six participating countries, along with that of World Scouting, were raised to the top of the line of flagpoles at 2 p.m. on Saturday, June 1, as General, Sir Harry Tuzo, GCB, OBE, MC, Commissioner for British Scouts in Western Europe and Commander of NATO's Northern Army Group and Commander-in-Chief of the British Army of the Rhine, officially opened Intercamp No. 10.

The weather had been wet overnight and a light drizzle persisted during the opening ceremonies but, as the day went on, the rain disappeared, leaving an overcast sky which was to be replaced next morning by a warm, sunny day.

Following the opening ceremonies, Sir Harry, with other distinguished guests, toured the four subcamps, which were named for famous British castles: Beaulieu, Stornoway, Windsor and Edinburgh, and mentioned especially his admiration for the ingenious and elaborate gateways built by the boys at the entrances to their troop campsites. Many gates incorporated the PH pioneering method in their construction. The four subcamps were composed of representatives from each participating country in order to encourage the international brotherhood theme of the camp.

The remainder of the afternoon program called for work on campsites and intercamp visits but, for many Scouts and Scouters, it meant time to get down to the serious business of swapping. While badges and crests were traded at first, uniform parts were soon on the auction block and, after four in the afternoon, a person could approach what seemed to be an American Scout to find that only the uniform was from State-side, while the wearer was from Frankfurt, Brussels or London.

Saturday evening was dry and cool and the giant campfire, organized by an American Wood Badge Course that had just ended in another part of Germany, was held on schedule, with various contingents contributing to the entertainment. Skits and announcements had to be translated into a number of languages but the music was international and if some didn't know the words of a song they just hummed along. A number of boys brought musical instruments and two German Scouts were especially good trumpeters. On the Sunday evening subcamps or individual troops were permitted to have their own campfire and these provided some remarkable singing. The Belgian contingent, which included a number of Girl

Scouts, were especially in demand for their harmony. And, I suppose, for the girls, too.

The Camp competitive program insisted on international team participation from subcamps and at each base event, or during the massive soccer game, the groups of boys working and playing together reminded one of the United Nations in miniature. Language again presented some problems when it came to understanding a tricky bit of pioneering or orienteering, but what couldn't be explained with pigeon English, French, German or Dutch soon was solved with pantomime. The competition was fierce as each castle subcamp vied for leadership.

The Intercamp official crest had a deep-red background with gold-and-black lettering. It contained a golden chain formed in a circle, with each link bearing the name of a participating country. In the centre of the chain was a Scout symbol and the number 10.

One of the hardworking camp organizers was Bob Hewitt a retired British Army major and field commissioner for The Scout Association (UK) with the British Scouts in Western Europe. Bob is a lover of peanut butter, which is not available on the British bases or in German stores, so Frank Kohler, former regional commissioner, Maple Leaf Region, and editor of *Der Kanadier*, the weekly newspaper of the Canadian Forces Europe, took along a king-size jar which was duly presented to Bob, with all ceremony, on behalf of the Canadian contingent.

The Canadian contingent came from Lahr, Baden and Ramstein in West Germany, and Brunssum, Holland, and numbered over 200 boys and leaders. The German group travelled some 450 miles by chartered bus, while the boys from Holland, who are members of Troop 100, Transatlantic Council, Boy Scouts of America, came to camp in a U.S. Army bus. The Whitsun holiday is not celebrated on Canadian Forces bases but school authorities excused Scouts from classes on Friday and Monday so they could attend the camp.

The Brunssum situation is unique — in 1970 there were not enough Canadians to form a full troop of their own so, with permission of the Canadian and BSA National Offices, they joined forces with the American boys. The Canadians wear our uniform and follow our program but take part in regular troop meetings, special events and camps with the American boys. Chairmanship of the group committee alternates between an American and a Canadian and, recently, for the first time, a Canadian, Bob Gavin, assumed the position of Scoutmaster. Previously, Canadians had served only as assistants.

The fine weather on Sunday brought a large number of visitors to the camp from local communities and the military establishment, and they were treated to a round of competitive events, a judo display and the presentation of awards for the best gateway.

Sunday evening, dark clouds again threatened the campsite but the number of prayers that went up, to please hold off the rain until after the canvas was struck the following morning, must have been favourably received because the showers didn't come until everything was safely packed away.

The official closing ceremony and presentation of awards took place at 10 a.m. on Monday morning and, shortly after that, 1100 tired campers were on their way home. Intercamp '74 was over but, as the buses pulled out, Scouts hung out the windows shouting to new and old friends: "See you next year in Holland!"

My personal thanks go to Major D. A. Hogan, Office of the Director of Information Services, National Defence Headquarters, Ottawa; Captain Gord Hilchie, Information Officer, Lahr; to Frank Kohler, Editor, *Der Kanadier*; and to the officers and Scouters of the Maple Leaf Region for their hospitality and assistance during my trip.



Gateway presentation by John Reynolds



Belgian Girl Scouts



Peanut butter presentation: (l) Bob Hewitt (r) Frank Kohler

SCOUT UP

By Don Swanson

The following is written to bring you, the Scouters working with troops, up to date with developments in the Scout badge program and literature.

Over the past months, the Scout Subcommittee has been involved in the study of individual feedback, the results of the Scout Survey conducted by mail and through *The Canadian Leader* and in consultation with approximately thirty extension members located across Canada. As a result of that work the following developments and modifications have been approved by the Program Committee.

Achievement Award System

The achievement badges are now divided into four categories:

- outdoors
- citizenship
- personal development
- service

A Scout, to qualify for an achievement award, will now have to earn one or more badges from each of the categories, depending on the level (pioneer, voyageur, pathfinder). (see chart).

6

The modification will provide guidelines within which Scouts make their choice; reduce the number of free options but still provide a degree of choice; reduce by one the number of badges required for an award at the pioneer and voyageur levels. The reduction at the bronze and silver levels should facilitate a Scout earning the pioneer, voyageur or pathfinder award within a program year.

Challenge Award System

Challenge awards (chains) are now awarded to a Scout upon earning a specified number of challenge badges while a participating member of his patrol. Credit towards earning the challenge award is not given for achievement badges. See the chart for the number of challenge badges required.

The Badge Systems

Scouting endeavours to help boys become contributing members of society. An individual within the boundaries and limitations of our society may — in fact, is expected to develop personal skills, interests and knowledge. In addition, to be a fully contributing citizen, the individual must develop skills and knowledge of how to work with others cooperatively.

The intent of the **achievement award system** is primarily to provide encouragement and experience for a Scout to work cooperatively with another Scout, his patrol or troop. The content of the achievement badges provides the basis for patrol and troop activities.

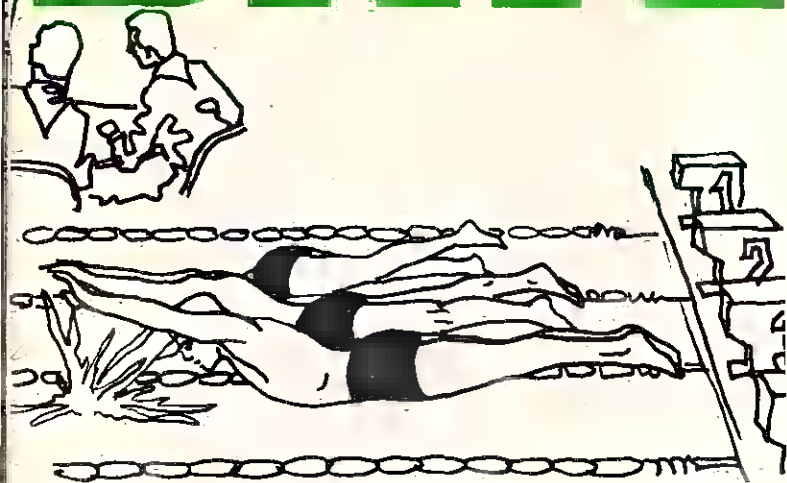
The **challenge award system** primarily provides encouragement and experience for the Scout in the development of personal skills and interests.

The two systems are complimentary as they encourage the development of a well-rounded individual — with a depth of personal knowledge, interests and skills, and the ability to work cooperatively with others.



SCOUT BADGE	ACHIEVEMENT AWARD SYSTEM			
	BADGE CATEGORIES			
		OUTDOORS	CITIZENSHIP	SERVICE
Promise Law Handshake Salute Scout Sign History of Scouting Life of B.-P. Motto Slogan Leading to Investiture as a ↓ Scout	AWARDS	Anchor Campcraft Conservation Exploring Winter Scouting	Citizen Badge	First Aid Safety Life Saving
	PIONEER SCOUT AWARD (Bronze)	1 badge from this category at Bronze level	Earn Citizen at Bronze level	
	VOYAGEUR SCOUT AWARD (Silver)	1 badge from this category at Silver level	Earn Citizen at Silver level	1 badge from this category at Silver level
	PATHFINDER SCOUT AWARD (Gold)	2 badges from this category at Gold level	Earn Citizen at Gold level	1 badge from this category at Gold level
	CHIEF SCOUT'S AWARD	Earn Pathfinder Award <ul style="list-style-type: none"> • Earn 2 of Anchor, Campcraft or Exploring at Gold Achievement level • Participation in troop affairs • Service to community • Leadership skills. 		

DATE '74



Troop Section Books

The *Scout Badge Book* has been revised to bring the contents up to date. The revised edition (available in mid-August) contains the requirements for the Chief Scout's Award, the modified achievement and challenge award systems, the new patrol leader insignia and up-dated first aid, lifesaving and swimming requirements as indicated by St. John Ambulance Association, Royal Life Saving Canada and Canadian Red Cross Society respectively.

The *Handbook for Troop Scouters & Counsellors* has been allowed to run out of print. This book has received mixed reaction since its inception. A new "Scouter's Kit" will be produced and available for September, 1975. The subcommittee is hard at work on this task and would appreciate your suggestions or comments. As there seems to be strong feeling that material should be made available either in a three-ring binder or prepared to fit a three-ring binder, the new troop material for Scouters probably will take that format. It is intended that the new "Scouter's Kit" provide Scouters in the troop with the basic hows and whys of Scouting.

To fill the gap before the availability of the Scouter's Kit, a booklet entitled *Having Fun with Scouts* (A Guide for New Scouters) has been produced and is now available. The booklet is designed to help a new Scouter get underway.

The contents cover aims, principles and objectives; promise and law; the patrol system; the court of honour; the badge systems; and the resource people available to help, with particular reference to the importance of the service team.

The leadership team in the troop is outlined, and the why's and how's of patrol leaders and assistant patrol leaders are explained.

Ceremonies are outlined in detail (including some Sea Scout ceremonies), silent hand signals are diagrammed, and the use of games is included. Spiritual development, sponsors, the group/section committees, finances and records are covered.

Sample games, suggested equipment lists and a sample program covering the first few weeks is provided in detail.

The importance of camping, and the need for and the value of training are covered.

All together the booklet provides a compact resource piece that should be of value to new Scouters and perhaps some older ones. We would particularly welcome all comments regarding your reaction to *Having Fun with Scouts*.

Three other booklets are in varying stages of planning or writing. These are a booklet on water activities, a winter Scouting booklet, and a new edition of the program planning guide (the original is still available). All will be available prior to the fall of '75.

		CHALLENGE AWARD SYSTEM Earn single-stage Challenge badges	RELIGION IN LIFE
PERSONAL DEVELOPMENT			
Arrowhead Personal Fitness Swimming			
1 badge from either of these 2 categories at Bronze level	6 Challenge badges qualifies for Silver Award (chain)	Adventuring Agriculture Artist Boating Builder Canoeing Collector Communicator Engineering Entertainer Family Care Handicraft Handyman Horticulture Interpreter Man of Letters Modeller Music Pet Care Photography Public Health Repairman Resource Management	Appropriate Religion in Life Emblem
1 badge from this category at Silver level	10 Challenge badges qualifies for Silver Award (chain)	Sailing Science Scoutcraft Sportsman Team Sportsman Troop Specialty Winter Sportsman	
1 badge from this category at Gold level	14 Challenge badges qualifies for Gold Award (chain)		

As the young lad's eyes turn to Scouting for the trail of adventure and challenge — our season begins. Good Luck and **Good Scouting!**

BOOKS FOR THE WOLF CUB PROGRAM



8

By R. J. Roberts

The following information is being written for two main reasons: first, to keep you informed of developments taking place in the literature for the Wolf Cub program, and second, to seek your assistance in providing further suggestions for some future, proposed publications.

In both cases, you should know that the work on all publications for the Cub program is carried out by the Wolf Cub Subcommittee and a number of task groups around the country who help the subcommittee in its work. You may know some of the members of a task group in your area; if so, please tell them how you feel about any of the following aspects of the written material for the Cub program.

Since the original writing of *The Cub Book* in October, 1970, it has been reprinted twice, with only minor revisions to the text. However, in September, 1972, it was decided that a major review was required in view of a number of comments from pack Scouters, and because one of the agencies whose requirements we use (The Canadian Red Cross Society) had made some adjustments which we needed to include.

Many of you will know of or have participated in the Wolf Cub Survey conducted in January, 1972. The results

of that survey suggested some upgrading of *The Cub Book* was required, and that has now taken place.

From the foregoing you will have gathered that a lot of work has been going on to make *The Cub Book* easier to read and more up to date. The newly revised copy will be on sale in all supply services outlets this month.

What to Look For

To avoid confusion with the previous printings of this book, the 1974 edition will have the title, *The Cub Book*, slightly highlighted with a background line around each letter. Otherwise, the cover remains the same. As for the inside of the book — well, read on.

We received a number of comments about some of the big words used throughout the book so, where possible, without changing the intent, the wording has been simplified. Parts of Section I have been rewritten to make a boy's introduction to Cubbing a little easier. Where we talk about uniform we have introduced a larger picture of a uniformed Cub, showing the location of all badges and awards, including the Link Badge, Registration Flash and Interpreter Emblem.

In Section 2, the information on the Grand Howl has been simplified and a little more detail added. Two new statements appear: one on the left handshake and one on the Cub Motto. Also, the explanation of the Cub investiture has been slightly revised.

The next five sections cover the five stars, and here we had a number of areas that needed adjustment. Some of the star requirements were seen as potentially hazardous due to the use of chemical substances or unshielded razor blades. These have been deleted or revised to use safer items.

Other requirements suggested that a Cub do such things as change electrical household fuses or use toxic garden sprays. These have been reworded so that adult help is now required. The requirement for garden sprays has been deleted.

In a number of areas of *The Cub Book* some recommendations or requirements were obviously out of line with what we now understand to be good for our environment. Other requirements have been substituted.

As part of this review, we checked with those agencies who set the requirements we use for some of our Cub badges: Red Cross, St. John Ambulance, Royal Life Saving. As a result, we have adjusted some requirements in the Swimmer Badge.

We have also made minor word changes to the Collector, Gardener, House Orderly, Life Saver, Personal Fitness and Pet Keeper Badges.

The Swimmer Badge previously required a boy to complete **either** part A or B to earn his badge, and went no further. A number of camp-staff personnel found they had to check all boys wearing the Swimmer Badge to determine how proficient they were before allowing them to enter the water.

Now **both** A and B requirements for this badge **must** be completed before the badge is awarded, and there are slight changes in wording and requirements for the award as set out by the Canadian Red Cross Society.

In the rest of *The Cub Book*, you will find new diagrams for some of the projects and easier-to-follow instructions for others. In a couple of instances, where people have indicated a certain model was impossible to get working, it has been dropped altogether or changed for one that has been tested successfully.

We have made these modifications to *The Cub Book*, hopefully, to make it more interesting and enjoyable to all who read it, and to keep pace with changes taking place all the time in our society.

It should be noted that in updating *The Cub Book* no changes have been made in the basic Cub program, its aims or concepts. Pack Scouters, however, are urged to examine all the material in the book and send any comments to the National Wolf Cub Subcommittee.

The Pack Scouters' Series

This series of six books for pack Scouters was first introduced in 1967 and has been the subject of mixed reactions since that time. The fact that there are six separate pieces is a source of concern for some people; others have indicated that they only buy one or two of the books, causing some concern to the Wolf Cub Subcommittee that parts of the Cubbing program may not be passed along to the Cubs.

The major comments, however, are that pack Scouters would really like to have a "handbook" that: a) sets out more "how-to-do-it" items; b) contains some sample program ideas; c) makes it easier for a new pack Scouter to get started; and d) is contained in one cover. The one-cover idea is further supported by suggestions that the material appear either in a three-ring binder or be prepared to fit easily into one.

Based on these comments, the Wolf Cub Subcommittee is now in the process of producing material for pack Scouters to appear in a new "handbook" of the three-ring-binder style. The material is to be prepared to cover those concerns already mentioned above and to state

clearly for pack Scouters the basic "hows" and "whys" of Cubbing.

This material will not be available before September, 1975, since sufficient time is required to get as much feedback as possible of what pack Scouters wish to see in such a book, and to allow an appropriate amount of field testing before the book is published.

Meanwhile, the Pack Scouters' Series will still be available for the intervening period, or with Books #1 and #6, until stock runs out, and that is not expected before early 1975.

To take up some of the slack before publication of a new "Pack Scouter Handbook," an interim booklet has been produced and is now available at all Scout supply centres. Called *Having Fun with Cubs* (A Guide for Pack Scouters), this booklet is designed to guide a pack Scouter through the early stages of working with a pack.

It covers such areas as how Scouting and Cubbing began, why we use the jungle background and terminology, the resources and resource people available to a new pack Scouter, with particular emphasis on the importance of the service-team members.

The Aim, Principles and Objectives of Cubbing are dealt with, as are all elements of the program. The leadership team in a Cub pack is explained, including assistants, activity leaders and Scouters-in-training.

There are sections on getting started, taking over an existing pack, and getting to know the Cubs. When and where to meet, and what equipment to have are covered in detail.

Pack calls and the Grand Howl are set out, followed by an extensive section on planning programs. A number of sample programs also are included.

Sponsors, group committees, the group and district are explained. How to finance the pack and how to keep records also are covered. Camping and the outdoors are introduced, as is spiritual development, discipline in the pack, smartness and uniform.

A number of games are listed, also a section on further training with a checklist for keeping track of specific skills a new pack Scouter would like to learn.

All together, this is a compact booklet which should be of value to all new pack Scouters and perhaps some older ones.

A couple of other pieces of written material for pack Scouters are in the planning stage. The first is a new edition of the *Program Planning Guide*, scheduled for the fall of '75 (the original edition is still available), and some small "how-to" books such as we had a few years ago and which again are being requested.

I said at the outset that your assistance was required. Naturally, any comments on the foregoing will be welcome but, more particularly, we are interested in knowing how you react to *Having Fun with Cubs* when you receive your copy.

In regard to the above-mentioned "how-to" books, what specific areas would you like to see covered in small pocket books? The idea before us is that one specific area (Fun in the Water, Handicrafts, Pet Keeping, Outdoor Cooking, etc.) would be covered in each little book. We also would like to know those program areas in which you would like more details in the proposed new *Program Planning Guide*.

It is important that the Wolf Cub Subcommittee hear from as many pack Scouters as possible so they can react appropriately to those things you would like to see take place in Cubbing.

As the new season begins, we hope it is an exciting and enjoyable one for all who come into Scouting, and we trust you will continue for a long time **Having Fun with Cubs**.

PIONEERING FOR BEGINNERS

Part I

By Allen P. Smith



Project 1



Project 3

AN INTRODUCTION TO PIONEERING: First of a Three-part series

Pioneering is still one of the great challenges in Scouting. It would take second place only to camping and could certainly be counted equal to orienteering in action and excitement. Like just about anything else, though, pioneering must be learned to be effective. A person generally crawls before he walks, and walks before he becomes good at running. A Scouter wouldn't think of deserting a group of Scouts in dense woods without first fully training them in the use of maps and compass, but would you like to take a guess at how many Scouters have purchased a roll of binder twine, collected their saws and axes, and taken off with their troop to build a tower? Sure, they failed. They were ill-prepared with both equipment and experience. Even more important: they, and their Scouts, didn't find the experience fun, and probably have written off pioneering.

Walking is easy once it is learned, and so is the building of pioneering projects. For this reason, the following articles: PIONEERING FOR BEGINNERS, PIONEERING FOR FUN, and POST GRADUATE PIONEERING have been written. These articles cannot be all-inclusive, due to space available, but they are designed to convey a feeling for pioneering and to give a few hints on making things easy. As for your troop, go as far as you like, just don't miss the simple projects — they are not only fun but the experience is a good foundation for bigger and better things. Even if your troop never gets past the crawling stage, you will be providing your boys with an exciting challenge and, hopefully, a change of pace from your regular routine.

One significant point about the articles to follow — all projects actually have been done by a troop of boys 11 to 14 years old. This troop started at a crawl and, although it can now run, new members start at the beginning.

Pioneering is FUN, and it's as much fun for me and my Scout counsellors as it is for the Scouts. I was told recently by a friend that being a Scouter, in some respects, is even better than being a Scout. We not only have the opportunity to do all the things we enjoyed (or wanted to enjoy) as kids, we have help. The moral to this, I guess, is that if you find a Scouter who enjoys what he's doing, you won't have to look far for some happy, enthusiastic Scouts.

Hopefully, the following article will introduce (or re-introduce) an activity that you and your Scouts alike will

enjoy. Who knows, maybe pioneering will become YOUR THING!

Let's do some pioneering — it looks easy and might be fun.

Where do we start? What exactly is pioneering?

It's certainly not the kind of "Go west, young man" type of pioneering practised by our ancestors . . . although I couldn't argue that point strongly. Scout pioneering is more like (but not exactly) the army pioneers who had to go ahead and make bridges, towers, rafts and derricks to facilitate troop and equipment movements. They had to work with what material they could find and what they could carry: ropes, blocks, etc. Scout pioneering is like this — the projects generally serve a purpose and are made of available material. Scout projects differ because we must be more conscious of our environment and, therefore, projects must be planned ahead and materials gathered with care. It is no longer acceptable just to walk into the woods and start cutting down trees. Granted, there are emergencies but they are rare. Therefore, you should obtain spars from a stockpile, either your own or at your local Scout camp, or get permission to cut them. In Nova Scotia there are vast areas of soft-wood forest, much of it overripe, and with permission we can easily obtain spars in areas designated for clear cutting. Many projects can be done with very few spars so, if your area is not rich in forest resource, you can still participate. All projects described in this article can be made with three spars or less. One project needs none. With that in mind, let's look at pioneering from the beginner's viewpoint.

The two main areas of concern I had when starting were with **gear** and **skills**. What follows is a brief discussion on these subjects, both of which will be expanded upon in future.

GEAR

Pioneering gear is expensive but this shouldn't dampen anyone's spirits because, once you have the gear, it will last, and you will have an opportunity to expand your supply before the old wears out.

How do we go about getting the gear we need? First, decide what projects you want to start with and what you will need to complete them. When you purchase gear, at least in the beginning, don't get too specialized. Don't pay \$25 for a snatch block for a weekend project unless you have other uses for it and, even more important, don't buy 78 feet of one-inch rope because that's the distance



Project 2

between two specific trees. Buy 100 feet and be a little more flexible in being able to use it elsewhere. I have seen many Scouters buy just what they needed for one project, and that's exactly what they got, **one** project. The material was too specific. (This refers to lengths, cuts and other permanent materials, more than the type of material purchased.) Once you decide what you need, the next question is where to get it. Ask for help at a father-son event or group committee meeting. You may be surprised at the connections some people have, and the results may be very profitable to your troop.

Do get good gear, however, and don't accept (or use, if you do accept) junk. We all know people who think it's virtuous to give their junk to the Scouts. Aside from gifts and loans, you will always have to purchase something. For these items, shop around, and try wholesalers and distributors. You might come across a rope dealer who will save ends for you, or he might have a coil of rope, or two, he will donate (This isn't farfetched, either. My troop has literally thousands of feet of various kinds of rope and we have purchased only — out of treasury — about one third.) Finally, a reminder: it takes very little to get started. All projects described here can be done with very little rope, even fewer spars, and virtually no special equipment.

Rope: use ¼-inch nylon rope for lashings. Cut your lashings in standard lengths of 10, 15 and 20 feet. Colour code the lengths by whipping with coloured nylon twine.

Cut your guy-line ropes and long, heavy, ropes in multiples of 25 feet and colour code the ends.

NEVER, NEVER use binder twine or cotton clothes line for any structure which must support a Scout. That disposable junk is good for camping gadgets only. Polypropylene rope is good for long lengths of thick rope as well as guy lines. It's lightweight and will not rot. Its only drawbacks are that it does not hold a knot well (unless braided, or very soft laid) and will crack at subfreezing temperatures. You should buy rope by the pound, not by the foot. If you can find a dealer who weighs rope you will pay considerably less. Also, when possible and practical, avoid using vegetable fibre rope such as **manilla**. It's a matter of weight, stiffness when wet, and internal rotting. If it's what you have, use it, but replace it with the synthetics.

Spars: cut spars in standard lengths, multiples of two feet. These can be colour-coded, if you wish, by rings of paint. Also, always bark your spars and store them off the ground where air can circulate around them. This will ensure long life of safe usage. Spruce, larch, and birch

make excellent spars. Avoid willow, elm and other trees which crack easily, also "soft" hardwoods such as aspen.

Skills: here the Scouter must take an active part in quality control over his projects. There is much to be said about Scouters not doing the troop's or patrols' pioneering for them. However, there are some boys who are just unable to pull a critical lashing tight, and there is even a chance (of course, not in my troop or yours) a boy might forget how to put a proper clove hitch at the finish of a lashing. This is where Scouters must be on hand to inspect and help where needed. In short, **SUPERVISE**. It also takes an adult present on any advanced project to see that tab "A" is placed into slot "B" before spar "C" is lashed to tree "D". (Any skeptic is challenged to set his Scouts making an "Inverted Pyramid Tower" without supervision. See next article in series.)

A Scouter should have the technical skill and sequence of steps well in mind **before** attempting a project. The standard stuff quickly becomes old hat but, in my situation, I frequently review a special knot or technique before a project.

The projects described here require only the following:

Lashings: square and sheer lashings

Knots: clove hitch, round turn and two half hitches, mag-nous or pipe hitch

PROJECT 1 The Commando Bridge

The simplest of all pioneering projects and one of the most fun, it takes no spars and only enough rope to cover twice the expanse to be bridged. This should be heavy rope because the fun comes in discovering how many Scouts it takes to sag the bottom rope to the water. (You don't have to tell them this; it is instinct, along with a "holding on" contest between two Scouts in the centre.)

A parbuckle or block-and-tackle would be useful to tighten the ropes; however, a patrol generally can do a good job without these aids.

An interesting twist to this project is getting the first boy across dry. You could use either of the two following projects for this but it can be done without the use of spars. A variation you can add later: in my troop, the older Scouts now start the younger ones on this project. That's a real bonus to a simple, fun project.

PROJECT 2 The Patrol Transporter

This project is a really quick one, done with three spars and very few lashings. Get some sheer legs long enough to go halfway across the stream (real or imaginary), devise a setting arrangement, and rig and push pole. You then select a small Scout and send him on his way. The real appeal of this project is not its simplicity but the ride. I've been told by Scouts that the distance down seems quite exaggerated, especially over real water.

One caution: have plenty of help to man the lowering rope for the second half of the ride. The smaller the angle gets between the rope and the sheer legs, the harder it is to lower slowly and smoothly.

Give this a try on your next hike or camp.

PROJECT 3 Patrol Swinging Bridge

My opportunity to try this came in 1972 at our provincial Scout "Alert." I was asked to devise a challenging stream crossing. This project fitted the bill perfectly: My Scout counsellors and I set up the centre pole, guying it to trees on both banks. (Scouts can hold the guy lines from one shore and it works.) The swinging spar is attached, using a magnum hitch, and in the next 20 hours we crossed about 400 Scouts. Later we learned it was one of the most fun projects on the "Alert," and, since the crossing success to failure ratio was about 70/30, we feel it was a sufficient challenge.

Without getting into a lot of detail, I hope this article has interested you in trying some pioneering with your troop. I'm sure you will find the effort rewarding.

Once upon a time, in the fall of 1973 to be exact, conversation at the regional level of Scouts-Toronto was permeated by a somewhat graceless word; to wit, "Snifus." The uninitiated soon discovered that "Snifus" was only an acronym in an age of acronyms.

"Snifus" was the only way that the staff at Scouts-Toronto could wrap their tongues around S.N.F.S. which stood and still stands for School Night for Scouting, a concept which was soon to be familiar to all members in Toronto.

A few years ago Scouts-Toronto required a new means of seeking out and communicating with potential recruits and volunteer leaders. The system, whatever form it might take, would need to be inexpensive and must prove easy to organize and control. It would require flexibility that it might be useful under a variety of local conditions, types of organization and styles of leadership. What we seemed to require was a concept stamped "Made in Heaven." In 1972, a group set out to find such a program. What they discovered had a label which read "Made in the U.S.A." and was called "School Night for Scouting." With an infusion of imagination and a little hard work, those "indomitables" felt the concept might well be made to work in the Toronto Region. We believe now that it could be successful anywhere in Canada, and in as many schools as might prove feasible.

The innovators showed much good sense in trying out their little scheme on a mini-sample. They selected four schools in Etobicoke, on the western fringe of Metropolitan Toronto, and, with a minimum of planning and fiscal support but with a healthy expenditure of energy, they mounted School Night for Scouting, 1972. The result raised a few cautious cheers. About 100 new boys and leaders entered the Scouting Movement. Six months later, 94 of them were still active and "Snifus" had entered the lexicon of Scouting terminology in Canada.

In January, 1973, an ad hoc committee was formed consisting of a volunteer chairman, the director of development for the region, and the field executives for the various sub-regions. This committee was instructed to organize and carry out an enlarged version of School Night, involving all of the greater Toronto Region.

Scouts-Toronto is blessed with a Development Committee. Included in this Committee are liaison officers, one to work with each sub-region. The liaison officers were also made members of the School Night Committee.

S.N.F.S. 1973 began to take shape and was held last October in 24 schools across Metropolitan Toronto. The results varied greatly from school to school and were in many ways modest. However, 650 boys and adults, who had not been involved in Scouting prior to S.N.F.S. 1973, woke next morning to find themselves committed.

A very careful analysis of S.N.F.S. 1973 was conducted by means of questionnaires and interviews. Light was thrown on many problems, some of them totally unexpected. We began to revise our material, and decided to increase our objectives. S.N.F.S. 1974 is underway now with 60 schools and with expectations of a large influx of new boys, leaders and volunteers.

S.N.F.S. is an organized confrontation between the Scout Movement and uncommitted boys and their parents. It takes place in one or more schools under pre-ordained conditions.

Each sub-region selects schools which are strategically located to fit into the plans of that sub-region. For instance, it is located near a group which is low in enrollment or which is only in the organizational stage. It has easy access and is close to housing. Perhaps it is in a new housing area where Scouting facilities are not yet available. Perhaps the school has a large boy population of which only a very few are in Scouts. Once selected, sub-

SCHOOL NIGHT



region officials appoint a School Night Chairman for each school who, in turn, completes his committee and proceeds with the planning and work.

The Regional Committee has several responsibilities at this time. It makes certain that the required number of schools are being selected so that all objectives will be met. From the appropriate school boards it procures the needed permission to employ their facilities. It sends to all School Night Chairmen the material which tells them how to proceed with organizing and carrying out a School Night for Scouting. It monitors progress throughout the region to ascertain target dates are being met.

Each individual School Night Committee makes contact with its school principal and, through him, with the custodian and other staff persons whose cooperation might prove important.

Each chairman allocates duties to other members of his committee in accordance with established program.

FOR SCOOTING

By Hugh W. Watson



A public relations campaign is conceived and set in motion on a regional basis. Posters are made available to each school committee for use in public places and, in particular, in the school itself and in other, nearby schools.

Two weeks prior to the night, a centralized training session is conducted to which all members of all School Night Committees are invited. At this meeting the entire procedure is reviewed in detail and questions answered while there is time remaining in which to seek solutions to problems.

The session which preceded S.N.F.S. 1973 was a serious conclave. However, when the meeting had ended, we all agreed it had been great fun. We were a happy, optimistic group.

During the early part of the week in which School Night is to take place, a campaign is mounted in the schools to interest boys in turning out as guests at School Night for

Scouting. Most of the principals allow the field executives to speak to their students during the day. A majority of the schools assist by sending printed material home with the boys on at least two occasions prior to the night and which invites each boy and his parents to attend S.N.F.S.

Parents are encouraged to come for two reasons. First, we want them to become leaders, contributors or members of the group committee. Second, studies of prior meetings indicate that the higher the number of attending parents, the greater the number of boys who join Scouting.

During the evening of S.N.F.S., the philosophy and methods of Scouting are demonstrated and explained. Demonstrations are staged by nearby sections. Displays are used to portray those aspects of Scouting which cannot be delineated clearly by a demonstration or in a talk. There is a formal talk given and, in the end, the people are asked to join the Movement.

Punches are not pulled. Scouters are proud of their organization and at S.N.F.S. do not hesitate to say so. Administrative facilities for enrolling the guests are available at every School Night.

The last act of each School Night Chairman is to telephone the regional Scout office with his results. By the end of the evening, the committee knows the extent of its success.

Over the next few months, the committee sends out questionnaires and holds discussions with chairmen. The object of this testing is to find out what worked, what did not work, and why? All such findings result in modification in the plans for the following year.

School Night for Scouting is, therefore, an organized, concentrated way of bringing the appropriate segment of the public face to face with Scouters. It is an honest, forthright attempt to convince part of society that it needs the Scouts. By conducting these meetings on the same night across the region, we are able to provide a concentrated, public relations campaign, together with training, materials and assistance, and all in an organized manner. It mobilizes the full weight of the organization at one time to ensure that S.N.F.S. is a success and that the organization is ready to absorb the recruits when the evening is over.

The writer of these notes is not an old Scout; he is merely old. He recognizes, however, that the Scouting Movement personifies qualities for which our society has a great need.

The environment has been most inhospitable for Scouting over the last ten or fifteen years; despite this, the Scouts continue to survive and in many areas to prosper. The principles of Scouting are not "sad relics of departed worth" but living standards which society will need long beyond our time. "Snifus" is designed to help you reintroduce those principles to the public in a pleasant and practical way.

Scouts-Toronto has a detailed précis on S.N.F.S. which may be obtained by writing to Donald McLean, Regional Scout office, 1162 Bay St., Toronto, Ont.



HUGH WATSON is Regional Chairman of Greater Toronto Region's School Night for Scouting Committee and serves on the Regional Development Committee. In his business life he is a Director of Administration with the Canadian head office of Travelers of Canada.

THE THIRD SEASON OF BEAVERING



September 1974

2 Labour Day
8 World Literacy Day
17 Jewish New Year (5735)
23 Beaver Day (first colony met in 1971)

October

6 Yom Kippur
6-13 Fire Prevention Week
14 Thanksgiving
31 Hallowe'en

November

1 All Saints Day
11 Remembrance Day
15-22 Young Canada's Book Week
30 St. Andrew's Day

December

1-7 National Safe Driving Week
16-23 Chanukah
25 Christmas Day
26 Boxing Day

January 1975

1 New Year's Day
5-11 Big Brother Week

February

2 Groundhog Day
2-8 White Cane Week
14 Valentine's Day
15 National Flag Day
16-23 Scout-Guide Week
16-23 Brotherhood Week
22 Baden-Powell's Birthday
23 Boy Scout Sabbath

March (Red Cross Month)

1 St. David's Day
11 Shrove Tuesday (Pancake Day)
12 Ash Wednesday
17 St. Patrick's Day
27-3 Passover
28 Good Friday
31 Easter Monday

April

1 April Fools Day
6-12 National Wildlife Education Week
23 St. George's Day

May

1-7 Mental Health Week
1-7 Child Safety Week
4-10 National Forest Week
4-10 Be Kind to Animals Week
8 World Red Cross Day

11 Mother's Day
11-17 Flowers of Hope Week — Retarded Children
11-17 Police Week
18 Canadian Citizenship Day
19 Firecracker Day
24 Queen Victoria's Birthday

June

1-7 Red Cross Water Safety Week
15 Father's Day
24 St. Jean Baptiste Day (Quebec)

July

1 Dominion Day
1-7 National Safe Boating Week
20 Man on the Moon (Neil Armstrong)
25-31 Farm Safety Week
29-7 World Jamborée — Nordjamb '75

August

Rest and Relaxation
Basic Planning for the fall.
Other Dates
Swimming Up - Fall '74
Swimming Up - Spring '75

WELCOME to the third national season of the magical world of Beavering.

Before we get involved in planning and operating the new season, let's first remind ourselves about the basic concepts of the Beaver program. We say that Beavers is a SIMPLE, FLEXIBLE, POSITIVE, GROUP EXPERIENCE with the key idea of SHARING. Everything we do in the program should relate to these concepts. These philosophies are based on the needs of boys between five and Cubbing:

- I can do
- I want to be involved
- I want to be successful
- I am getting bigger
- I can remember
- I can learn

It might be beneficial to read over the material in Kit #1 to renew our knowledge of Beavering. Hopefully, you have put your Kit #1 and Kit #2 in a binder so that all your material is together. You can also add material to the binder from your local publications and other sources.

It is now time for us to look at the things we should be doing to ensure a successful season.

Group Committee and Leadership

The group committee, in cooperation with the sponsor, is responsible for the administration of the colony and for ensuring that the program category is operating to achieve maximum benefit for the boys. The group committee is to look after the involvement of parents, the arranging of the meeting site, the finances and the registration of the group, leaders and boys. Group committees may also be responsible for other sections of Boy Scouts of Canada — Wolf Cubs, Scouts, Venturers and Rovers. The closer we work with the other sections, the stronger the Scouting Movement will be.

All the Beaver leaders are responsible for planning and putting into action the programming of the colony. Bea-

ver leaders work as a team, with each having equal responsibility and authority. By having the group committee and the Beaver leaders working together as a team, they are able to meet the needs of the boys.

Leaders from Last Season

Before involvement of the boys can be planned, leadership must be carefully considered. When we know the number of leaders returning from last season, we have a place to start. Hopefully, the leaders indicated in May or June whether they would be involved this fall. In this way, new leaders could be found and oriented during the summer so the colony would be ready to start at full strength in the fall.

A quality program and good interaction with the Beavers requires one leader for every six boys, on the basis of having six boys in each lodge. There is also great benefit to having additional leaders, especially in a full colony of twenty-four boys. By multiplying the number of returning leaders by six, we have the approximate number of Beavers these leaders can work with.

The returning leaders should work together to set the outline for the colony for the coming season. By listing major events you would like to have, e.g., father-and-son toboggan party, and the special themes that you want to work on, such as Hallowe'en, and Be Kind to Animals Week, you have a general picture for the season. A calendar of special dates and theme weeks is included here for reference. There is no need to celebrate each event, but a mention of the event to the colony may be appropriate. Check with community officials and your sponsor to learn of special, local, events that will be celebrated.

By setting a tentative game plan for the season, you have a general idea of what is going to happen. This information can be presented at the parents' meeting. More definite plans can be made when all the leaders who will be needed are involved.

The returning Beaver leaders must help to set the date and plans for the parents' meeting. Plans should also be made for the opening of the colony(s) after the parents' meeting.

Number of Boys

At the present time, we note the number of Beavers who were involved last season and the number of boys who are presently on a waiting list. We must also consider the Beavers who will be Swimming-Up to Cubs this fall as this will leave spaces open in the Beaver colony. As well, there will be many new boys who will be interested in joining Beavers and an opportunity should be extended to every boy. When we know the number who want to be involved, it is then up to us to provide leadership. This could mean starting an extra colony, or even more.

We will know the number of boys who wish to be involved in Beavers at the meeting of all interested parents. A parents' meeting is the key to successfully getting a colony(s) operating.

Parents' Meeting

Beavers is part of the recreational package of Boy Scouts of Canada, offered to a community for the involvement and growth of youth. A Scouting program can be effective only with solid, parental support and involvement. This is being partners in Scouting, for Boy Scouts of Canada has the program and the resources, but it is the parents who must bring the program into existence. Your community should be fully aware of the program and involved in it wherever possible.

Having an initial meeting with parents has been so successful in reorganizing the colony for the season that we encourage everybody to become involved in having a parents' meeting. The meeting should be organized by the group committee, the present Beaver leaders and the resource contact person for Beavers in your area (A.D.C., coordinator or service-team person for Beavers). Most parents' meetings are held in September, after school has started. This will mean the colony probably will start operating around the end of September.

Some of the strongest benefits from having a parents' meeting are:

- provide information about Beavers and the parents' role;
- stimulate parental support;
- recruit adults that all boys who so wish can be involved in Beavers (group committee and leaders);
- get things going faster.

The parents' meeting should include parents of the returning Beavers and of new boys who are interested in joining. Information about the meeting should be passed on to parents of all boys of Beaver age in the community by such means as phoning parents who have shown interest, posters in the community, newspaper ads, and letters to parents through the elementary school.

It is vital to have a successful parents' meeting. The meeting should be informal but should cover the necessary points. A well-set-up room, a warm welcome and a cup of coffee all help to set a friendly tone. The meeting must be planned in advance and the people who are to make a presentation must be prepared and positive. It is beneficial to emphasize the concepts of Beavering and to ask parents of present Beavers to tell about their sons' experiences in Beavers and their thoughts about Beavers. The leaders should wear their uniform to the meeting.

If the colony(s) has a need for more leaders, here is the opportunity to get potential leaders. It is important to emphasize to leaders that being involved in a colony offers personal growth, satisfaction of participating, fun, fellowship and leadership experience. Remember that a Beaver leader is a person fourteen years of age or older, with at least one leader in every colony over eighteen years. There should be both male and female leadership in a colony. The contribution that has been made by young leaders has been phenomenal and it is suggested that each colony have a cross section in age.

Have enough Beaver brochures available to give one to each parent. The parents should fill out and return the application form. They can take the brochure with them for future reference. The brochure has all the information about the Beaver program that a parent should know. Brochures are available from Scout offices in councils which are operating the program.

From the parents' meeting, there should be enough people willing to be Beaver leaders to have a ratio of one leader per six boys. Before an interested person becomes a leader, there is a process that should always be followed to ensure a qualified and well-oriented Beaver leader.

Potential Beaver Leaders

The selection of a Beaver leader should be done co-operatively between the group committee and the service-team person or A.D.C. for Beavers. The orientation

(Continued on page 16)

15



PROVINCIAL
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of the potential Beaver leader is done by the service-team person or A.D.C. for Beavers. In this way a program person helps personally to involve another program person.

It is essential for anyone interested in being a Beaver leader to be involved in a personal orientation before being involved with the Beavers as a leader. This orientation allows a person to have a full understanding of the program before becoming committed to it.

It is very important that the introduction of Beavers be done on a personal basis. By personal contact, the enthusiasm, fun and spirit of Beavering can be passed on. "Beavers is caught, not taught."

A potential leader is introduced gradually to Scouting and Beavering by discussing the Beaver material and by seeing a Beaver colony in action.

Oriented Beaver leaders are able to adjust to the Beaver program better as they know the theory of Beavering and what is expected of them. A person, acceptable as a Beaver leader, must be willing to subscribe to the aim and principles of Scouting and the objectives and philosophies of Beavering. A Beaver leader must be willing to participate directly with the boys and to spend at least three hours a week planning for and attending the colony meeting. Leaders should also be willing to attend Sharing Sessions.

Leaders' Meeting

When all Beaver leaders are oriented, steps can be taken to swing the colony into action. The sponsor and group committee should be fully functioning to support the Beaver leaders.

The leaders must now get together to plan the opening meeting of the colony. This meeting should be short and geared to exciting the boys about the coming season as Beavers. It is vital always to have extra activities planned for the meetings. It is also important to remember that spontaneous activities should take precedence over a planned activity.

A few days before the first colony meeting, the parents of the boys should be phoned. Some colonies have decided to operate the first meeting(s) with only the returning Beavers so that everyone can settle into the season. This gives time for leaders to prepare for the kits (new Beavers). A visit to the home of each kit by one of the Beaver leaders would be beneficial.

Contact should be made with the nearest Wolf Cub pack to have a Cub attend Beavers for the season as Keco. Scouts, Venturers and Rovers should also be asked to be involved in Beavers to complete the Scouting family.

Contact should be made with the principals of the local elementary schools so they are aware of the Beaver program and of what will be happening in the coming year. This contact will help to develop support and cooperation and could provide additional resources.

The Action

The most important part of Beavering is the open relationship between leaders and Beavers. Participating with the Beavers and sharing experiences together is essential. The leaders should know the names of all the Beavers and call them by name. This might be done by leaders changing lodges or tail groups.

The story, *Friends of the Forest*, should be read to all the Beavers during the first part of the season. After reading the first chapter, the Beavers can name those leaders who do not have Beaver names.

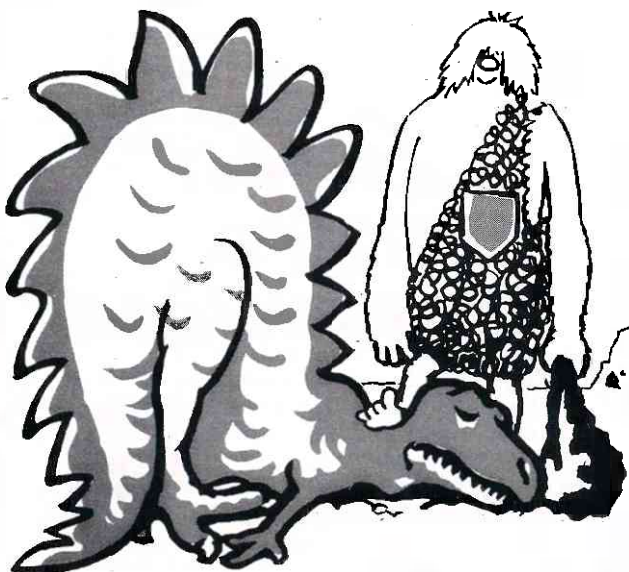
Once the colony is in operation the kits should learn the Beaver law, promise, salute and ceremonies so they can be invested and become Eager Beavers. The kits are invested generally after about four weeks. Parents are to be involved in the investiture.

Once the kits are invested, it is time for the new Beavers to make their tails and for the old Beavers to change their tails. The Tail Celebration is done by the entire colony so that it is a positive, group experience. A discussion with the Beavers about them getting older and being able to do things better should occur at this time.

If there are any Beavers between seven-and-a-half and eight years of age who are ready for Wolf Cubs, contact should be made with the Cub leaders to arrange to introduce the Busy Beavers to Wolf Cubs and to have them Swim Up.

It is a real asset for the Beavers to be involved in the world in which they live. A Beaver is so proud of his special people that he really enjoys having his parents, school teacher and Sunday School teacher attend colony meetings.

To new leaders — Welcome! To all — have fun in the Mystical World of Beavering with the 11,500 Beavers and the 2,000 Beaver leaders now involved in the program. Keep on SHARING!



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Training Talk



FOR TRAINERS / SERVICE SCOUTERS

Edited by Al Craig for the
Adult Training Subcommittee

No.16

NOSTALGIA KICK

J.L. "Mac" MacGregor, Deputy Chief Executive, has written many articles during his years in Scouting. I came across this piece of "deathless prose" (quotes are Mac's) he did for *The Scout Leader* in March, 1953. It's over twenty years since Mac penned this letter, but it's as relevant today as when it was written.

"Dear Scouter:

I am writing this letter with the sole intent of focusing your thoughts on the unquestionably important subject of books as a training medium. Somehow, the term "training" very often causes us to conjure up distorted impressions of what may be involved. My dictionary defines it as a state of being prepared which I think is an admirable definition. I am sure that many experienced Scouters must look back to their early leadership efforts with wistful meditations of the better job they might have done had they been better prepared.

In your desire to become, or to continue to be, an efficient leader may I submit that you give earnest consideration to books as a means whereby you can reach, to some degree, a state of being prepared. I would make particular mention of the basic handbooks which contain so much of B.-P.'s original writings. These are books which obviously should be STUDIED not only in the beginner stages but periodically and in the light of experience. Scores of other books have been written about Scouting and its many related subjects and most of them have value in one way or another.

You may be a Wood Badge holder of twenty years, standing or have just become a Scouter this month. In either case you will find something listed in the new catalogue which will assist you in your Scouting. The successful leader is never finished in the search for new material.

I feel that I would be missing an opportunity if I did not mention our organized training courses. I sincerely believe that every Scouter, who has not taken a training course of some kind, would do so if circumstances permitted. When John Thurman, the Camp Chief of Gilwell Park, visited Canada in 1950, he was asked what he considered the most important feature of training courses. He replied, "The effort made by the Scouter to get to one." This continues to be true and will always remain so. The ultimate responsibility is yours. If you genuinely believe that you have a contribution to make in shaping the character of the boys who come into Scouting then surely no effort is too great in fitting yourself for the role you

have chosen to undertake. Opportunities for attendance at organized courses are becoming increasingly available in every part of this vast country. I do hope that 1953 will provide the opportunity to which you have been looking forward.

I wish you good luck in all your endeavours on behalf of the boys to whom you are giving leadership.

Yours sincerely,

John L. MacGregor"



THE OUTDOORS — OUR RESPONSIBILITY

by M.P. Granger, M.D., Chairman of the Camping and Outdoor Activities Subcommittee

Our policy states:

- that the outdoors provides an ideal setting for personal growth and recreation;
- that responsible citizenship imposes upon man an increasing obligation to live in harmony with his natural environment.

Well and good — I am sure we all agree with these statements, but what do we, in fact, do about it. These are stated policies of our organization. We must do more than mouth them — we must put them into action by ensuring that our members have the opportunity to get out and be involved in fun-filled, challenging activities and, at the same time, have consideration for this very outdoors in which we play.

As an outgrowth from the obligation to live in harmony with the natural environment there are three major themes that we should develop in our programs:

- 1) responsible practice in the out-of-doors,
- 2) protection of the natural environment,
- 3) awareness of the environment.

These three themes should be explored by all members of our organization. Development of them during training, along with an explanation of the way they relate to our policy, would be ideal.

To explore each theme in greater depth:

1) Responsible Practice in the Out-of-Doors

Our pioneer-based camping skills are no longer appropriate in the light of a shrinking wilderness and our new knowledge about man's devastating effect upon our natural resources.

We have developed responsible camping practices to replace pioneer practices which are simple, convenient and certainly in keeping with B.-P.'s philosophy —

— to leave nothing but your thanks after a camp. The back-packers now call it "camping without a trace."

These ideas include:

- minimal fires built in rock and completely burned out,
- no gadgets,
- small portable stoves,
- shallow latrines or "cat holes,"
- no trenching,
- pack garbage out,
- filter greasy water above ground in a garbage bag or can,
- use lightweight equipment.

Details of these and others appear in the May and June/July issues of *The Canadian Leader* and in the slide and tape camping-skills series available from Communications Service, National Office, Ottawa.

These practices are simple but must replace the previous, wasteful, pioneering methods. Naturally, there will be some variation in the application of these methods depending on the site (obviously a conservation or recreation area with toilet facilities and permanent fireplaces is entirely different to a wilderness site) but the principle is

the same. Let's teach the attitudes on the first Beaver hike, pack ramble or patrol overnight.

2) Protection of the Natural Environment

An understanding of the ways in which individuals and communities can protect and preserve the environment can best be learned by actual involvement in such activities as anti-litter campaigns and reforestation projects reinforced by explanations as to the importance and value of these activities. We should also encourage our membership to learn more about associations such as World Wildlife Federation, National Parks Association, and local groups which have a particular interest in the environment. Many of these groups would gladly send out speakers, make films available and provide guidance to other suitable resource material.

3) Awareness of the Environment

By exposing our membership to all varieties of environment and encouraging them to consider the differences and, therefore, the various approaches which should apply, we may allow them to gain a real appreciation of these very differences and thereby develop a desire to preserve the best for the future. We must make a conscious effort to take our members into these differing areas: urban, conservation, semi-wilderness and wilderness, and consider with them the ways in which our behaviour should be modified in each area. Awareness, therefore, leads to appropriate behaviour. A wiener roast is certainly O.K. in a conservation park, but in the wilderness?

We have always been considered the leaders in camping in Canada. We have slipped badly but now we are "cleaning up our act" — we count on your help as Scouters and trainers to lead in Canada again — not only in camping skills but also in awareness, appreciation and protection of our natural environment.

CANADA LOOKS TO US — ARE WE PREPARED?

AUDIO VISUAL AIDS

Available from Communications Service, National Office, Ottawa.

- "Scouting the Outdoors," 62-frame, colour filmstrip with tape cassette and script: \$15.
This filmstrip can be made available in slides.
Allow an extra week for delivery when ordering slides.
- "How to" Series
Black-and-white slide series with script — \$1.75 each title:
 - *Cooking Fires* — 23 slides
 - *The Axe* — 22 slides
 - *Pack It Easy* — 20 slides
 - *Outdoor Manners* — 24 slides
 - *Camp Stoves* — 24 slides (in preparation)
 - *Stoves* — 24 slides (in preparation)
 - *Winter Clothing* — 24 slides (in preparation)
 - *Snowshoes* — 23 slides (in preparation)
 - *Cross-Country Skiing* — 20 slides (in preparation)

CAMPING & OUTDOORS IN WOOD BADGE TRAINING

Trainers can make a significant contribution to implementing Scouting's increased emphasis on camping and outdoor activities in the design of Part I and II Wood Badge courses.

Thought might be given to introducing this emphasis in Part I courses by holding some of the course activity in an outdoor setting. Part II courses should include a

minimum of a weekend in a camp setting with Scouters experiencing and learning the basic camping skills, outdoor practices and activities.

Hopefully, you and your team of trainers will look at this consideration in designing the next course in your council.

These are some of the major functions of camping and outdoor activities in Scouting.

Adventure

Camping and outdoor activities in Scouting are group experiences which ensure:

- exciting and memorable experiences,
- fun and action,
- innovative and challenging activity.

Fitness

Camping and outdoor activities provide an opportunity to promote and maintain personal fitness by developing:

- coordination and muscle tone,
- physical and emotional strength,
- new physical skills, also by
- testing physical limits,
- life-long enjoyable experiences.

Social Skills

Camping and outdoor activities create a "mini world"

- an ideal environment in which to develop character, personality and social skills through:
 - cooperation and mutual understanding,
 - balance between independence and dependence,
 - self sufficiency and personal commitments,
 - leadership techniques.

Learning by Doing

Camping and outdoor activities are by nature "learning by doing" and, therefore, should be exploited to the fullest by:

- experiencing, solving and coping with problems,
- adapting to unique or unexpected situations,
- developing new skills.

Aesthetic and Spiritual Values

The "natural" setting of the outdoors is ideal for the development of awareness and spiritual realization:

- awareness of quality of life,
- building the spirit of fellowship, friendship,
- developing self expression,
- self realization,
- spiritual realization and understanding.

Appreciation of the Natural Environment

Scouting is committed to develop the awareness of man's increasing responsibility to live in harmony with nature. Camping and outdoor activities develop:

- skills aimed at environmental protection,
- understanding of the balance of nature and man's interdependence with nature,
- awareness and appreciation of the natural environment.



GAMES FROM GARBAGE

Here's an interesting idea that Bill Graham of Kitchener, Ont., passed along to us.

Each group is given a shopping bag of odds and ends found around the house: toilet paper rolls, clothes pins, empty cans, rubber bands, etc. — about two or three of each of ten different items. Each bag contains exactly the same items.

The groups are then asked to brainstorm the uses these odds and ends can be put to. Simple games for Beavers

and Cubs naturally spring from this odd assortment, but their uses are as limitless as the imagination of the groups.

This fun activity can be used as a lead-in to a brainstorming exercise; to demonstrate the use of one's imagination; or as a basis for discussion about how groups work together on the solution of a common problem.

TRAINERS — BE AWARE!

Good trainers know their subjects, use effective methods to put them across and, lastly, must be up-to-date on policy and program changes and the reasons for such changes. In fact, **all Scouters** have a responsibility to be aware of policy and program changes.

CUB RESOURCE MATERIAL

During the past several months, work has progressed on the biennial review of *The Cub Book*. This review is now complete, with the following results.

The Cub Book has been updated in a number of different ways as a result of feedback from pack Scouters, training and service-team members, and members of the executive staff.

Some of the feedback suggested that, in many instances, the terminology was beyond the comprehension of Cub-age boys and so, where possible, without changing the intent, the wording has been simplified.

Some of the projects and star requirements in the book were seen as hazardous due to the need for such things as chemical substances or unshielded razor blades. These have been deleted or changed so that non-toxic or less hazardous items may be used.

Further requirements suggested that a boy do such things as change electrical fuses or use chemical garden sprays. These have been reworded to be done with an adult or, in the case of garden sprays, deleted.

In other areas the book was seen as recommending practices which are contrary to those we now understand to be good for our environment. These have been deleted and other recommendations substituted.

As part of this review we were in touch with those agencies who set out the requirements for some of the badges (Red Cross, St. John Ambulance) and, as a result, we have upgraded our requirements to match theirs. In doing this, we found it was necessary to make some major adjustments to the Swimmer's Badge.

In the past, a Cub could earn his Swimmer's Badge by doing either 'A' or 'B' requirements. Many completed the 'A' section and went no further. As a result, camp staff found they had to check every Cub wearing a Cub Swimmer's Badge before allowing him to enter the water.

Now the badge requires a Cub to complete both parts before receiving his Cub Swimmer's Badge. In time, this should alleviate the problem that camp people had and, at the same time, encourage a higher degree of proficiency in the boys' swimming ability.

These are the type of changes that have taken place in *The Cub Book*. However, it should be noted and emphasized that the Basic Cub Program, including the Star and Badge Requirements, remains the same.

The updated *Cub Book* will be available to councils by mid-August. It will be easily recognized from the previous printing by the emphasized title, *The Cub Book*, which is slightly highlighted.

The new price will be \$1.69. The reason for this price increase is higher paper and printing costs. Present Cubs do **not** need to buy the revised book if they have the present book. The old books will be sold at the regular price until stocks run out.

You were advised some time ago of the problems regarding the *Pack Scouters' Series* and your guidance was

sought as to whether or not books One and Six should be reprinted. The general reaction was that they should not.

Work is now in progress to revise the *Pack Scouters' Series* and it will appear in a new format in time for the 1975 Scouting season. However, it is recognized that books One and Six of the original series will probably run out of stock prior to that time.

To fill the gap a new publication has been prepared which is called *Having Fun with Cubs* (A Guide to New Pack Scouters). (See page 8 of this issue.)

SCOUT RESOURCE MATERIAL

The Scout Subcommittee has studied individual feedback, the results of the Scout Survey conducted by mail and through *The Canadian Leader*, and consulted their committee extension members. As a result of this in-depth assessment of the Scout program, it reaffirmed the basic soundness of the program but revealed some concerns around the badge program.

Scouters were confused about where to start and by the apparent multitude of options. The adjustments made are intended to reinforce the original intention that **patrols** should work together on the Achievement Badge of their choice. (See *Handbook for Troop Scouters and Counsellors*, page 77.) The adjustments also reinforce the likelihood that the average Scout who has been active with his patrol and troop can earn an Achievement Award at the completion of an activity year. This was also one of the original intentions. (See *Handbook for Troop Scouters and Counsellors*, page 94.) Encouragement and support of a focus on patrol activities are thus developed.

The Challenge Badges and Awards complement the Achievement Awards by encouraging the development of **individual** interests, hobbies, knowledge and skills.

See page 8 of this issue for the details of the adjusted Achievement and Challenge Badges/Awards.

How do these adjustments affect the Scout resource material?

The Badge Book, reflecting the modified Achievement and Challenge Badge/Award systems, will be reprinted and available by **August, 1974**.

Canadian Scout Handbook — this book will be revised and made available for **September, 1975**. In the interim, a four-page insert will be produced and inserted into existing stocks of handbooks. Extra copies will be made available to councils to update stocks they have on hand. The insert will focus on adjustments in the Achievement and Challenge Badges/Awards and the requirements for the Chief Scout's Award.

Handbook for Troop Scouters and Counsellors will be allowed to run out. A Scouter's Kit will be produced and made available for **September, 1975**.

Having Fun with Scouts — this new book to assist Scouters getting started with their troop is described on page 6 of this issue.



SESSION DELIVERY

No matter how well-prepared or interesting your session material may be, you cannot instruct successfully unless you can put your material across. Through the skillful use of your voice, body and whole being, you must project your ideas to your candidate. In other words, the outcome of your session depends, in good part, upon how you deliver it.

You can improve delivery — not by reading about it — through practise followed by evaluation. Some suggestions for improving delivery are given here to help in your practise.

PHYSICAL BEHAVIOUR

Here we are concerned with what the candidates see. If you rehearse your sessions in front of a full-length mirror, you will see what the candidates see. As members of a course staff, your dress and appearance should be beyond reproach at all times.

EYE CONTACT

The failure to look your audience in the eye is a serious defect. It is usually a sign of fear or timidity and no one follows a frightened leader. Also, if you do not face the audience, you will not see their signs of approval, boredom, doubt or disagreement. While candidates seldom say anything aloud, they talk with their bodies all the time. If you catch sight of a raised eyebrow or a questioning look on some faces you must immediately clarify any doubt or misunderstanding before proceeding with your session. If you find you are not holding interest, you must do something at once to regain attention. This opportunity to adjust to reactions is a great advantage to any instructor. It can only be achieved by being direct, looking at your audience and by being impartial, looking at all your candidates.

BODILY MOVEMENT

Bodily action includes gesture, facial expression, walking, posture, and the muscular tensions and muscle tone of the body as a whole. The frequent comment among beginning instructors that "It isn't natural for me to use body action" simply is not true. Anyone who is honestly communicating ideas and feeling must use some kind of action. The absence of action usually indicates one of three things: the instructor has no deep feelings or convictions; he is sick; or he is self-conscious. No instructor ever is entirely effective until he uses his muscles freely.

A great deal of nonsense has been written on the subject of body action. Exhibitory body action — gestures and postures made according to patterns and used for their own sake — is certainly not recommended. Action should arise from inner impulse, from the desire of the instructor to communicate to others. While it is best to disregard rules for posture and gesture, you might find it helpful to follow two basic principles: coordinate all your bodily action, and use your body to express animation.

COORDINATION

All parts of the body must work together as a single unit. A baseball pitcher does not pitch with his arm alone; he pitches with his whole body. You must have something to say, you must want to say it, and your whole body must help you say it. "Suit the action to the word and the word to the action." Gestures should arise from a genuine impulse to clarify or to give emphasis. Above all, gestures should be unobtrusive: they should never draw attention to themselves. Any technique of speech that splits attention from the central idea is bad art. It defeats your primary purpose.

VOICE

Here we are concerned with what the candidate hears. All voices have a certain quality affected or controlled by many variables, e.g., an accent from your part of the country, a nasal quality due to a cold. None of these factors should prevent you from becoming an effective speaker if you understand and use correctly the following criteria of voice.

PITCH

A good speaking voice has an acceptable range and flexibility of pitch. If the voice is pitched too high, or too

low, it tires easily, irritates your candidates, and is not flexible enough to be used to best advantage. A flat, monotonous voice cannot express sincerity, animation, and intensity. Since pitch is determined by the length, thickness, and tension of the vocal cords, no rules can be laid down regarding a desirable pitch for all instructors. Simply pitch your voice high enough to permit lowering it for contrast, and low enough to enable you to raise it for the same purpose.

RATE

Rate is governed by the time it takes to pronounce individual words and the length of pauses between words. Average speech-rate varies considerably — from about 100 to 150 words a minute. For purposes of emphasis, the rate may fall well below 100 and, to stimulate enthusiasm, it may sometimes speed past 150. Adjust your rate to what is best for audience understanding. You must not speak so slowly that the candidates fail to listen, or so rapidly that they are worn out. Variety is the key. To avoid monotony, change your pace often, and watch your audience constantly for reactions.

Pauses are the punctuation marks of speech. They are also an excellent means of arresting and holding attention. Do not be afraid of moments of silence. A pause at the right time and place permits an idea to reverberate in the skulls of the class. Do not ruin a dramatic pause by "er-r-r," "and-uh," or variations of such sighs and grunts.

VOLUME

You are familiar with the man who has a booming voice and shouts each word. You also know the timid soul who whispers every statement. Both use poor speaking technique. The loudness of your voice must be adjusted to the conditions under which you speak. You must be heard without strain. If you have something worthwhile to say, your students have a right to hear it. On the other hand, you need not try to rupture their eardrums. Your vocal intensity, just as pitch and rate, should never become monotonous. Effective emphasis can be secured by varying your force as the occasion demands.

ARTICULATION

This is the distinctness of speech — the clarity with which you say the parts of each word. Laziness is probably the chief cause of poor speaking voices. This includes lazy lips, lazy jaws and lazy tongues. Muffled and indistinct words denote mental slovenliness. Open your mouth when you talk. Don't permit sounds to die at birth in your throat. You must be instantly intelligible to everyone in your audience.

ATTITUDE

Here we are concerned with what the candidate senses or feels. Your attitude towards the job of instructing will be reflected in your body movements and your voice. Candidates are quick to sense the emptiness of thought or feeling in a listless delivery. They are also quick to respond to an enthusiastic and sincere delivery.

When you stand up to instruct you give two sessions, one with your voice, one with your body. When these two coincide you will be delivering effectively.

SUMMARY

Through the skillful use of your voice and body you can project your ideas and put your material across, which is another way of saying we communicate with the whole being.

The key to constant movement of session delivery is practise followed by evaluation. Therefore, prepare, practise, practise, then, during your presentation, relax and enjoy yourself.

Not to mince words, we consider that people who scorn the old ideas in Scouting, merely because they are old, are just plain daft.

Take what happened on a basic-training course at Southend-on-Sea not long ago. The need was for a snappy patrol competition to inject a little healthy hilarity into the proceedings, and when someone suggested a bout of the old string burning, lips were seen to curl in all directions; yet, of all activities on offer that day, none proved more successful.

True, we added to the interest a bit — and incidentally gave our underemployed QM staff something to do — by rigging up a complex of strings, pulleys and water containers above the area of operation so that, when the strings were severed, cool cascades would descend quenchingly on the heads of the rival contestants. Very character-revealing it was, too. Well, just imagine how **you** would feel — you who are so easily provoked to wrath and indignation — if someone poured a billyful of water on **your** fire just as it was blossoming into flame.

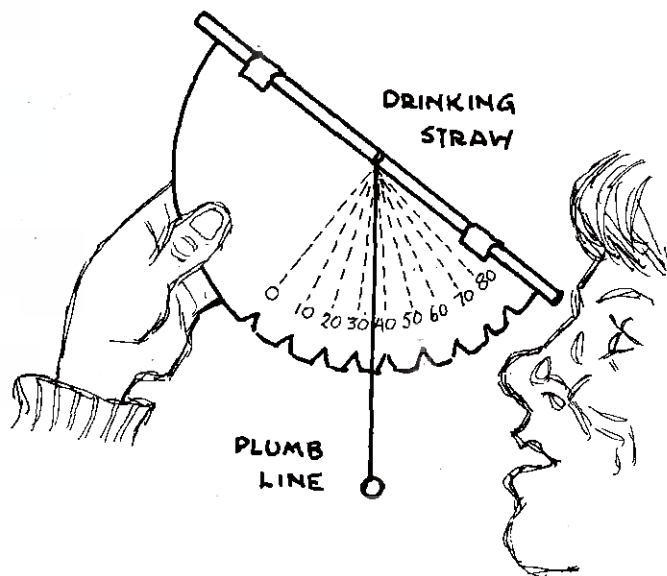
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All present will be familiar with the method of measuring the height of a tree with nothing more elaborate than a three-foot rule. All you have to do is to stand 25 feet from the base of the tree and literally measure it in the air by holding your rule upright exactly 25 inches from your eye. By the logic of mathematics, inches on the rule will represent feet on the tree. Absolutely marvelous. It just goes to show that even a dull subject like math has its uses.

This brings us to the *clinometer*, shown here in the hand of a friend called Cyril, or George, or something.

The diagram makes all things clear. To use the instrument, stand well back from the tree and aim the drinking straw at the top, then tilt the card slightly so that the plumb line engages in the appropriate notch. All you have to do then is to scale the thing on graph paper, using the clinometer as a protractor to get the angle right. The distance from the tree should be measured and scaled off on the baseline, and a vertical from that point to the sighting line will give you the height of the tree, to which, of course, must be added your own height to eye level.

A bit like school, perhaps, but just the job when a high degree of accuracy is essential; e.g., when you are preparing to fell a tall tree not far from a high-tension cable.



IDEA • Place this page of the magazine on a table, invite a passing Scout to glance at the picture for three seconds only, then clap something over it and ask him to say which hand the boy was using.

✱

Idea for Patrol Competition

Let each patrol construct a chain-reactor system which, from the initial impulse, triggers a series of movements of the greatest possible variety: e.g., a string is burnt through by a candle flame and releases a weight, which raises a miniature portcullis, which allows a stream of round pebbles to cataract down a shoot into a coffee tin, which upsets the delicate balance of a lever, which sets a pendulum going, which . . . and so on. The reactor which has the greatest variety of movement and lasts longest is the winner.

✱

We come now to another simply splendid pioneering idea which originated with Troop Scouter Jim Aldridge of the 1st St. Alban's in the county of Hertfordshire, England. I shall tell Jim that I have passed it on to you and you may be sure he will be delighted to hear that you are prepared to take some interest in his brainchild of long ago.

It is known as 'The Beast at Large' because, although fairly simple to construct, it is a beast of a thing to erect and tends to go walkabout in the process, as you will discover if you try it.

The 'Beast' is simply a folding flagstaff. Instead of hoisting the flag you simply pull a number of strings and the flagstaff itself rises vertically, like something out of Cape Kennedy. At flagdown you don't lower the flag. You simply reverse the launching process and the flagstaff sinks gracefully to the take-off position.

You will need eight light spars, a Scout staff to hold the flag, two rope stops, four lashings, a grommet or cringle, four pickets, a basher-in, and four guyropes about 24 feet in length.

Lay four spars in the north-south-east-west position on the ground with the butts interlocking, and secure them — not too tightly — with one of the stops. Lay four similar spars on top of the first set, and secure them in the same fashion. Lash the extremities of the four pairs of spars together with loose sheerlashings. At the centre, between the two sets of spars, place your grommet or cringle. At-

tach one end of the 24-foot guy-ropes to each of the four points where the spars are sheerlashed, carry the free ends through the grommet at the centre, then back over the sheerlashings and down to four pickets spaced at a reasonable distance from the ends of your spars. Secure the Scout staff in position. (This will certainly present you with a problem, but you can't expect Jim Aldridge to tell you everything.)

The great moment has arrived. Four men at least will be needed to erect the Beast at Large. Eight would be better. With each of the four guy-ropes put a half-turn around the pickets, and haul in at an even speed. The Beast will then do one of two things. It will either rise like a lark ascending, or it will turn nasty and swoop like a bird of prey to peck somebody's ear off. In either case it will be good for a laugh in any company and, as we all

need something to laugh about at the moment, this might be a good time to try it.



If someone asked you to say which of the following subjects receives most attention from publishers of books for young people, broadcasters, film-makers, and the rest of what we must now refer to as 'the media,' which would you choose?

Nature. Space exploration. History. Fishing.

Things to Make and Do. Horses and Ponies. Railways. Ships and the Sea. Children of other Lands.

Well, your guess is as good as mine. All I can say with certainty is that in a lifetime of Scout journalism — most of it aimed directly at boys of Scout age — there has been only one subject that invariably brought in the fan mail (such as it was) and that subject, even in this technological age, was and is — NATURE.

It has just happened again. A year or so ago I did a small book grandiloquently entitled (not by me!) *The International Cub Quiz Book* and have just received a letter from a Cub Scout who lives in a farmhouse on the side of Beachy Head, telling me that I was dead wrong in stating that pelicans are not migratory birds. "I saw them myself in Greece last year," he wrote. "They had just returned from South Africa." Not according to my information, they hadn't, but that's beside the point. What impresses but in no way surprises me is that this kid was sufficiently interested to blow threepence of his hard-won pocket-money on a stamp to put me right.

The same thing has happened too often to be dismissed as an isolated case. And it isn't only the satisfaction of pointing out a supposed mistake that spurs youngsters to write. In my time I've had a considerable correspondence from Cubs, Scouts and Guides on such diverse subjects as —

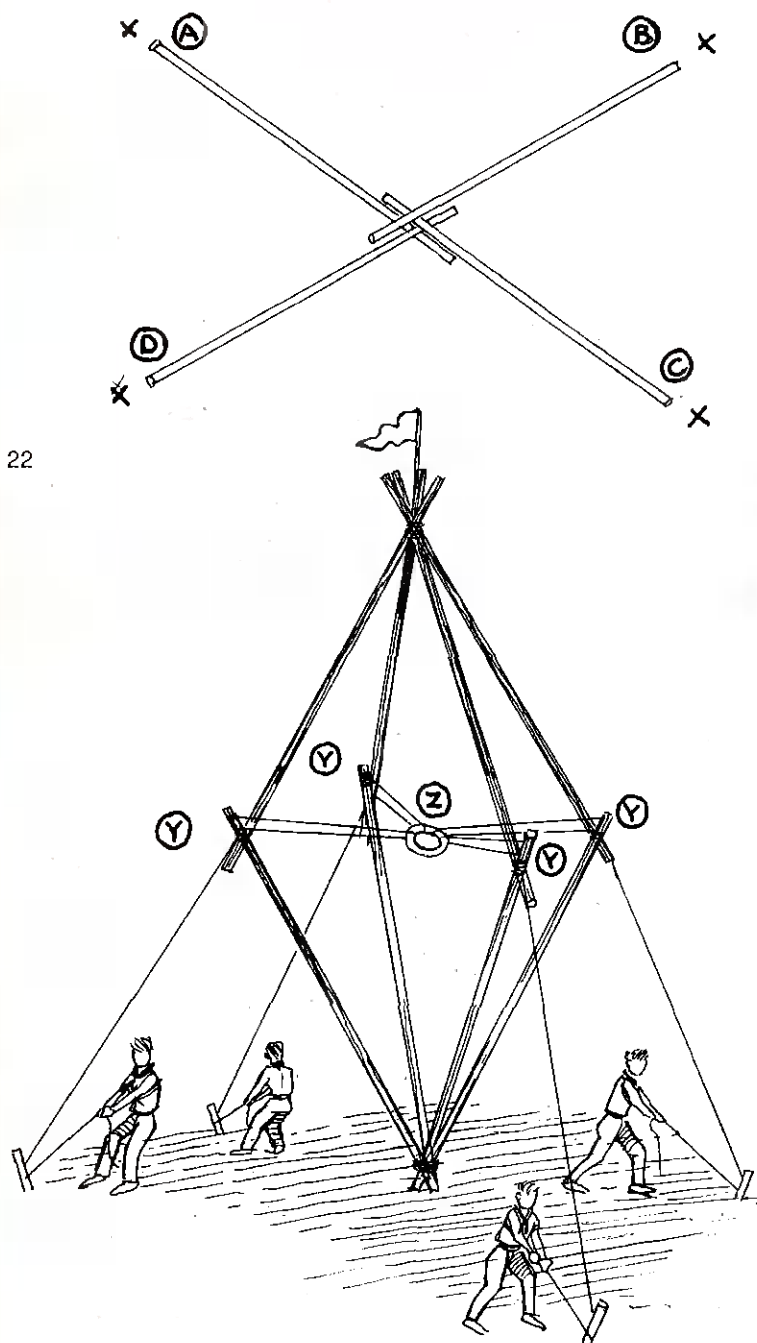
- albino blackbirds
- blackbirds which whistle the opening bars of Beethoven's Violin Concerto
- foxes and badgers which share the same hole in the ground
- water spiders which operate their own diving bells
- the feeding habits of garden birds (apparently they have fixed mealtimes and dine to a strict timetable — and many similar byways of natural history.



My opinion is that the Scout Movement has never, despite the advice of the Founder and the efforts of the International Training Team, taken full advantage of the perfectly natural interest that young people have in natural things. It may be that our approach has been wrong. Too academic, perhaps? Or — perhaps more probably — too timid and halfhearted?

Be that as it may, I can testify that 50-odd years ago my own patrol, the Woodpigeons of the 2nd Wallsend, were more than willing to take up plaster-casting, carbon leaf-printing, bark rubbing, leaf-skeleton making, capturing spiders' webs intact on sticky flypapers, and other such diversions (I still have the troop's Nature Logbook to prove it), and that much, much later, at my suggestion, several parties of highly sophisticated Venture Scouts left a large conference in the shadow of Westminster Abbey on a cold spring evening to watch a badger in Epping Forest into the small hours of the morning.

These, my friends, are facts, and should be set alongside the common belief that tracks, trails and all that jazz have no significance for boys of the late 20th Century. I do not believe it and shall back my faith by trying to persuade Jim Mackie to reproduce the chart you see here.



TRACKS & TRAILS



A COUNTRY STORY IN ONE CHAPTER.
CAN YOU READ IT?

ANIMAL TRACKS

ANIMALS (INCLUDING MAN HIMSELF) CAN BE DIVIDED INTO THREE GENERAL CLASSIFICATIONS

1: Sole Walkers



2: Toe Walkers



BIRD TRACKS

THERE ARE FOUR GENERAL CLASSIFICATIONS

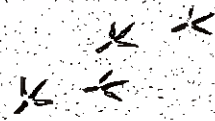
1: Tree Perchers



2: Ground Walkers



3: Waders



4: Swimmers



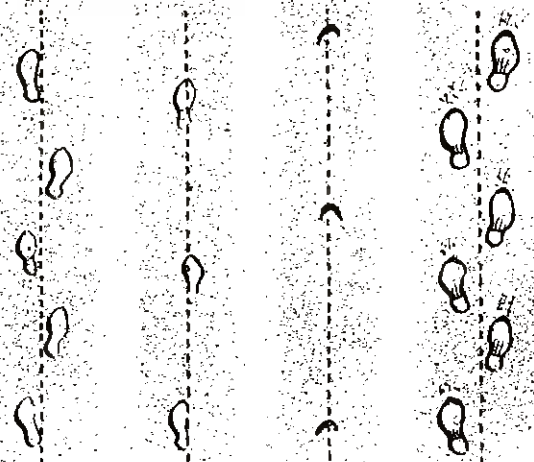
HUMAN TRACKS

Walk

Trot

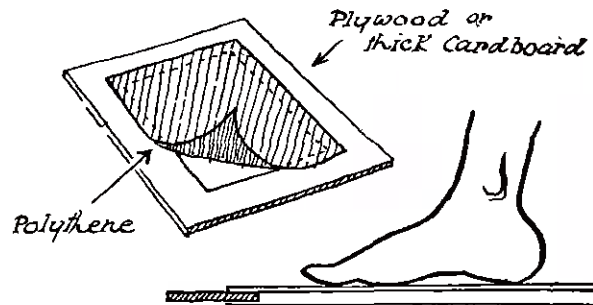
Sprint

Burdened

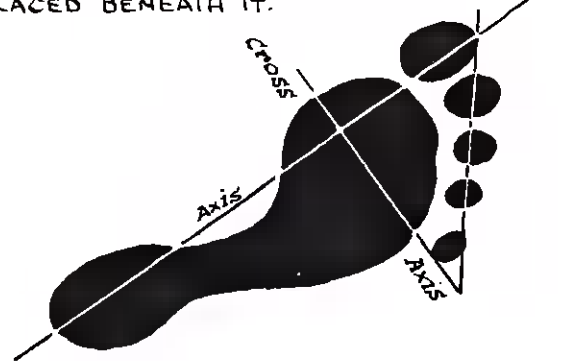


HOW TO MAKE A FOOT-PRINTING FRAME

CUT A "WINDOW" 18" x 12" IN A SHEET OF PLYWOOD OR THICK CARDBOARD, AND "GLAZE" IT WITH A POLYTHENE SHEET



THE UNDERSIDE OF THE POLYTHENE IS COATED WITH DUPLICATOR INK AND A SHEET OF PAPER PLACED BENEATH IT.



3: Nail Walkers



BADEN BOYS IN BRITAIN

By John Baxter

*Prior to boarding the double-decker bus
at Victoria Station.*



Two Scout troops — one Canadian, one British — met by chance at the International Scout Chalet, Kandersteg, Switzerland, in April, 1973. Both troops, the 3rd Molesey, Surrey, and the 3rd Black Forest, CFB(E) Baden, got on well together and joined in a mutual program of outdoor activities, campfires and a joint Scouts' Own Service. The Canadians also shared their supplies as the British Scouts arrived too late Saturday to buy provisions. When the Canadians were leaving, the British Scouts presented them with their troop neckerchief, which included their names as well as district and patrol emblems. They also expressed a wish to meet again — a feeling heartily returned by the Canadians.

A steady correspondence maintained between 3rd Molesey Assistant Leader Chris Sharp and the troop Scouter of 3rd Troop Baden fanned the idea of an exchange visit from a spark into a flame of reality. Assisted by other Scouters of the 3rd Molesey group, Chris planned a week's holiday in Britain for the Canadians, arranging to have them billeted with the families of Molesey Scouts.

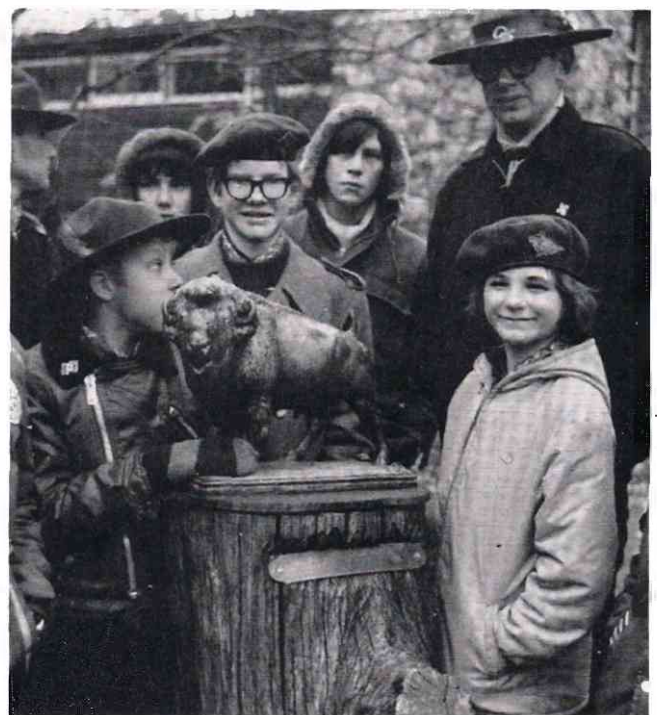
Scouts in both troops started writing to each other and sent Christmas greetings via cassette tapes. No one on either side of the Channel stopped working toward the goal of an exchange visit — this in spite of coal strikes, power shortages and the reduced work week.

In Baden, I had hoped the Air Force could fly the troop to Britain. Unfortunately, these plans fell through. Two weeks before we were due to leave, the troop learned they would have to travel by train and boat, and they were 500 Deutsche Marks short!

Then the boys showed how keen they were to go to England! With the help of parents, they ran a car wash, held a bake-and-book-sale, delivered groceries and handbills and ended up in one week with 1,000 Deutsche Marks. They really earned their trip.

At 0059 hours, Friday, February 22, 1974, the Oriental Express took aboard 26 Scouts and Scouters at Baden, Germany — the beginning of a cramped, tiring but worthwhile 16-hour journey that would take them across

The American Buffalo at Gilwell.



Germany, France and the English Channel to Victoria Station, London, England.

Brilliant sunshine, cherry trees in bloom and a warm welcome by the Scouts, Scouters and parents of 3rd Molesey awaited us on our arrival. After a short welcoming ceremony led by Molesey Scout Leader Willie Dell, we were treated to fish and chips and tea at the Molesey Scout Headquarters. Our hosts also provided stamped postcards so that messages could be sent back to Baden telling of our safe arrival.

On Saturday the Scouts were entertained by their hosts and, most enjoyed trips to such places as Winchester, Windsor Safari Park, the *Cutty Sark* at Greenwich, and Stonehenge. In the evening the Molesey Scouts ran a disco dance and guests included local Girl Guides.

A Scouts' Own Service on Sunday, compiled by Scouter Chris Sharp, filled the 1,000-year-old Anglican church, St. Peter's West Molesey. The service was conducted by the 3rd Molesey Chaplain, the Rev. John Yeend, Vicar, and included folk songs and a hymn from *Godspell*. Since it was B.-P. Sunday, the International Brotherhood of Scouting was not lost on those attending.

In the afternoon the Scouts were taken on a conducted tour of Hampton Court Palace, and ended their day with a campfire and refreshments at Scout Headquarters.

On Monday there was a tour of London via a double-decker bus, lunch at B.-P. House and then the afternoon was free to explore the Imperial War Museum.

Tuesday's program included a sports afternoon with the Canadians trying soccer and the English having a go at lacrosse. In the evening the Molesey Scouts showed their home-movies of Kandersteg in which the Baden troop was featured. In turn, the Canadians showed a film on Canada. As it was Shrove Tuesday, pancakes and tea were served to everyone present.

Early Wednesday morning the boys were on a bus headed for the International Scout Training Camp, Gilwell. Cold weather did not dull the enthusiasm of the boys as they were taken on a guided tour of the camp area. Then they were treated to a very English meal of roast beef

and Yorkshire pudding in the Gilwell dining hall. As a matter of interest, young Ray Miles has the distinction of being the first Beaver to visit Gilwell. His father and family were visiting friends in London and accompanied us to Gilwell. Tom Miles, Ray's father, is CFB(E) Baden Scout Trainer and had helped to plan our exchange trip.

Next stop was the Tower of London, where we managed to have our group photographed with a Beefeater. The boys were very impressed with the display of weapons and armour. There was enough time left to stop and walk the Mall to Buckingham Palace. Molesey Venture Advisor Peter Tuckwell and I took advantage of the time to visit the Commonwealth Scout Office and stayed long enough to miss our bus back to Molesey. A rush-hour, commuter-train ride in London is an experience in refined speed! We made it back in time for the joint English/Canadian troop meeting.

At the meeting, the Canadians gave demonstrations, requiring the active and enthusiastic participation of their hosts, on rappelling (the troop specialty), winter camping and casualty simulation. In turn, the English Scouts challenged their guests to a mini-Commonwealth Games which ended in a tie.

On Thursday a social evening was held in the Scout Hut for the Scouts and parents hosting the Canadians. This was highlighted by an exchange of troop neckerchiefs to commemorate the visit.

The Canadian Scouts fitted in very well with the English families, and left a highly favourable impression of Canada and Canadian Scouting. In turn, the British hospitality was truly overwhelming. The period of February 22 to March 1, 1974, will be recalled by all who participated as a Scouting adventure to bring memories for a lifetime.

JOHN BAXTER is the troop Scouter of the 3rd Black Forest Troop, Baden. In his letter accompanying this article, he wrote: "It is impossible to include everything . . . but those young Scouts were truly magnificent; they took everything as it came, and beat it. I would take them around the world."

The first Beaver to visit Gilwell: Ray Miles with his Cub brother Danny and his father, Tom Miles.



The 3rd Black Forest with a Beefeater (Yeoman of the Guard) outside the Tower of London.



Photos by: Ven. V. e. Randall V. 2009

HALLOWE'EN GOOD TURN



For over a quarter of a century UNICEF has been helping the governments of the world to help their children and young people. Today, many of these young people, recipients of help, are themselves the donors. The cycle is a proven success. But each success is a pointed reminder of the millions who wait.

UNICEF began at the close of World War II with emergency aid for the children of war-torn Europe. The task was staggering but the mechanics were relatively simple. Nobody asked, "What are the reasons for this three-year-old's malnutrition?" or "How can that boy's skills be developed?"

Food, clothing and medical care were imperative, and UNICEF was created to serve as the world's conscience and to provide a way to help its unfortunate children — a task which never ends as new wars and disasters arise.

When the acute stage passed, it was apparent that, for the majority of the world's children, desperate need was chronic.

When disaster strikes, UNICEF responds swiftly to any call for help for children anywhere in the world.

The UNICEF Hallowe'en program gives our young people the opportunity to learn, to care and share. They gain insight into the problems and way of life of children in other lands. They learn that they live in a world of different people and different cultures where all must live in harmony in order to survive.

Since 1955, an increasing number of Canadian children (now over 1,000,000) have taken part in Hallowe'en collections or organized other activities to collect money for UNICEF. Some districts distribute boxes from homes located near schools, others through churches.

The program should fit the needs of the community.

A small start generally grows because of the enthusiasm of the children. Leaders should explain the need for UNICEF, and tell of the pleasure and satisfaction of helping in a campaign. The committee formed to look after UNICEF should order boxes and pamphlets — one for each child — distribute the boxes, put up posters, arrange for films to be shown — available through the UNICEF catalogue. Arrangements to handle the money should be made ahead of time with a local bank. Collect the boxes at a central point (church or school or home) on Hallowe'en night or the day after Hallowe'en, count the money, bank the proceeds and send in the necessary reports. Complete instructions are given with each shipment of Hallowe'en UNICEF materials.

As soon as possible the committee should report the results of the campaign to the children involved. Hallowe'en for UNICEF can be an interesting learning experience for young people. Through the use of UNICEF films and educational materials, they are made aware of the plight of the world's many million children for whom the UNICEF symbol is a real message of hope.

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British Columbia UNICEF Committee,
Box 602, Station "A",
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Manitoba UNICEF Committee,
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Winnipeg, Manitoba R3L 2A8

New Brunswick UNICEF Committee,
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Saint John, New Brunswick.

Newfoundland UNICEF Committee,
Box 1984,
St. John's, Newfoundland.

Nova Scotia UNICEF Committee,
Box 527,
Dartmouth, Nova Scotia.

Ontario UNICEF Committee,
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EACH CARTON COSTS YOU	\$ 64.80
YOUR PROFIT	\$75.80

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EACH KIT COSTS YOU	\$15.60
YOUR PROFIT	\$ 8.40

SELL EACH CANDLE WITH BASE FOR \$2.00
YOU KEEP 70¢
ON EVERY SALE!

packsat

By R. J. Roberts

Every so often we receive an item in the mail that really makes us feel good. Such was the case with the arrival of a newsletter called "Pack Letter."

It's the first time I have seen this particular publication and no doubt many other groups are doing the same kind of thing. This one, however, struck me as being of special interest, partly because of the layout, but mainly because of what it had to say and the way it was said.

"Pack Letter" is a product of the 35th Tecumseh (Ontario) Pack, which is sponsored by Branch 261 of the Royal Canadian Legion, and this was the June issue. I assume that it appears with some regularity and is intended for pack members, parents and group committee. The editor was not identified, but whoever puts this publication together deserves a lot of credit.

The front page carries a poem in praise of fathers, the fathers of the 35th Pack in particular, wishing all a happy Father's Day. There is also a suggestion to parents that, while summer is a fun time for most young people, it is also a time when the carefree become careless about safety. Parents are urged to talk with their children so they won't be involved in accidents during the summer. On page 2 is a recap of what must have been a very enjoyable trip by the pack, from Windsor, Ont., to London, Ont., to visit the Story Book Gardens. The group travelled by train and bus and, while in London, the boys took turns riding the paddle boats and enjoying the swings and slides. Also in London, the pack renewed acquaintance with an ex-member who had recently moved from one city to the other.

On page 3, there is an item directed to boys who are about to go up to the troop. It's an invitation to these older boys to join the troop and to start by attending a special, new-recruit camp in August.

On the same page there is an announcement of when pack meetings end for the summer and when they will begin again in the fall. All boys are urged to visit Akela's house anytime during the summer to pass any badge or star work.

There is also a list of things to do during the summer, such as learning to swim, having barbecues, making a nature collection, planting a garden, doing a good turn on working toward the Handyman Badge.

The next page gives complete instructions for earning the Pet Keeper's Badge, and any Cub who has a pet can complete these requirements during the summer, fill in the appropriate spaces on the form, have it signed by an examiner and receive his badge in the fall.

Page 5 contains a thank you to the many people who have helped the pack during the past season. The Legion is thanked, and the school board, together with the principal and custodian, also the ladies of the auxiliary, the Scouters and the parents. A nice gesture to all who helped.

There is a report on all the recent fund-raising events and, most important, a calendar of events which will be operating for the members during the summer. The list includes the next paper drive, a visit to the fire hall, a parent-and-son cookout, a swimming party, a camp-out for the Sea Scouts, with the 11-year-old Cubs invited to come along, a wiener roast and, finally, the dates of the registration night and annual meeting, and of the first regular meeting of the new Cubbing season.

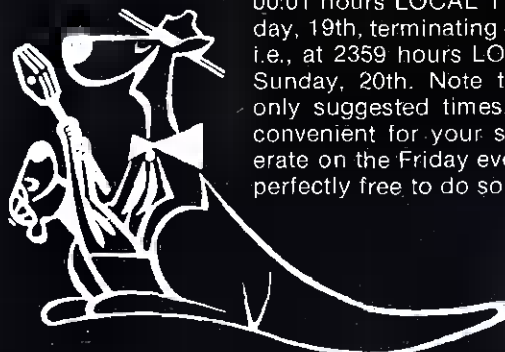
As I read this newsletter, I felt that here was a really good way to end one season and prepare for another — at the same time, the summer events will be keeping the whole family of Scouting in touch with each other.

Well done, 35th Tecumseh, and good luck in the fall.

28

17 jamboree-on-the-air jamboree-sur-les-ondes

october 19-20 octobre 1974



The 17th Jamboree-on-the-Air will be held over the weekend of October 19 - 20. Suggested starting time is 00:01 hours LOCAL TIME on Saturday, 19th, terminating 48 hours later, i.e., at 2359 hours LOCAL TIME on Sunday, 20th. Note that these are only suggested times. If it is more convenient for your stations to operate on the Friday evening, you are perfectly free to do so.

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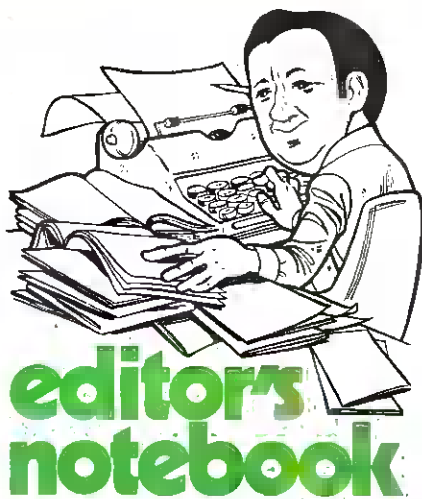
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As regular readers will know, Canadian Scouting has an active region located some 4,500 miles outside the borders of our country — the **Maple Leaf Region** directs the activities of around 600 members of Boy Scouts of Canada whose fathers are serving with the **Canadian Forces** NATO group in Germany and Holland.

I first visited Maple Leaf about 20 months ago and, during the latter part of May and early June this year, again visited the region, at the invitation of regional chairman, Lieutenant Colonel **Dick Bohne**, to meet new regional officials and Scouters, visit boys and attend **INTERCAMP 74**. (See page 4.)

My arrival at **Lahr** airport on the morning of May 29 was a pleasant contrast to the winter conditions of my previous visit. The Air Transport Command Boeing 707 aircraft landed after a smooth, eight-hour trip from Ottawa, in beautiful spring weather that continued for most of my visit.

During my stay in Lahr, I was able to meet with regional officials over a meal, visit a number of packs and troops, and witness my first Beaver Swim-Up — the second Swim-Up in European Beavering. The first took place in **Baden** earlier in the month.

The Lahr Scout camp is located only a few miles from the town, on top of one of the many Black Forest peaks. **Camp Langenhard** was the headquarters of a German Panzer division during World War II and a large building still remains on the property that was used for tank storage and repairs. It now makes an ideal area for indoor, pack and troop meetings. The same building contains a modern kitchen for central cooking as well as a number of Scouters' rooms. There are also a number of smaller buildings on the site used for boy accommodation. Recently,

German foresters removed heavy underbrush from the large evergreens that cover the area so the space could be used for tenting.

I visited the camp with regional commissioner **Earl Pennington**, who has since returned to Canada to take a new posting in British Columbia. Maple Leaf's new regional commissioner is Lieutenant Colonel **Dave Hampson** who was an active Scouter in Quebec before his overseas posting.

Canadian Scouting was first chartered at **Baden, West Germany**, in 1955 and is still very active on the Base. When I visited there on Friday, May 31, many of the troop Scouters had already left with their boys for **INTERCAMP** but I was still able to meet a good number of pack and colony Scouters, who took time to attend a reception at the Scout Headquarters. Baden Cubs are busy teaching German Cubs how to make and race Kub Kars and we expect a full story in the near future.

Two stories on Maple Leaf Region appear in this issue, "**INTERCAMP 74**" and "**Baden Boys in Britain**," and there are more to come.

When you turned your 1974 Scout calendar to the month of August, you saw a picture taken at the entrance to Canadian Forces headquarters in Lahr. The German police officer in the picture is the same man who appeared on the cover of the May, '73 issue of *The Canadian Leader* and is one who is well known to the Canadian community in Lahr.

During my visit, I met **Harald Gutting** in the office of **Frank Kohler** (right), editor of *Der Kanadier*, the weekly newspaper of Canadian Forces Europe, and former regional commissioner of Maple Leaf, and took this picture so that readers could see Harald without his crash helmet.



On June 5, I left Lahr by car with **Frank Kohler** and his wife, **Marg**, destined for **Switzerland** and a visit to World Scouting's mountain chalet, **Kandersteg**. The chalet was for sale in 1923 when **Baden-Powell** visited the area to fish in the Kander River. He recognized it as a magnificent site for an international Scout centre and, with the cooperation of the Swiss Boy Scouts and other Scouting organizations, the building was bought.

After a drive up into the mountains through typical Swiss postcard countryside, we were met in the village of Kandersteg by the Camp's first full-time director, **Kurt Metz**, and given a guided tour of the property. The main chalet, shown in the picture,



has a **Canadian Room**, furnished through funds raised more than ten years ago by Canadian Rovers but which now is greatly in need of renovations and repairs. Located on the first floor, next to the Dutch room, it is proposed to relocate it on the second floor. It is now expected that Maple Leaf Region will take on the responsibility of carrying out the needed work.

Later the same day, we drove to **Bern** where we met **Don Grisbrook**, Director of Training for the World Bureau, and **Jørgen Rasmussen**, regional executive, European Region of the World Bureau, and with them attended a meeting of the Kandersteg Committee. Although the business was carried out in German, Kandersteg's public relations manager, **Peter Spoerri**, kindly provided me with a running commentary of what was happening.

A full article on Kandersteg will appear in a late fall issue, with detailed program plans for 1975.

Thursday and Friday were spent at the **World Bureau** in downtown **Geneva**, where I visited with the editor of *World Scouting* magazine, **Cyril Glasse**; the administration; public relations and communications; training; technical cooperation, and documentation departments. More on my visit to the Bureau, its setup and future plans will appear in a later issue.

Friday afternoon it was onto another aircraft, headed for **London** and a busy schedule planned by **Ron Jeffries**, editor of *Scouting* magazine, and **Jack Olden**, publicity manager, The Scout Association.

My wife, **Phyll**, had flown to London the previous week on an Air Canada Econoair charter and we stayed with good friends **Reg** and **Heather Flower** at **Baden-Powell House**. Reg, who was, until recently, warden of B.-P. House, has just taken on new duties with The Scout Association. The Association has sold its 25 Buckingham Palace Road headquarters and is in the process of relocating. Plans include a new building adjoining B.-P. House on Cromwell Road.

The acting warden of the House is **Norman Rowe** who has served as deputy warden for some time. If you should ever go to the House, be sure to ask Norman to show you his Rolls Royce.

During our stay at the House, there were always Canadians in residence and I was pleased to hear from the majority that they had learned about the good, inexpensive accommodation and meals available at the House through *The Canadian Leader*. An article on the House and the services it has to offer you, your family and boys will appear in a future issue. If you are planning an early trip to London, write now and we will forward details.

During our first week in England, we were invited to attend the annual general meeting of the **Southdown District**, in **Burgess Hill, Sussex**, where Ron Jeffries was speaking. This gave us an opportunity to meet a good number of active British Scouters.

On Thursday, June 13, we boarded a train at Paddington Station for a 2½-hour trip to Somerset, to stay overnight with **Mr. and Mrs. Gervas Clay**. The Honourable, Mrs. Betty Clay is the youngest daughter of the Founder and Olave, Lady Baden-Powell. The Clays lived in Northern Rhodesia from 1936 to 1964, where



Mr. Clay, a member of the Colonial Service, was a district commissioner (not Scouting), looking after the welfare of native peoples.

I taped an interesting interview with Mrs. Clay which will appear in the February, 1975, issue, in which she talked about what it was like to be the daughter of the Founder of world Scouting.

The Clays now live in retirement, in a delightful home with a history going back to the sixteenth century.

Our photograph shows them in their garden with my wife.

Friday evening, June 14, found us scrambling over barbed-wire fences on the property where novelist **Daphne du Maurier** wrote many of her books, in order to view the pioneering prowess of the Scouts of **Fowey, Cornwall**. The Scouts were members of a unique and very active group that draws its members from towns and villages along the coast. We had been picked up at the Clays earlier in the day by **Jack Olden** who was on his way to Fowey to do a story for *Scouting* magazine.

Headquarters for the group is a stone building, built as a school-house over 100 years ago and now the property of the Scouts. The spacious accommodation allows each section of the group to have its own area, and even individual patrols have their own dens.

Fowey Scouting, strangely enough, is considered a very important part of the operation of the **London Zoo**. This part of England has a mild climate and, in addition to growing palm trees, has bamboo shoots, a necessary diet item of the Zoo's Panda bears. The Scouts gather the shoots and ship them regularly to London. Recently, the troop spent a weekend in London as guests of the Zoo.

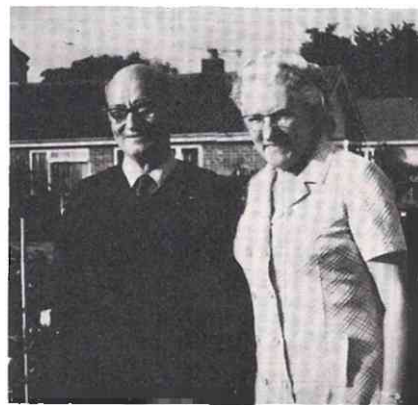
That same evening we saw other patrols on water activities at Fowey Harbour, and then met with the Scouters for hospitality and talk.

On June 18, **Ron Jeffries** and his assistant, **Peter Brooks**, drove us to **Holton St. Peter, Suffolk**, to visit **John and Claire Sweet**. John, of "On the Level" fame, has been a regular contributor since the fall of 1972. He retired in 1971 after 28 years as a field commissioner with The Scout Association. An author of many books, John has written for UK publications for more than 40 years and now lives in retirement, by his own description, in a "one-horse, one-pub, East Anglian village."

Just prior to leaving for overseas, I received a letter from John indicating he had decided to retire from the

writing game. However, I am pleased that, as a result of our visit, he has decided to continue for another year. I especially appreciate this decision because I feel John has too much to contribute to stop now. He may admit to being nearly 70 but his ideas are young. My 13-year-old daughter, **Susan**, was very surprised to hear John was this age. "Because," she said, "when I read his articles, I always picture a young man."

We had a wonderful day with the Sweets that included one of Claire's famous meals and a tour of the area. Claire was for many years in charge of the housekeeping staff at Gilwell Park and is well known to the many Canadians who took courses there.



John & Claire Sweet

Later in the week I had lunch and an hour interview with the present **Lord Baden-Powell**, grandson of the Founder and the third holder of the title. (Another future article.) Lord Robert Baden-Powell is now actively involved with The Scout Association and will lead their contingent to **NORDJAMB '75** in Norway. He left later the same week with his wife for a vacation with friends in California. His plans included a visit to the Grand Canyon and a white-water trip down the Colorado River.

I learned from Mrs. Clay and Lord Robert that **Olave, Lady Baden-Powell**, the Chief Guide, has given up her apartment of "Grace and Favour" at Hampton Court Palace and is in permanent residence in a nursing home. Despite her diabetic condition and 85 years, she is still quite active and a major problem is to keep her from trying to do too much.

A brief description of many busy days but more will follow, as mentioned, in full articles. It would be impossible to thank everyone, individually, who did so much to help and were kind and hospitable. Please know, all concerned, it was greatly appreciated.

HELP NEEDED !!

This questionnaire concerns handicapped Scouting but we need everyone's help. Even if you don't have boys with handicaps in your section, PLEASE take time to complete and return this questionnaire . . .

Do you know there are over 500,000 handicapped youth in Canada?

Do you know that Boy Scouts of Canada has a program which serves boys with handicaps?



Do you know that Scouting plays a major role in the rehabilitation of handicapped youth? Some examples:

- In 1973, Ontario held a camporee for handicapped Cubs, Scouts and Venturers. This was attended by 488 boys, leaders and helpers!
- In 1970, the Venturer Company from the School for the Blind in Brantford earned the Amory Adventure Award for a 120-mile hike they undertook!
- In 1973, a deaf boy attended a Wilderness Camp in Algonquin Park with 75 other Scouts and Venturers from Quebec, and took a full part in canoe tripping, hiking, cooking and badgerwork!

- Have you ever received any support from service clubs (Kinsmen, Lions, Rotary, etc.) in your area? Yes ☐ No ☐
If yes, what kind:
Financial ☐ Sponsorship ☐ Leadership ☐
Resource material ☐ other ☐ specify _____
- Have you read the pamphlet, "Scouting with the Handicapped"? Yes ☐ No ☐
- Do you know of a handicapped boy in your community who is not in Scouting? Yes ☐ No ☐

Note: The following statements are ranked as follows —
Strongly agree ☐ Agree ☐ Undecided ☐
Disagree ☐ Strongly disagree ☐

Please mark the one box that most closely reflects your experience or opinion.

- Boy Scouts of Canada is for all boys who wish to participate.
☐ ☐ ☐ ☐ ☐
- Boys with handicaps should be allowed the benefit of Scout programs.
☐ ☐ ☐ ☐ ☐
- Boys with handicaps should all be placed in special groups.
☐ ☐ ☐ ☐ ☐
- Boys with handicaps should, **as much as possible**, be kept in the community.
☐ ☐ ☐ ☐ ☐
- Scouting should play a greater role in the rehabilitation of boys with handicaps.
☐ ☐ ☐ ☐ ☐
- The District Service Team plays a major role in placing boys with handicaps in Scout groups.
☐ ☐ ☐ ☐ ☐
- There is enough flexibility in the Scout programs to accommodate boys with handicaps.
☐ ☐ ☐ ☐ ☐
- Boys in a regular Scout group are capable of understanding and accepting the needs of boys with handicaps.
☐ ☐ ☐ ☐ ☐

OPTIONAL

Name _____

Address _____

Prov. _____

Group _____

District/Region _____

Do you know that, for every handicapped boy in a special group, there are two handicapped boys who can be placed in a regular group?

Do you know that, of 500,000 handicapped youth, Scouting directly affects approximately 3,000 boys, **or less than 1%**?

WE NEED YOUR HELP : YOUR IDEAS : YOUR REACTIONS

The National Council is investigating the extent to which Scouting is and can be used for the benefit of handicapped boys. Take a few minutes to fill out and return the following questionnaire. If you have additional experiences or ideas, jot them down and forward them with the questionnaire.

AS A MEMBER OF THE SCOUTING TEAM, YOUR OPINION IS REQUESTED FOR THIS PROJECT

- What is your present position in Scouting? Yes ☐ No ☐
- Have you a handicapped boy in your Scout group? Yes ☐ No ☐
- Do you know of a handicapped Scout group in your area? Yes ☐ No ☐
- Do you know of a regular Scout group in your area with a handicapped boy? Yes ☐ No ☐
- Are you a leader in a special group for handicapped boys? Yes ☐ No ☐
- Have you ever conducted an exchange program with a handicapped Scout group? Yes ☐ No ☐
Non-Scout handicapped group? Yes ☐ No ☐
- Have you or members of your group ever performed a service for a handicapped Scout group? Yes ☐ No ☐
Non-Scout handicapped group? Yes ☐ No ☐
- Is there a school or hospital or organization in your area dealing with handicapped youth? Yes ☐ No ☐

by popular demand

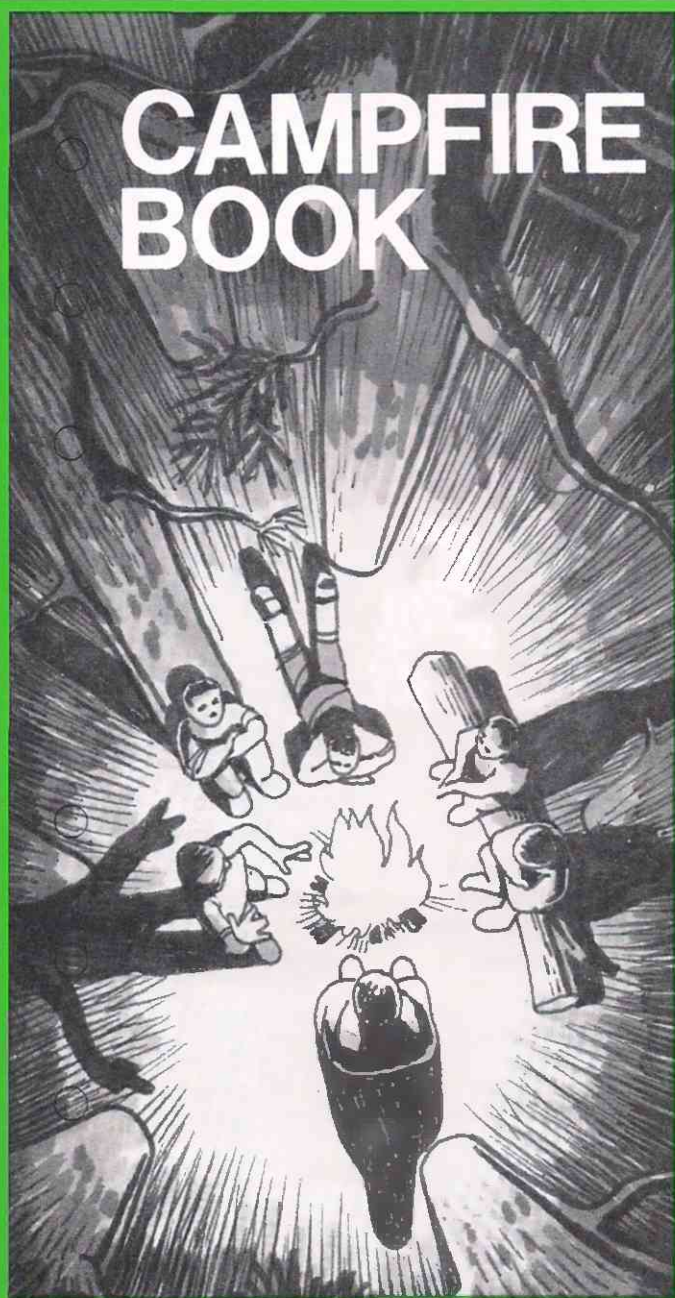
In January, 1967, as a Centennial project, we began to publish familiar campfire songs. The series lasted over six years and proved most popular. It stopped only because of lack of material.

In response to many requests from leaders who were not active in the Movement in 1967, we have decided to begin the feature again. Anyone who was active during the latter part of the '60s undoubtedly will spot repeats; however, statistics show that the majority of our readers were not with us at that time.

We are providing a cover for your personal campfire book and, in the months to come, will publish songs, skits, campfire games, openings and closings, and stories for the Scouters' Five Minutes. Because of the variety of material, you may wish to make your own index.

Although words and music of copyrighted songs cannot be published here, there are many others which can be shared. Perhaps you have authored a song; if so, send it along.

CAMPFIRE BOOK



○ ON TOP OF SPAGHETTI (Tune: On Top of Old Smoky)

On top of spaghetti, all covered with cheese,
I lost my poor meatball 'cause
somebody sneezed.

○ It rolled off the table and onto the floor,
And then my poor meatball
rolled out of the door.

It rolled in the garden and under a bush,
And then my poor meatball was nothing
but mush.

○ The mush was as tasty as tasty could be,
And then the next summer
it grew into a tree.

The tree was all covered,
all covered with moss,
All covered with spaghetti and
tomato sauce.

So if you eat spaghetti all covered
with cheese,
Hang onto your meatball lest somebody
sneeze.

○ THE MORE WE GET TOGETHER (Tune: traditional)

○ The more we get together
With Wolf Cubs and Boy Scouts;
The more we get together,
The better we'll feel.
For Wolf Cubs make good friends,
And Boy Scouts are true friends;
○ So the more we get together,
The better we'll feel.

To THE CANADIAN LEADER Magazine
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A/S '74

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BOOM, BOOM

(Tune: Ain't It Great to Be Crazy)

A horse and a flea and three blind mice
 Sat on a curbstone shooting dice,
 The horse, he slipped and fell on the flea,
 OOps, said the flea, there's a horse on me.

Chorus:

Boom, boom, ain't it great to be crazy,
 Boom, boom, ain't it great to be crazy,
 Giddy and foolish all day long,
 Boom, boom, ain't it great to be crazy.

Way down south where bananas grow,
 A monkey stepped on an elephant's toe,
 The elephant said, with tears in his eyes,
 Why don't you pick on someone your size:

Chorus

A man bought a pair of combination
 underwear;
 He wore it nine months without a tear;
 He wore it nine months without
 exaggeration,
 He couldn't take it off because he lost
 the combination.

Chorus:

OUR PACK

(Tune: Home on the Range)

Oh, give me a pack where the sixes
 aren't slack,
 And a smile on their faces you'll see,
 Where happiness runs in the work
 and the fun
 And the Cubs are all happy and free.
 That, that is our pack,
 The finest of all say we,
 As down life's trail we go with our pals
 To the day when we all Scouts shall be.

Songs — page 2

Mucha

We acknowledge
 Canadian Scout



Who hath smelt wood smoke at twilight,
 Who hath heard the birch log burning?
 Who is quick to read the noises
 of the night?
 Let him follow with the others,
 For the young men's feet are turning
 To the camps of proven desire
 and known delight

— Rudyard Kipling

Songs Pages 1 to
 Skits Pages 101 to
 Games Pages 201 to
 Openings &
 Closings Pages 301 to
 Scouters' Five
 Minutes Pages 401 to

s Gracias, Amigo

ge with thanks the following donations to the Brotherhood Fund.

Graham Shuttleworth for Scout troop, Calgary	\$ 13.00
South Delta, B.C., Guides and Scouts: Thinking Day Service	30.00
Montreal West, Quebec, Scout Group church service	42.00
32nd Scout Troop, Sarnia, Ont., B.-P. Memorial Church Service	25.50
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1st Wetaskiwin (Alta.) Scout Group	34.55
Richmond-Georgia District Council, Richmond, B.C.	73.64
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10th Kingston (Ont.) Scout Troop	50.00
Dan Peace, Toronto, Ont.	25.00
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3rd Strathroy (Ont.) Salvation Army, Sydenham Dist.	4.60
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North Hatley (Que.) Cub Pack	12.18
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ROVER DIRECTORY

Response to the annual Rover Directory has been very poor in the last couple of years. Unless the response improves, the Directory will have to be discontinued.

Canadian Rover Directory

It is the intention of the Rover Subcommittee to have the 1975 Canadian Rover Directory ready for sale by November 15, 1974.

If you wish to have your crew included in the 1975 edition of the directory, please complete the form below and return it **no later than October 31, 1974**, to Rover Services, Boy Scouts of Canada, P.O. Box 5151, Station F, Ottawa, Ont. K2C 3G7

Please list our crew in the 1975 directory.

Our crew name is _____

Our crew number is _____

All mail should be addressed to: _____

Please send _____ copies of the directory _____

at 35¢ per copy to address above _____ or _____

to: _____

Enclosed: \$ _____ signed for crew _____

35



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