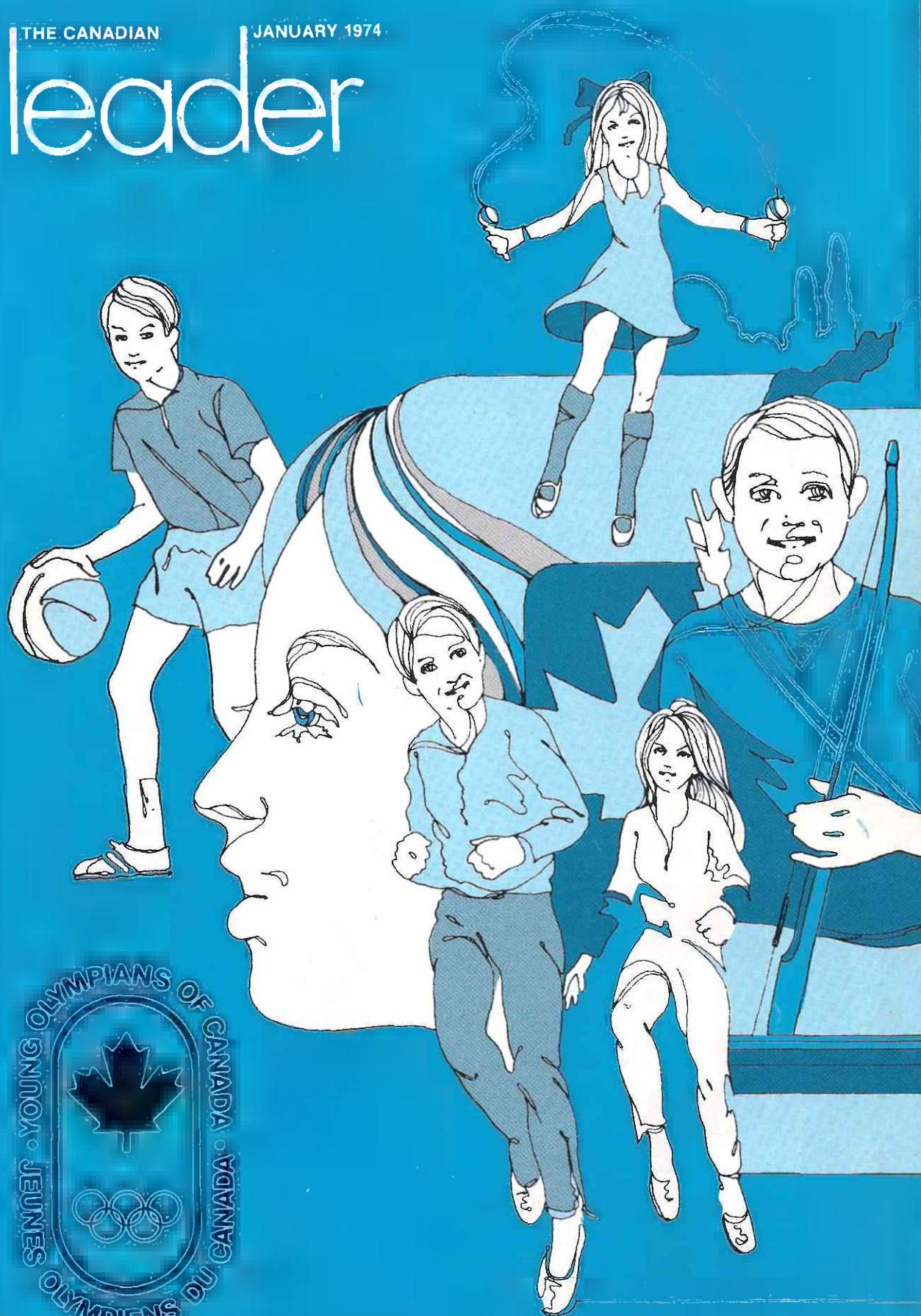
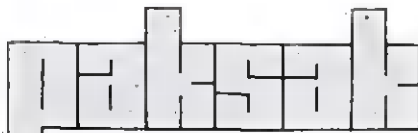


THE CANADIAN

JANUARY 1974

leader





By R. J. Roberts

After an absence of almost two years **Paksak** once again will become a regular feature of *The Canadian Leader* magazine and, hopefully, will continue for many years to come.

In the past this column was used to share with you, the pack Scouters, those things in which the National Wolf Cub Subcommittee was involved; activities of note that you could make use of in your own packs; new program ideas; as well as a place where you could ask questions, sound off or simply learn more about Cubbing.

One of the major ways of supporting **Paksak** was by writing to us and telling about things that happened in your own area, or by asking for answers to questions that may have been causing difficulty. Some of the items that appeared here did so as a result of a number of corresponding members across the country.

It is our hope to continue to do many of these things again and contributions will be most welcome from all pack Scouters in Canada. Simply write to the Wolf Cub Subcommittee, Boy Scouts of Canada, Box 5151, Station 'F', Ottawa, Ontario, K2C 3G7 and we will do the rest.

Where did you go? — "Out." What did you do? — "Plenty."

The last Paksak to appear talked about resource people: what they are,

where they are and what they do. The answer in brief was and is: they are people who can visit or be visited by your pack; they can be found everywhere; they can really help you put on some stimulating activities for the members of your pack and are generally very pleased to do so.

It was appropriate that the last Paksak item was about resource people because the first item of this new Paksak is about resources. As a result of the Wolf Cub Survey, reported in the December issue of *The Canadian Leader*, we learned of a whole lot of community resources packs had made use of during the last twelve months. Read the list from A to Z — maybe you can find some your pack would like to follow-up and, if you make use of others not on the list, please let us know.

COMMUNITY RESOURCES/ VISITS

Aeronautics Club
Air Canada Office
Airport
Alcohol Addiction Centre
Aquarium
Archery Club
Astronomy Dept. (local university)
Bank Tour
Bakery
Beach
Bird Sanctuary
Botanical Gardens
Bowling Alley
Boxing Club
Candy Factory
Carpenter Shop
Church
City Council Mtg.
City Hall
Coast Command H.Q.
Community Centre
Conservation Area
Court House
Cycle Shop

Dairy
Dairy Farm
Dept. of Transport
(Vehicle Testing Section)
Doctor's Office
Dog Obedience Club
Drug Addiction Centre
Electrical Plant
Emergency Measures Centre
Farm
Feed Mill
Field Day Activities
Fish Hatchery
Fishing Boat
Forestry Service Building
Gem/Mineral Club
Generating Station
Greenhouse
Gymnasium
Haida (Destroyer)
Ham Radio
Handicrafts Centre
Historical Centre
Hockey Game
Hospital
Humane Society
Hydro Plant
Ice Rink
Industry (food plant)

Laundry
Lawyers Office
Legion Hall
MacDonalds (Hamburger Heaven)
Model Aircraft Club
Model Railroad Club
Museums
Native Brotherhood Centre
Natural History Club
Newspaper Plant
Niagara Falls
Nuclear Plant
Observatory
Ontario Place
Paper Bag Co.
Paper Mill
Planetarium
Pollution Probe Centre
Post Office
Pottery Club
Power Dam
Printing Shop
Prov. Legislature
Provincial Park
Public Health Dentist
Public Works Dept.
Radio Station
R.C.M.P.
Recreation Dept.

Reservation
Restaurant Operation
Santa Claus Parade
Science Centre
Sea Cadets' Meeting
Senior Citizens' Home
Sewage Disposal Plant
Skin Divers' Association
S.P.C.A.
Sports Show
Stamp/Coin Club
Swimming Pool
Taxidermist
Telephone Company
Train Station
Trapper
TV Station
University
Veterinarian
Water Plant
Water Pumping Station
Water Resources Building
Weather Station
Wood Lot
Y.M.C.A.
Zoo

LOOK FOR MORE IN THE
PAKSAC NEXT MONTH

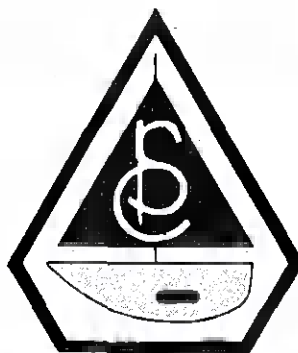
HIGHEST IN QUALITY, LOWEST IN PRICES



b&s emblem limited

39 GLENCAMERON RD.
THORNHILL, ONTARIO
(TORONTO), CANADA
TELEPHONE 881-1454 or 881-1455

BEST IN SERVICE FROM COAST TO COAST



**embroidered event emblems
uniform crests - camp badges
district & provincial emblems**

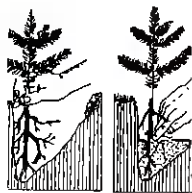




page 4



page 6



page 8



page 22

THE CANADIAN leader

JANUARY 1974
VOLUME 4 NUMBER 5

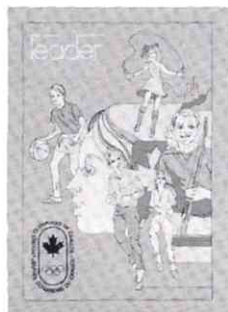
Paksak	2
Supply Services News	3
NORDJAMB '75	4
Fraser Valley's Kub-Kar Rally	6
Trees for Canada	8
Co-ed Rovers — It's Official	10
Youth in Action	12
Training Talk No. 14	15
On the Level	19
Burnaby Para-Drop	22
Scoutcraft on Ice & Snow	23
The Editor's Notebook	24
Audio Visual No. 5: How to Build a Portable Lectern	26
Stories and Games	29
Operation Amigo	30
Brother Hood — The 7th Canadian Rover Moot	31
Beaver Happenings	31

The Community and Scouting	Centre Pull-Out
Young Olympians of Canada	Centre Pull-Out

JAMES F. MACKIE, Editor

BEATRICE LAMBIE, Assistant Editor MICHEL PLANT, Editorial and Advertising

COVER



Young Olympians of Canada is a program developed by the Canadian Olympic Association to promote interest and mass participation in sports through games, athletics and cultural activities. When our National Council met in Ottawa in November, it decided that the program should be promoted through *The Canadian Leader* as a useful activity for Cubs and Scouts. The special 8-page insert on the program is sent to you, compliments of the COA. It's a natural for your pack or troop; write now for more information. See also page 16.

THE CANADIAN LEADER magazine is published monthly, except for combined issues of June-July and August-September, by Canyon Publications Ltd., P.O. Box 5112, Stn. "F," Ottawa, Ontario K2C 3G7. Second class mail registration number 2405. Yearly subscription prices: in Canada and to Canadian Forces overseas, \$2.00; outside Canada, \$2.50. Address manuscripts to the Editor, **THE CANADIAN LEADER** magazine, P.O. Box 5112, Stn. "F," Ottawa, Ontario K2C 3G7. The publishers will take all reasonable care but will not be responsible for the loss of manuscripts, photographs or drawings. Recommended by Boy Scouts of Canada.

ADVERTISING POLICY. The selling of any product must be done on its own merits. The advertisement of any product or service does not indicate approval by the publishers unless so stated. Certain advertising in **THE CANADIAN LEADER** may contain offers of sales plans for individuals and groups. The publishers do not assume any responsibility by warranty or otherwise with respect to the products offered in advertisements in the magazine. However, to the best of their knowledge, the value of such products is commensurate with the selling prices suggested. All advertisers in this magazine are familiar with the official policies of Canyon Publications Ltd. and have indicated their willingness to abide by them. Anyone receiving information or literature in conflict with these policies should immediately notify the Editor, **THE CANADIAN LEADER**, Box 5112, Stn. "F," Ottawa, Ontario K2C 3G7.

SUPPLY SERVICES



NEWS



Supply Services during 1973 responded to demands which were considerably heavier than those of the past few years — particularly for uniform items. This could be an indication that Scouting is really "on the move." Although Beavers had some effect on sales, increases were evident in most categories of Scouting requirements.

Our efforts to provide adequate service were somewhat hampered by conditions in several branches of industry, particularly in textiles. As a consequence, long delays were caused in delivery of Cub jerseys and trousers, Scout berets, Beaver vests and hats, and several other items.

Some of the cloth used in uniforms for years no longer is manufactured — that, for instance, in Cub jerseys, which is now of a different yarn, and in Cub caps and Scout berets which are being produced in a polyester knit material. Other changes will come during 1974 and prices, too, will increase.

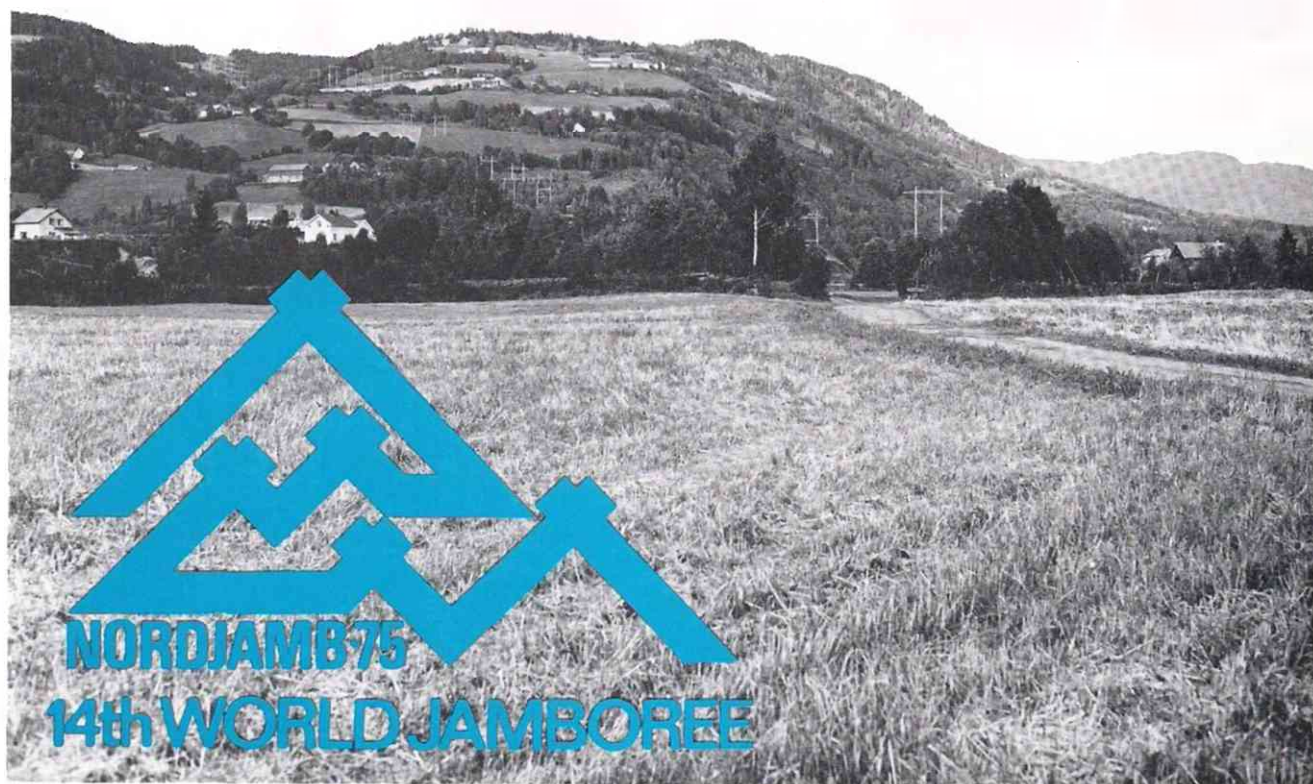
Here are a few more instances of price increases:

<i>Games for Cub Scouts</i> (20-665)	now \$ 1.19
<i>Luminous Star Finder</i> (25-428)	now 1.69
<i>Gilwell Neckerchief</i> (39-181)	now 3.50
<i>Wood Badge Woggle</i> (01-408)	now 1.10
<i>Bosun's Sailing Kit</i> (50-120)	now 10.95
<i>Poncho Ground Sheet</i> (51-118)	now 9.75
<i>For Those Who Help Others</i> (96-104)	now 4.25
<i>Discussion-Group Guide</i> (96-105)	now 2.00

The price of the "Pop-down Displays" (catalogue 25-600), announced on page 11 of the October *Canadian Leader*, is \$4.25.

It's time to order banquet supplies for your **Scout-Week celebration** — listed on page 13 of the catalogue.

Each copy of *The Canadian Scout Handbook* will now be accompanied by an insert in which the requirements for the **Chief Scout's Award** are outlined. Future printings of the handbook will include this information. Meanwhile, Scout offices and dealers have copies of the insert.



4

By Jack McCracken

On a bright, sunny morning in early July I hurried my little rented car from Oslo along E-6, which starts in Rome and goes north to famous Trondheim, in high expectation of visiting the site of the 14th World Jamboree, July 29 to August 7, 1975, at Lillehammer, Norway.

Nordjamb '75 is being organized as a joint venture of Norway, Sweden, Denmark, Finland and Iceland under Sven Harald Bauer as Chairman of a Central Committee. The artistic Jamboree logo depicts five stylized tents, one for each host country. The camp will be divided into ten subcamps with program and activities to provide an exciting adventure for one and all and a lifetime memory to cherish.

A Canadian going to this world event is in for a wonderful time. Plans are being explored for the Canadian contingent to hold a pre-jamboree conference in "wonderful Copenhagen," instead of a Canadian city. This will permit a western charter to fly over the Pole and an eastern charter directly over the Atlantic, to meet with the contingent members from the Maple Leaf Region in Europe. We expect to participate in the Nordjamb '75 Home Hospitality Plan for every Scout, Venturer and Scouter in the area of Gothenburg, Sweden. By the time Canadians arrive at the Jamboree site, they will be in their third Nordic country. An elective process will enable all Canadians to consider one of five possible post-Jamboree tours being investigated by the Canadian Contingent Committee.

My trip to Lillehammer was 126 km. from Oslo which, I was told, would take a little over two hours, but the more I drove the more I thought that time was for an express train. I really wanted to see more of the countryside than a fuzzy blur, the back of a truck which, on a wee,

twisty, up-and-down road, I couldn't pass for seven miles, road detours, understanding policemen and town traffic, but on I raced. The trip consumed two hours, 40 minutes of precious vacation time.

The countryside reminded me at times of northern Ontario, parts of New Brunswick, with a dash of the Scottish highlands. At times I drove under gigantic trees arching high overhead, through massive rock cuttings, and roadworks which, I imagine, are in preparation for and recognition of the traffic volume expected during the summer of 1975. Attractive, wood-faced homes, all tastefully painted, most of which had well-tended gardens with brilliant-coloured blooms and well-kept farm buildings, contrasted in dramatic fashion with the unpainted, weather-stained, farm buildings I am accustomed to seeing in my own area. Two-thirds of the trip was alongside bright blue water with numerous watercraft of all descriptions: canoes, power, sail and large pleasure boats, filled with waving tourists.

Lillehammer, about 15 minutes' drive from the site, is a town of 20,000, largely dependent on tourist business, but with some small industries: tobacco pipe, woollen goods, ski and furniture plants. Here I was to meet Andreas Andreasson who turned out to be a gregarious, strapping, Scouter, with a quick, warm smile. Wearing only short pants and sandals, he seemed very much a part of his flowers and nursery business. In moments he had introduced me to his son Bjøen who, with his charming young wife, became my guides, and was waving us goodbye as we drove off in his car.

Bjøen said, "Five minutes to go," as I looked down from a small bridge to about 100 people who were picnicing or swimming in the Gausa River. As we passed the homes in the small village of Jorstadmoen, the thought crossed my mind: they wouldn't get much sleep for ten nights in

1975. Perhaps the kindest thing would be to suggest they take holidays then rather than suddenly find themselves with 15,000 world travellers. Even the police chief of Lillehammer is retiring July 1, 1975. He thinks a younger man should be in office that summer. Our fame goes before us!

We turned off the paved road with a jarring bump onto a small, two-track, field road and stopped. I didn't need to be told we were "on the site." My journey was over, but my excitement was growing. With smiles all around, we lurched forward. Bjøen is helping his father decide to buy a new car by driving it in all but the right gear.

The 300-acre site is a series of flat fields in an attractive valley setting with the Laagen River running along its length. It is cold, fast flowing, quite wide in part, with a series of small islands, uninhabited. At present there is an encircling gravel road, which sometimes is only two tracks, but it enables movement around the property till the Jamboree road network is established. Twice we eased the car through a boggy part, and twice we ran into dead-end situations, both of which had grass up to our knees. The local authorities are hard at work preparing the ground for the tent city to come. A good grass crop is being developed; in some places they are just planting seed, in others it is well advanced. A Norwegian National Camp has already been held on the site to test its practicability for a world jamboree. Last fall a special seminar and training camp was held for boys and leaders who will have special responsibilities in 1975: to evaluate program items and campsite locations, to make recom-

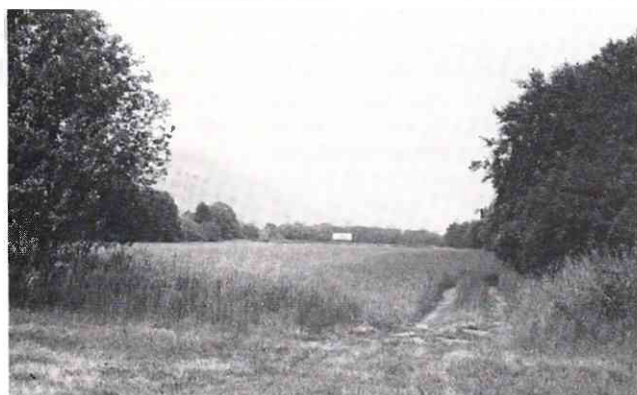
mendations from which the rest of us, hopefully, will benefit in two years.

The day of my visit the temperature was 85°, real "shorts" weather. This part of Norway has the most stable weather pattern and the long-range, advance weather forecast is more sunshine than rain. And the sun is up by 3:30 a.m. and sets about 9:30 p.m., with a long twilight during August. But then, on reflection, some of us encountered the first typhoon in 60 years to hit the part of Japan in which we camped during 1971.

We concluded my visit by driving up into the hills immediately behind the site — it lay before us, a beautiful, pastoral picture of tranquility in varying shades of green. This spot will likely become a popular place for taking pictures of the entire campsite area.

Nordjamb '75, like its predecessors, will be a high point in life for all who attend. All troop and company Scouters owe it to their boys between 14 and 17 to give them all the facts and encourage them to consider qualifying for selection. So many boys never hear about jamborees because Scouters do not think they can either afford it or qualify for selection. This is a boy's decision to make. We as Scouters owe it to every member between 14 and 17 to let him know about Nordjamb '75. The Jamboree Committee wants your cooperation in this. We hope we can count on your support.

JACK McCracken, a member of the International Relationships Committee, is a long-time Scouter and presently is Regional Commissioner of the National Capital Region, Ottawa.



KUB-KAR RALLY

By Peter Stocker



Last May the Fraser Valley Region held their 6th annual Kub-Kar Rally at Guildford Town Centre, a large shopping centre about 15 miles east of Vancouver in the Municipality of Surrey. As in previous years, the sponsors were the Town Centre and one of the major department stores — Woodward's.

The event took place in an open square in the Centre, which is excellent from the spectator angle as there is an upper balcony all the way around which affords a good view of the races. The area around the track was roped off and only Cubs actually participating were permitted inside. A nine-car racetrack was erected on a raised dais for better viewing by the boys and this also saved the crushing close which can be a problem when 300-plus Cubs are in a confined space. All adults other than Scouters were either outside the rope barrier or up on the balconies. We have found control of the Cubs much easier if adults and boys are separated.

In addition to the track and seating — which consisted of shelves and empty pop cases from the store — there was a public-address system, tables and chairs, and grocery carts. The tables were used to put the Kars on and also for any last-minute registrations.

Registration for the event was carried out two weekends prior to race day in order that a window display of all the cars could be placed in Woodward's for the week before the race. Also during this week judging for the best-model competition was carried out. A word here about the judges.

It has been found that independent judges are a **must** in a rally of this type and size, and this arrangement is left to the Town Centre manager. Usually, he obtains the services of four people from one of the local sports' car or racing clubs and this arrangement has been excellent. These young men are very keen and do a good job.

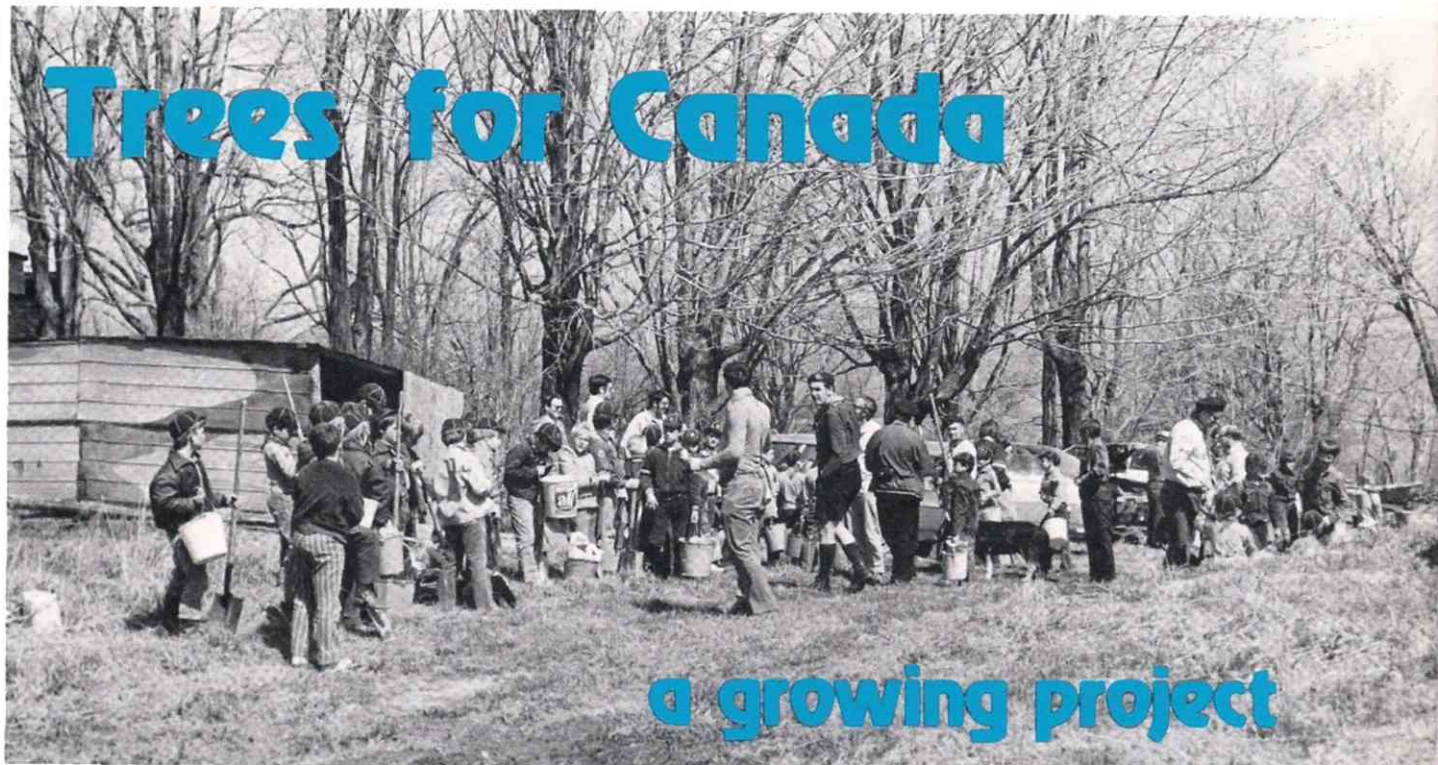
At registration, the Kars are weighed and measured, using a box of the exact dimensions allowed, and, if the Kar fits inside, it is accepted and a numbered sticky label is affixed to its bottom. Master registration sheets are prepared (see illustration) on which these details are noted: Kar number, boy's name, pack, phone number, Kar colour, and initials of registrar. At this time the Kars also are checked for compliance with the race rules.

On the morning of the race the Kars were brought out in grocery carts and placed on the tables, arranged adjacent to the start. Between the tables and the start was an easel with a large sheet of stiff cardboard. The Cubs then lined up and were channeled past the tables where they picked up their own car (it is necessary to have a couple of Scouters here to assist) and stopped at the easel. Here one Scouter read off the number from the bottom of the Kar and a second wrote it on the cardboard, in series for each heat. This was done so that the number of heats required could be determined and also to ensure that no Kar was run twice in the same heat.

The first nine Cubs then put their Kars in position on the track and were given time to go to the finish line. The

REGISTRATION NO.			BOY'S NAME	PACK NUMBER	PHONE NUMBER	KUB KAR NUMBER	KUB KAR COLOUR	WEIGHT, LENGTH WIDTH CHECKED BY:
	S	R						

Trees for Canada



a growing project

"Only God can make a tree," as the poet wrote but it also takes lots of willing hands and feet to plant seedlings to help God along.

This spring will see thousands of Cubs, Scouts, Venturers and Rovers planting hundreds of thousands of trees on hundreds of acres of property where conservation and reforestation is necessary anywhere in Canada.

Yes, Trees for Canada is officially a nation-wide project for Boy Scouts of Canada in 1974. This was the decision reached by all provincial representatives at the November meeting of the National Council.

Trees for Canada is an ideal opportunity for Scouting to do a three-way good turn — for the country, for the boy who participates and for Scouting at all levels.

Each participant, boy or leader, commits himself to plant a designated number of trees. People are asked to sponsor the participant at an amount per tree as is done in a walk-a-thon.

The benefit to the boy cannot be denied. His participation in such an environmental project will give him a first-hand association with the problems facing the country concerning forest coverage. His present profit is the pride in taking part in a big project which helps to develop the country. The growing forest will be a constant reminder to him and others of his participation in a practical, useful, good turn during his youth.

This project is ideally suited to reinforce and enlarge Scouting's program in the outdoors and ecology. It also can be directly linked to star and badge requirements.

Officially, the National Council approved the Trees for Canada project with the following overall objectives in mind.

- 1) Reforesting Canada and reclaiming waste areas.
- 2) Involving boys in the outdoors and furthering an awareness of the need for conservation.
- 3) Providing an opportunity for boys to be involved in community service and in development, both at a local and international level.
- 4) Raising funds for Scouting, including the principle of sharing the proceeds on a suggested basis of 70% for the local operation, 15% for the provincial councils and 15% for National Council's use in world

Scouting development, specifically for *Operation Amigo*.

So there we have it — hundreds of thousands of our members will be out digging, watering and planting this spring. The program will benefit as each section can work the Trees for Canada project right into the regular program, culminating in an actual tree-planting exercise. Even a cursory review of any section program shows the immediate tie-in with the project. Any leader will be able to relate Trees for Canada to his program. As an example in Cubs: the Black Star, Woodsman, Observer, Gardener, Collector are logical program connections. In Scouts: Citizen, Conservation, Exploring, Agriculture, Collector, Resource Management are a few obvious program areas. In Venturers and Rovers the service, outdoors and exploration activity and development areas could easily be worked into the project. Another added feature insofar as program is concerned is that expert personnel, films, printed material and other audio-visuals are readily available to sections anywhere in Canada. The image of Scouting can be improved and the Movement can become highly visible when Trees for Canada becomes a district or region project.

Cornwall, a medium-size town in Ontario, became involved in Trees for Canada last spring. One Cornwall Scout official commented, "Trees for Canada is one of the best projects to come Scouting's way in a long time. The tremendous public support for the project is the overriding factor in making this observation. Trees for Canada helps Scouting at all four levels, helping financially, of course, but even more so in bringing Scouting together morally and spiritually. I personally observed closer cooperation within our district; an awakening of group/section committees to their role. Here was a way for the district to help groups solve money problems and, at the same time, get to know personnel involved in the groups.

"The boys became excited and involved about planting the trees and related the project to their Scouting experience.

"Trees for Canada was a news item that was easy to sell to the media. The project raised more than \$5,000 for



Scouting in the Cornwall area. It left more than that in the minds of the people of the community."

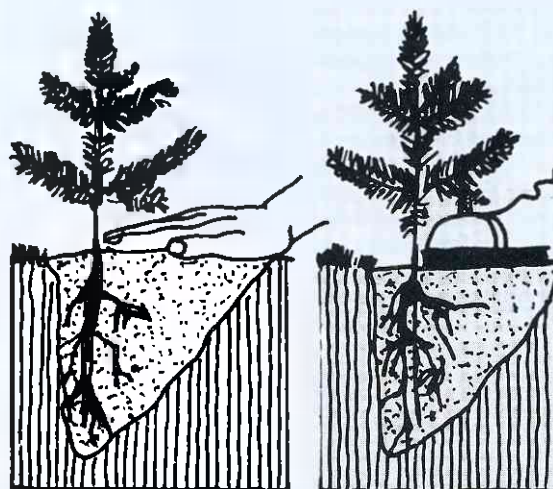
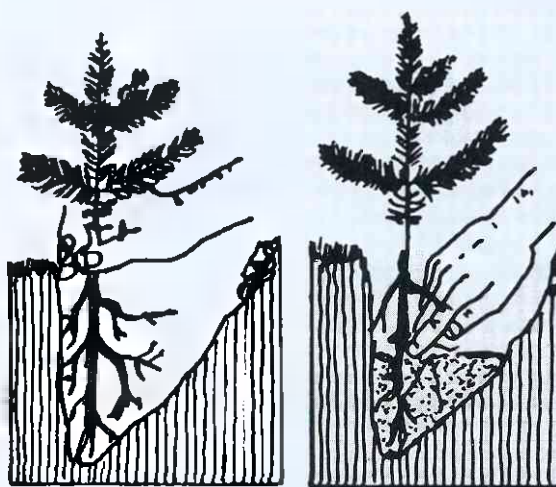
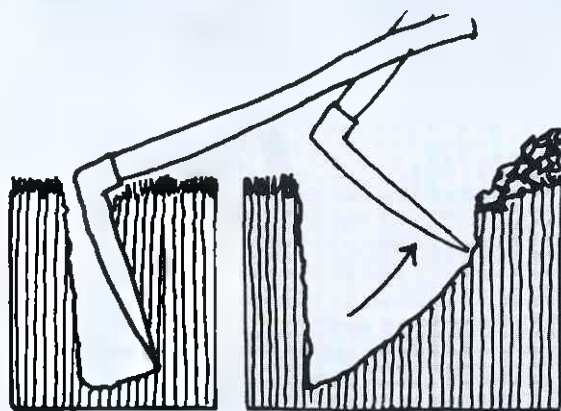
And, as they say in the commercials, that is only one of many such testimonials from a number of districts that have taken up the challenge of Trees for Canada.

Trees for Canada works much the same way as a walk-a-thon; that is, each boy seeks people in his community to sponsor him at a certain amount for each tree he plants. He does this by going door to door and receiving pledges from interested people. After the trees are planted the boy collects his pledges and the monies help finance Scouting at the section, district, provincial and national levels. As was pointed out, the national share goes directly to the Canadian Scout Brotherhood Fund and *Operation Amigo*.

The experience of ten districts in Ontario and Manitoba has been very positive from a PR point of view, recruitment, and cooperation from all levels of government and allied industry. In every case, the value of the project caught the imagination of the membership and the community at large. Everyone involved benefitted, not only financially but in the knowledge that he had contributed to the welfare of his community and the further development of Canada's resources.

Any district that decides to include Trees for Canada as part of its program in '74 can expect to get help from the National Council with booklets on the organization of Trees for Canada, which will include a step-by-step time schedule for getting the project organized, promotion tips, section program suggestions and contacts. Pledge cards, posters and other materials for section use will be provided. A national publicity and promotion campaign will be organized by the National Office to publicize the project nationally and to assist PR committees at the local level.

Start planning now to get involved in the Trees for Canada project in your district. There are contacts to be made, plans to be developed for the big day — D Day (Dig Day) — when the boys in your community show their concern and their involvement in Canada's future. Trees for Canada can be one of the best projects in which your group will participate during 1974.



Co-Ed Rovers

(It's Official)

By R. J. Roberts

Back in January, 1971, the National Council of Boy Scouts of Canada approved a three-year experiment which would allow Rover crews the option of extending membership to females in the Rover age range. One of the stipulations which went with this approval was that a survey of the membership be conducted toward the end of the experimental period to determine the feelings of all Rovers on the matter of Co-ed crews.

Well, the survey was conducted and questionnaires were sent to all registered Rovers in Canada (at that time 2,850), as well as to Rover advisors and Rover personnel at the district, regional and provincial levels of Scouting. The statistical results of this survey will appear further on in this article, but the general result was very much in favour of crews being permitted the option of admitting females to their crews.

As a result of the survey and the general recognition that those co-ed crews which had formed were actively participating and enjoying the Rover program, a submission was prepared by the National Rover Subcommittee and presented for consideration of the National Council at their meeting held on November 2 and 3, 1973.

The submission was approved and co-ed Rover crews are now officially recognized as being an important and regular part of the Scouting scene. Because of the interest in this matter it was felt we should print the full recommendation which was approved and here it is:

RECOMMENDATION

The Program Committee recommends to the National Council of Boy Scouts of Canada that Rover crews may, as a crew option, elect to extend full membership to females. That each crew should determine its membership criteria within the guidelines set out below and that this determination of membership includes the free choice of each Rover crew to include or exclude females as full members of the crew.

The Program Committee further recommends to the National Council that, if necessary, steps be taken to amend the charter of Boy Scouts of Canada in such a way as to permit females to hold membership in Rover crews.

The Program Committee finally recommends that the following items appear as a policy governing female membership in Rover crews and that it be approved by the National Council and printed in *Bylaws, Policies & Procedures* for Boy Scouts of Canada.

- (a) Rover crews may, as individual units, admit young women in the ages 17-23 as Rovers.
- (b) Female Rovers will be entitled to the privileges and carry the responsibilities of full Rover membership in the affairs of the Rovers of Canada.
- (c) Female Rovers are entitled to wear shirt or blouse, skirt or slacks, stockings and shoes (as for female

Scouters' uniform), the Rover beret and Rover tie or group neckerchief. (Activity dress may be appropriate to the occasion.)

- (d) For the purpose of registration, female members will be identified as Rovers.
- (e) The admission of young women to a crew is a **crew option** available to members and it should be clearly established that the crew as such has exercised that option.
- (f) Since the purpose of a mixed crew is to provide a healthy association of young male and female adults, this must be a major criterion for a mixed crew. While an all-male crew is acceptable, an all-female crew is not. Where, for any reason, an imbalance heavily in favour of females occurs in a mixed crew, appropriate action should be taken to restore a balance. It is suggested that a crew faced with this situation should be allowed approximately six months to remedy the situation.
- (g) A crew operating under a "Group Charter" must have the approval of the group or section committee before proceeding to form a mixed crew. Due consideration should be given to determining the Rover crew advisor's competence to work with co-ed membership. It is recommended that an adult woman be appointed as "co-advisor" in a mixed crew and, as such, have qualifications equivalent to those for the Rover crew advisor.
A mixed crew is subject to all policies, rules and regulations of Boy Scouts of Canada in exactly the same way as a male crew.
- (h) All mixed-crew activities should be governed by accepted behavioural standards and social practices of the community in which the crew is located and of Boy Scouts of Canada. (*By-laws, Policies and Procedures* of Boy Scouts of Canada)

THE SURVEY

The survey that was conducted early in 1973 provided a variety of interesting information to the members of the National Rover Subcommittee, a lot of which will be of value in preparing material which will appear in future Rover publications. For the purpose of the submission, however, the statistical data proved to be extremely useful.

A questionnaire was sent to every Rover registered as of December 31, 1972, a total of 2,850.

316 Rovers from all male crews responded
177 Rovers from co-ed crews responded

493 In all

412 Rovers voted in favour of retaining the co-ed option
17 Rovers wanted all crews to be co-ed
64 Rovers said all crews should be all male

The response by provinces was as follows:

Province	Members in each prov. Dec. 31/72	Response from each province	Response as % of members in each province
B.C.	274	41	14.9%
Alberta	189	18	9.5%
Sask.	36	0	.0
Manitoba	56	4	7.4%
Ontario	1880	360	19.1%
Quebec	232	42	18.1%
N.B.	65	22	33.8%
N.S.	61	4	6.6%
P.E.I.	8	0	.0
Newfoundland	45	2	4.4%
Maple Leaf	4	0	.0
	2850	493	17.3%

% of respondents wishing to have co-ed option 83.2%

% of respondents wishing to be fully co-ed 3.5%

% of respondents wishing to be all male 13.2%

A second questionnaire was sent out, this time to every **Rover crew**, with a request that it be completed when most of the crew members were present. The census of June, 1972, indicated some 333 crews in Canada.

Number of Rover Crews by Provinces as of June 1972		Number of Rover Crews responding by Provinces	
B.C.	31		10
Alberta	25		4
Sask.	5		0
Manitoba	6		1
Ontario	227		73
Quebec	22		6
N.B.	4		3
N.S.	7		2
P.E.I.	1		0
Newfoundland	3		1
Maple Leaf	2		0
Total Crews	333	Total Responses	100
Total of crews responding as % of crews registered			
Crews in favour of retaining the co-ed option			31%
Crews in favour of all crews being co-ed			86
Crews in favour of all crews being all male			2
			9
			97*

The one hundred crews who did respond reported a total membership of 935 male members and 111 female members.

Of the crews responding, 86% were in favour of the co-ed option, 2% wished to have all crews co-ed and 9% wanted all crews to be all male.

*3 crews spoiled their questionnaires.

The third questionnaire went to crew advisors and a total of 84 responded. Seventy-one advisors favoured the retention of the co-ed option, two advisors said all crews should be co-ed, and 11 felt that all crews should be all male.

The final questionnaire went to **district, regional and provincial Rover people** such as service team or commissioner's staff members who service the Rover program.

We received 32 replies of which 24 favoured the co-ed option being retained, 7 favoured all-male crews and one did not answer this question.

The response to the survey could have been better and the survey form could have been set out a little more clearly; however, the Subcommittee wishes to thank all

of those people who took the time to respond and offered so many worthwhile suggestions for future Rovering.

Apart from those statistics already mentioned, it was obvious from the questionnaire that a great many positive things were happening in Rover crews all across the country. While much of what was reported is happening in all-male crews as well as co-ed crews, those who are co-ed see many pleasant changes as a result of having brought in female members.

SOME OBSERVATIONS

Leadership projects are many and varied: ranging from servicing as leaders or assistants with packs, troops and companies, to setting-up and operating training courses in first aid, Red Cross swimming, and acting in a variety of roles at Cuborees and companies.

Service projects, too, are varied and appear to show an increase and diversity over those traditionally found in crews prior to 1971. Christmas food hampers, blood-donor clinics, driving for the C.N.I.B. or working with the Cancer Fund or Cystic Fibrosis Association are just a few.

Counselling retarded children, operating community dances, cooking meals for old people, cleaning up camping areas, both Scout and community, or helping at father-and-son banquets are others.

Both male and female Rovers report taking training courses of one kind or another, such as initial training for Wood Badge, first aid, driver training, to name some; also the incidence of sport or athletic pursuits seems very high. Sailing, golfing, indoor and outdoor hockey, sport-car meets, football, hiking and backpacking, canoeing and camping show a steady interest in the out of doors.

A significant number of male Rovers in co-ed crews commented on the quality of Rover meetings and activities, giving such reasons as, "more of the Rovers turn out now we have female members," or "it's more fun when girlfriends can get fully involved," or "newer ideas are introduced into crew meetings" and "we all work harder to get things done."

Many references are made in the questionnaire to such things as having more respect for the opposite sex, cleaning up the language at meetings, extending one's mind in a healthy way, building self-confidence, working well together and improving the Rover image as a "with-it" organization.

It seems that a new drive and a new outlook are reflected in the crews that have taken female membership seriously and many of the comments from male crews, while indicating a preference to stay that way, do recognize many values from a co-ed operation.

It is too early to indicate any strong membership trends as a result of the introduction of females into crews, and this information was not specifically requested in the questionnaire. It does seem, however, that those crews who have gone co-ed are generally in favour of the move and see it as doing much to encourage others to join the crew and being instrumental in having some, who had dropped out, renew their membership.

Some Rovers I have spoken to over the last few years have said that Rovering will never be the same if women are allowed to stay and become recognized as official members of Scouting's growing family, and I agree it won't be the same. But that doesn't mean that it can't be as good or that it will not serve the needs of the Rover-age young people of Canada.

Rovers is and always will be what the Rovers themselves choose to make it and, whether all male or co-ed, it's up to all members of the Rover fraternity to do their best to help Rovers of Canada to become a strong and healthy part of Scouting.

To the ladies a final word — welcome.



Youth in action '73

By Don Miller
Photos by Eddie Hay

12

For the past six years the Sault Ste. Marie District has grappled with the idea of developing an indoor activity that would involve all boys, in the four levels of Scouting, and at the same time use this activity to bring Scouting to the direct attention of the public.

In July, 1972, optimism prevailed and the idea was discussed with the Girl Guide division who showed the same enthusiasm for such an undertaking, and it was decided that Scout-Guide Week '73 would be THE time for such an activity. Before establishing a planning committee, assurance had to be obtained from the district executive and staff that their total personnel resources would support this activity as well as offer financial assistance.

This assurance given, a coordinator was named in the person of Dale Hammar, our district trainer, a full-time educator in a local college. The standard democratic Scouting principle was used to advise Dale he was the chosen one and, of course, we received the usual Scout response from Dale, "Thanks a lot, fellows, now I know how Charles Atlas must have felt when he used to hold the world on his shoulders."

The first item of business was to choose an appropriate name for the activity. National Headquarters used "Youth Power" for Scout-Guide Week '73. However, "Youth in Action" seemed more descriptive of our type of project where the Scouts and Guides would be displaying their skills to the public through their own actions, portrayed in their individual display areas.

Sault Ste. Marie is fortunate in having an excellent Armouries which is ideally suited for such an indoor activity. This was reserved in September, 1972, to ensure the facility would be available for Saturday, February 17,

1973, the date chosen to hold "Youth in Action." We worked on the assumption that, in Scouting as in other areas of endeavour, "Too much lead time is never enough."

Also in September Dale set up a planning committee and event organization to identify the types of activities that would take place. It was agreed that displays depicting those things undertaken by Scouts and Guides in their week-to-week training and badge work would be the most informative to the public and, at the same time, would permit the Scouts, Guides and leaders to display their capabilities in the best possible manner.

In structuring his various committees, Dale used the old management philosophy that if you delegate to the lowest possible level, management will be free to coordinate and direct. The result: approximately fifty persons were involved on various committees, including the district president and the Girl Guide division commissioner who were assigned the task of mounting a static display on their councils.

October 1972 — "Optimism still prevails and we press on"

A key item in making the project a success was to recognize the need for the best possible coverage by the media. This was handled by the district public relations chairman, John Wright. He obtained the support of CJIC-TV for a number of live appearances on the evening program, "Personalities in the News."

For one day we obtained the total air time allocated by Radio Station CKCY to a hot-line program. Paul Paolini, our district secretary-treasurer, answered questions phoned in from the public on this program. The business

community sponsored special ads in our local newspaper, the *Sault Star*. Through the newspaper also, the district president issued an invitation to the general public to attend our activity. As well, we obtained live afternoon coverage from Continental Cablevision on one of their local community channels.

Without this excellent support from the media, we would not have accomplished half our aim — to bring the public out to the event.

From October, 1972, until the week prior to February 18, 1973, Dale held two or three meetings a month to check progress. After much arm twisting, persuasion, pleading, telephone calls and letters, a picture of progress began to emerge and it was felt that a fair degree of success would be evident on February 17. But we still experienced trepidation by asking ourselves the usual questions when dealing with so many individuals in Scouting:

- would Bill and his Cub-pack actually come up with an activity, as he had promised?
- would the Rovers' tower be built?
- would the Ladies Auxiliary be able to set up their refreshment stand?
- would the district president come up with the district council display he promised?
- would the trucks show up to transport partitions and materials?
- would the out-of-town groups show up with their displays and boys?
- would the back-up staff show up the day before the activity to assist in setting up the booths?
- would they remember to bring all those extension cords?

The afternoon for setting up displays finally arrived and, about 6 p.m., trucks, cars, wheelbarrows, trailers, tents, pots, pans, lumber, saws, hammers, artificial grass, canoes, scuba gear, as well as some leaders, began to pour in — along with questions like —

- "How come you allotted my group to area number two and Jack Johnston is setting up there with his Cubs?"
- "How come (from the Guide Commissioner) you allot-

ted area number ten to my Rangers and I find the Venturers setting up their display there?" (We corrected this immediately.)

By midnight most problems had been solved and we were ready to face the fierce unknown (the public)! We had a total of 22 display booths, 11 for Guides and 11 for Scouts. The day arrived and the opening time of 10 a.m. was upon us. Even our baby-sitting room was fully staffed by Rovers. The district president had gone through six cups of coffee between 9 and 10 a.m. and he had a far-away look on his face which could only indicate, "What in the name of _____ have we got ourselves into? What if the public doesn't respond? Will all our efforts have gone for naught?"

Dale was already on his second pair of shoes by 10 a.m., checking, checking, checking on everything — just to make sure everything was ready to go.

The doors opened at 10 a.m., Saturday, February 17, 1973.

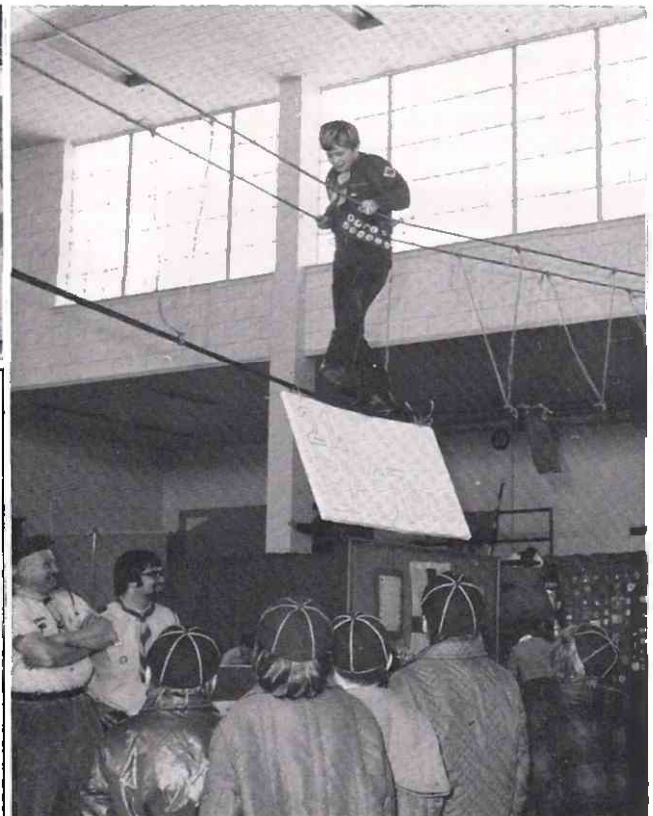
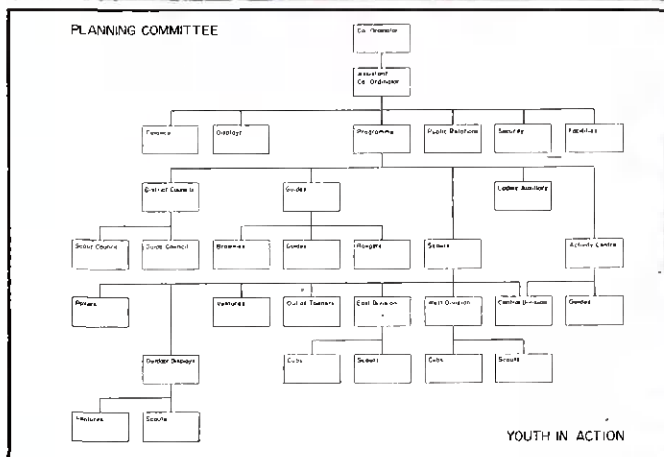
- 10.15 a.m. — three people arrive . . .
- 10.30 a.m. — I think, maybe, four more . . .
- 11.00 a.m. — my goodness, possibly 150!
- 12.00 a.m. — Oh boy! There must be a 1,000 — well, at least, 500.
- 12.00 a.m.—1.00 p.m. — Down to 50 visitors . . . why? Oh, yeah, had to go home to get lunch for the family. OK, we buy this.
- 1.30 p.m.—4.30 p.m. — After lunch the public returns . . . the place is filling up and our wildest dreams are materializing. But the questions these people ask!

"Where did you get the three-girl trio? They're real good!"

Proudly, we respond: "They are Rangers from Desbarats, 35 miles east of Sault Ste. Marie."

"Who built the 30-foot tower with binder twine and eight-inch logs, and how come it is so rigid and self-supporting?"

(Continued on page 14)



Who else but our Rovers!

"I never knew Scouts learned how to do those things."

Hurray, we are winning — I knew the public didn't know of the skills we teach in Scouting.

"What is the handicapped group trying to do?"

"Sir, do you mean to tell me you didn't know that you could use catsup and mustard to stain wood!" (I didn't know this, either.)

"Well, by Jove, I'm going to try that when I get home. I have a complete workshop in my basement and I make all our furniture but I learned something new today about staining."

Would you believe it, that gentleman increased his knowledge by coming out and viewing our "Youth in Action."

"What does all this Scuba gear and equipment display have to do with Scouting?"

"Ladies and gentlemen, this display is by the Venturer Company from Thessalon (52 miles east of Sault Ste. Marie), and every member of the company is a certified Scuba diver."

"Isn't that something, and such young boys, too — incredible — I thought Scouts only tied knots."

"What are these young girls trying to display — with those funny-looking silver helmets and that funny-looking silver dish on a tripod?"

"Oh, folks, we thought it was obvious — they are all astronauts and the funny-looking dish is a radar antenna." (Really, it was an umbrella covered with foil and mounted upside down on a surveyor's tripod.)

"OK, but how come such little girls know about astronauts and radar?"

"Well, they are all smart little girls." (We didn't tell them that the smart little girls had a smart leader.)

— 4.30 p.m. — 6.30 p.m. — The public has dwindled to almost zero, and our program goes to 9.30 p.m. What happened? What will we do? Relax, Mr. President, families eat more than once a day and it's supper time, y'know.

— 6.45 p.m. — 7.30 p.m. — Hey, that fellow was right on! The public is coming in again.

— 7.30 p.m. — 9.00 p.m. — Full House — the public must like what we're doing. Do you think we should try this again next year? Why not, the enthusiasm today should give us enough optimism to think we can succeed with a similar project next year.

— 9.00 p.m. — 9.30 p.m. — Lights are lowered in the Auditorium and the campfire takes place. . . the public remains and gathers around . . . shades of ultimate success.

— 9.45 p.m. — With our eyeballs supported by both hands, we stagger home but a reminder goes out: don't forget, fellows, we are not finished yet — everyone front and centre for cleanup tomorrow at 8 a.m. (Sunday, yet). They want your blood as well as your sweat and tears. Goodnight, fellows.

Our "Youth in Action" drew approximately 5,000 people to the Armouries to see our Scouts and Guides do their thing. One conclusion to be drawn from this: when Scouting can attract more people through a special event than most community sports events, Scouting is of real interest to the community.

The elements that contributed to the success of this event were:

1. good planning — well in advance of the event;
2. total involvement of all levels of Scouting in the district;
3. support of business concerns by way of obtaining materials, vehicles, etc. (over 100 thank-you cards were mailed three days after the event);
4. media assistance, convinced of a quality product with news interest.

Last, but not least — "Try it, you'll like it."



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

FIRST QUALITY WORKMANSHIP

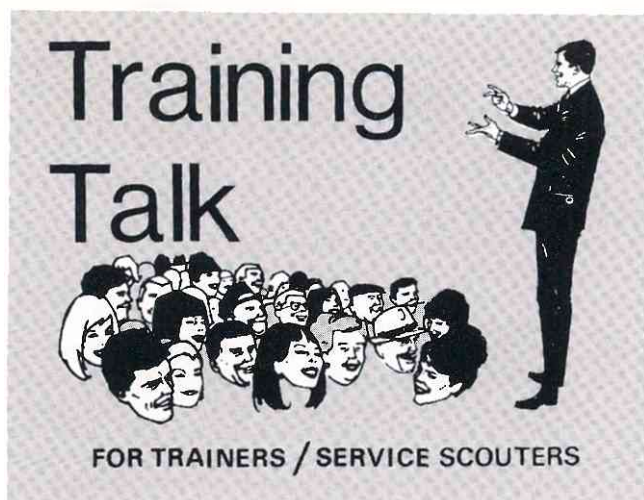
*Lowest
prices
guaranteed*



dress crest embroidery co.

MANUFACTURERS OF SWISS EMBROIDERED CRESTS, EMBLEMS, BADGES

1031 LILLIAN STREET • WILLOWDALE, ONTARIO



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

No. 14

PRINCIPLES OF LEARNING

Members of a course staff preparing for a session on a training course invariably have to come to grips with the question, 'how can I put this across?' or 'how should I instruct?' This is, in part, an attempt to help you answer these questions. However, the nature of the questions suggests that we should first consider 'what is learning?' and 'how do adults learn?'

First of all, let us deal with the question, 'what is learning?' Here is one definition: "learning is any change in behaviour resulting from experience." In other words, learning means change: changes in skill, where the learner becomes more efficient in performing certain acts; changes in intellect, which is the acquiring of new ideas or some reorganization of presently held ideas; changes in attitude where the learner acquires a different appreciation or feelings about a subject. Thus, although learning means change, changes can occur in several different ways.

'How do adults learn?' is not a question that can be answered directly. First of all, the nature of adult learning is no different from that of child learning. Principles of learning apply to all stages in life. We all learn through sensations produced by stimuli received from outside our body. Our receptors are our eyes, our ears, our nose, our tongue and our skin. Stimuli, which are information, pour into these inlets causing sensations which are transmitted to the brain. However, just because information reaches the brain does not mean to say that the information has been learned.

For example, how many times have you sat talking to another person while a radio was blaring nearby, yet you cannot tell even the name of the tune being played. The information has come through, but has not registered. However, even if we were to listen to the radio very carefully and conscientiously, this still would not indicate that this information had been transmitted and registered. How many could hear a song for the first time and, immediately afterwards, repeat the words letter perfect? We can say we have learned the words only when we are able to recite, write or otherwise express them with our effectors which are our outlets, generally considered the mouth and the hands.

Learning, then, is the process whereby information is received by our receptors, is transmitted to the brain and receives some form of outward expression from the learner. This leads us to the conclusion that learning requires conscious effort. We must work at it, for the hard and inflexible truth remains: learning in the last analysis is that which every man must acquire by his own efforts.

Perhaps it would be wise to take a moment to examine some of the characteristics of the receptors and effectors of the body through which the learning process takes place. Each is important in its own right and supplements the other.

THE EAR

Have you ever considered what an interesting and misunderstood item the ear is? From early babyhood, experience has taught us not to listen rather than how to listen. It is a case of self protection for, if we consciously listened to every noise and attempted to interpret it, we would go mad. There are noises all about us, yet we hear only what we want to hear. We have learned how to select what we want and, in many cases, to cut out entirely the sounds which we cannot consciously absorb.

Therefore, it is very simple for a candidate to listen to his instructor and yet dream on without interruption. Unfortunately, the instructor is unable to tell whether or not a candidate is listening. He can be looking at the instructor in a most intelligent manner with a pleasant smile on his face yet his mind is miles away. Thus, instructing without the accompaniment of learning is possible.

Now, let us take a look at the eyes.

THE EYES

The eyes have been described as a protrusion of the brain. Although quite inaccurate, this statement conveys the idea that there is a very close and immediate connection between the eyes and the brain. For example, in hearing we have to translate an idea which has been presented verbally into a mental concept, and this concept, more often than not, is a mental picture of something we have already seen with our eyes. In the seeing process, no such translation is necessary and, if we see something which we have never seen before, we learn to identify it and form images in our minds which in the future may be related to other things.

Eyes are unilateral, that is, they look in one direction at one time and they also focus. This means that they not only select the whole object, but will concentrate on any part of the object desired. The problem then is to have something to look at and then so direct the learner's attention to the object that he will concentrate his eyes on the various parts in a logical manner. Showing isn't teaching unless the candidate looks; and even then we cannot be certain that the knowledge has been transmitted unless the learner can prove it with his effectors.

As a general rule, the receptors of the senses of smell, taste and touch are rarely employed in formal education. However, that does not mean that we should not employ them in our methods of instruction.

THE NOSE

In the days when man lived in the forest, his very existence depended upon his awareness of his surroundings. His nose was an important receptor. Now it is rarely used except as an unconscious part of his taste sense or when his food is burning. There are exceptions to this rule. For example, the pharmacist learns to identify various drugs by sight and smell, relying very heavily upon his sense of smell. Similarly, there are many occupations and professions that rely upon the sense of taste and the sense of touch, or the skin sensations, in order to perform complicated tasks.

Herein lies a whole new field of education for those willing to experiment. In Scouting we can learn tree identification by the sense of taste. The tender new shoots of the yellow birch have a pleasant wintergreen taste. The texture of the leaf of the slippery elm has a peculiar roughness. The aroma of the white cedar has an unmistakable odour.

THE MOUTH

The effectors, our mouth and hands, also have peculiar qualities just like our receptors.

What has been put in through one of the receptors can come out through the mouth. Sometimes, however, the material, which the instructor thinks he has put in, comes out in such a mutilated and even unrecognizable form that nothing seems to have been learned. By using the mouth as an outlet in the learning process, it is possible to have some check on how successful the learning has been.

THE HAND

"We learn by doing" is perhaps the most common educational cliché of our day. Its importance to the learner cannot be overstressed.

Education may be considered an experience. Instructors have learned that experience gained in actual participation becomes a part of the individual. The repeated movements of the muscles of the body set up nerve patterns which are often retained long after the conscious part of the brain can remember.

Psychological research has shown that hand activity is a major part of many learning situations and has an important effect upon the brain. An important question for the instructor to ask himself is, "What is the learner doing now?" The one danger here is that the learner may be doing something which keeps him quiet and busy, but which is not closely related to the problems at hand and is not in itself of particular value to him. So to the axiom, "we learn by doing," we might add the words, "something purposeful."

Let us now pause to review briefly the main points covered so far. Learning means change: changes in skill, intellect and attitude. Learning is a process whereby information is received by our senses, is transmitted to the brain and receives some form of outward expression from the learner.

CANDIDATE CONCENTRATION

Unless candidates concentrate upon what the instructor is trying to teach them, they will not learn very much. This concentration is largely dependent upon how much "figure" teaching the instructor is able to manage. A knowledge of this "figure" idea helps us deal with the problem of candidate concentration.

THE FIGURE-GROUND IDEA

Sometimes "figure-ground" thinking is called "foreground-background" thinking. For example, if you are concentrating on the information in this paragraph at this very moment, then the content of what you are reading is "figure" in your mind. In addition, your mind has stored vast amounts of experiences and knowledge. This "experience" is not being used right now but may be said to be lying dormant in the "background," waiting to be summoned when needed. While it lies in this state, it is called "ground." "Ground" can replace "figure," e.g. if you are presently thinking about tomorrow's meeting, then your concentration is not centred upon what it should be — this paragraph. What should be "figure" has become "ground" and what should have remained "ground" has become "figure." This type of shift in concentration can very easily and quickly take place in a candidate's thinking. Therefore, an instructor must keep what he is teaching strong "figure" in the minds of his candidates in order to achieve better learning.

FIGURE VERSUS GROUND

It was once thought that there was a very sharp dividing line between being awake and being asleep. It is now

felt that there is no sharp dividing line, and that there are many degrees of both. Being asleep might be termed being in "low ground." While asleep, one is conscious, in some low-ground way, of the edge of the bed — or would be constantly falling to the floor.

PRECISION OF FIGURE

How precise and strong does this "figure" become?

- (a) *High Figure to Low Ground* — If everything that is "figure" in the mind does not slip into "ground," one cannot fall asleep.
- (b) *Low Ground to High Figure* — A person is asleep. A mosquito enters the tent and buzzes around. The opening of the eyes might be the first reaction, the pulling of the blankets over the head, the second. The person is gradually emerging from a state of deep "ground" into more sharply defined "figure."
- (c) *When Need Is Very Strong* — An individual may have set a new world's running record at the Olympics, but it is suggested that better records have been established in pastures running away from mad bulls. In a crisis, need is very strong, and reactions are terrific. When a parent knows that his baby daughter is trapped in a burning building, he "learns" to take appropriate action very quickly.

The conclusion is, of course, that the higher and more precise the "figure," the greater is the concentration, and therefore the greater the learning.

Interchange of Figure and Ground — If what should be "ground" becomes "figure," difficulty may arise.

- (a) Example: If the threat of the situation when one is presenting one's case before a class is strong enough, idiotic remarks may replace one's usual excellent, logical approach. In other words, stage fright is another example of "ground" (in this case "fear") becoming "figure" (which should have been "concentration upon the job to be done").
- (b) Example: While being introduced to an individual for the first time, you miss his name because you are concentrating upon "What impression am I making upon him" instead of upon "What is his name?"

Keep first things first. Concentration on the proper "figure" will help learning. Keep your candidates' minds on the proper "figure."

(Continued on page 17)

Two bonus pullouts

1. The first issue of *The Community and Scouting*, directed to the large group of community sponsors of Canadian Scouting

and

2. A special eight-pager about the exciting **Young Olympians of Canada** program. Read the material and decide how the program can become a worthwhile part of your pack or troop programming.



YOUNG OLYMPIANS OF CANADA

A TESTED
MASS PARTICIPATION PROGRAM

- RECREATIONAL
- FITNESS ORIENTED
- DESIGNED FOR BOYS AND GIRLS
- TYPICAL AGES, 9-14 YEARS
- SIMPLE TO ADMINISTER



THE PROGRAM AND YOU

The objective of the YOC Program is to promote, among Canadian youth, mass participation in healthful activity. The program provides a means of communicating to youngsters a keener appreciation of physical activity which, hopefully, will carry over in adult life. The concept is not new but its manner of development is. We realize that flexibility will be a key factor as the program matures and as thousands of young Canadians become involved in it. We are prepared to consider any change in the mechanics of the program to serve the specific needs of your organization or of an individual. Your participation is invited to develop this program to its fullest potential.

PROGRAM MATERIALS

1. **Program Brochure** — designed to introduce and explain the YOC Program.
2. **Scoring Booklet** — designed for the participant. By following instructions in the booklet and participating in its listed activities, the participant can qualify for an award. The master-crest certificate on page 7 will detach easily if the page is bent along the dotted line, then torn out. Participants are entitled to three booklets for each program year. Additional booklets will cost 15¢ each.
3. **Program Guide** — designed to explain the YOC Program in more detail and to answer questions that may arise.
4. **Enrollment & Record Sheet** — provided to assist in the program's administration. The sheet will reflect the participant's progress over a three-year period.
5. **Posters** — included in the informational material sent to Registration Centres. We are not selling posters but if a youngster who is a sincere participant in the program requests a poster we will mail him or her one poster (75¢, postage included).
6. **Crests** — designed to provide worthwhile, pleasing incentive awards for participants. As you can see on the back page of the YOC Program Brochure, these crests together look very attractive.
7. **Certificates** — participants are encouraged to complete the program requirements within 12 months. Thus a participant will qualify for a YOC Certificate of Achievement, which will be mailed to him or her by the YOC National Program Director.

HOW THE PROGRAM WORKS

1. Enroll your school, club or organization in the program by notifying the YOC National Program Director, at the same time submitting the estimated number of children expected to register. We suggest that the program is best suited to youngsters ranging in age from 9 to 13 years. If you represent a school, we recommend that you address the program to grades 5, 6 and 7.
2. On receipt of the starter materials (items 1 to 5 above), set up your YOC registration centre and proceed to register participants. Posters and enrollment sheets are provided. The quantity of scoring booklets requested has been doubled to ensure that a second booklet will be available when a participant has completed the first. A registration fee of 50¢ is required to defray program costs. Issue a Scoring Booklet to each participant.

Periodically, or at the close of registration, remit all registration fees to the Canadian Olympic Association. The YOC National Program Director then will forward an appropriate number of master crests and bronze wreaths. (We recommend that registration be completed as quickly as possible so that crest material may be ordered in time for early starters. Should your registration period extend over several weeks, please remit registration fees and order crest material in two or three installments.)

3. When a participant records sufficient points to qualify for the master crest, have him or her complete the master-crest certificate on page 7. Check the certificate for completeness, issue the master crest and instruct the participant to continue scoring in the same Scoring Booklet for the bronze wreath. Master-crest certificates are to be retained and mailed periodically to the YOC National Program Director.
4. When participants complete their first Scoring Booklet, they will have recorded sufficient points for the bronze wreath. Have them fill out the inside back cover of the Scoring Booklet, then issue the bronze wreath, with a second Scoring Booklet. The back cover of each returned Scoring Booklet is to be detached and retained for periodic mailing to the YOC National Program Director who then will forward an appropriate number of Scoring Booklets, with a supply of silver and gold wreaths, for those seeking to complete the program. The balance of each Scoring Booklet may be retained for your records or returned to the participant.
5. As the second and third Scoring Booklets are completed, together with the certificates on the inside back covers, detach the back covers as before and award the appropriate wreath. Again, the back covers should be returned periodically to the YOC National Program Director for statistical purposes.

GENERAL NOTES

Accounting for Booklets and Crests

Program materials will be supplied on the basis of your best estimates, and ours, of the number of participants expected to enroll and the number who will remain in the program throughout the first full year. This will result frequently in surplus materials on hand. **IN ORDER TO CONTROL PROGRAM COSTS IT WILL BE IMPORTANT FOR YOU TO MAINTAIN CAREFUL INVENTORY RECORDS OF SURPLUS MATERIALS.** They should be kept in a safe place as the quantities you hold will be deducted from your requirements for the following year. **Without your cooperation the program could become too costly to maintain.**

Should your estimates ever result in a shortage of materials in your program, this will be evident in the records of the Canadian Olympic Association. It is important that you forward all award certificates to us. Any shortages resulting for this reason will be rectified promptly; at no additional charge.

Lost Scoring Booklets

Program materials are costly and participants must be made aware of the necessity to look after their Scoring Booklets. A charge of 15¢ must be made for the replacement of lost Scoring Booklets.

Enrollment and Record Sheet

A careful record of each participant's progress will greatly assist your administration of the program. In the materials shipped to you will be copies of a special form for this purpose. On the back of each form is a sample of how to keep records up to date. Since each participant will progress through the program at his own pace, we believe you will find this a very useful tool.

Activities Not Listed in the Program

At times you may wish to consider adding activities currently not listed in the program. Should you believe an activity ought to be included, please write to the YOC National Program Director for ruling and the assignment of a time value.

Certificate of Achievement

Special Certificates of Achievement are awarded to all participants who complete the four levels of achievement in 12 months or less. Simply submit the names of these participants to the YOC National Program Director.

DEFINITION

Young Olympians of Canada is a program developed by the Canadian Olympic Association to promote interest and mass participation in sport through games, athletics and cultural activities.

Over 40 activities are listed in the program. There are some for all seasons, and they are all enjoyable. Awards can be won regardless of athletic skill—even the handicapped child can earn recognition and awards for work in humanitarian, creative and cultural activity. Awards come to the participant who simply tries.

If this program does one thing — it puts fun back into the years when living should be fun. It helps to get rid of the "nothing-to-do" attitude, and in its place promotes the joy of positive activity: running, jumping, skating, organizing . . . and does it at an age when good habits are formed and when youngsters have energy to burn.

Designed for the enthusiastic time of life, the complete program lasts through three years, and requires little administration.

Rewards, in the form of Young Olympians crests, are awarded to participants who complete the various achievement levels of the program for their year.

OBJECTIVES

The Young Olympians program is designed to promote:

Mass Participation. By offering a wide range of enjoyable activities and by inviting participation regardless of athletic prowess.

Fitness. By encouraging and rewarding continuous healthful activity year-round over a span of three years.

Athletic enjoyment. Through the simple act of "doing" as opposed to "competing".

Character formation. Through application of the honour system and through personal achievement, self-discipline and self-reliance.

Creativity. Through a system of awards which recognizes creativity and humanitarian efforts equally with athletic achievement.

BENEFITS TO YOUNG PARTICIPANTS

The Young Olympians of Canada program offers several benefits to young participants.

1) They belong to a nation-wide group of young sportsmen and sportswomen sponsored by the Canadian Olympic Association.

2) Their group is interested in becoming fit and staying fit. It is involved in Canada's culture and in helping others. And the group enjoys life.

3) They become part of an international sporting fraternity led by the world's best athletes.

4) Their interest in athletic activity, for its own sake, is aroused.

5) They learn the value of achievement, as opposed to winning.

6) Their athletic horizons are widened because the program encourages participation in a variety of activities.

7) They have the pleasure of participating in a national program and receive visible recognition for their efforts.

8) As a result of the program, they enjoy better health, and become aware of sportsmanship and value its rewards.

BENEFITS TO THE PARENT

All the benefits that accrue to the youngster clearly also benefit the parents. Children trained in sportsmanship, who regard participation and achievement as more important than winning at all costs, who have a wide and fun-filled range of athletic and humanitarian interests, are well on the way to becoming tomorrow's good citizens and parents.

Parents who like to see visible rewards can take pleasure in the badges worn by their families.

BENEFITS TO THE ORGANIZATION

The one factor common to all activities in the program is self-discipline, and self-discipline is one distinguishing mark of a good citizen. Other benefits are:

1) Through athletics, the participants' general horizons are widened and their ability to contribute to the program is increased.

2) The program's emphasis on participation and personal achievement encourages a similar attitude to life in general.



- 3) Improved health aids concentration.
- 4) The program provides a new channel of communication with young athletes.
- 5) New fields for club projects are opened up: Olympic history, Olympic Village design, geography projects and others.
- 6) Adults can, at will, participate in the program through coaching, refereeing and administration.

HOW THE PROGRAM WORKS

The program operates on the honour system, with leaders and parents lending moral support.

At the outset each participant receives a Program Booklet. The booklet contains easy-to-follow instructions, and lists over 40 activities, each one of which is assigned a time unit, worth 1 point, based on its fitness value. (See Appendix A). For example:

Running	5 minutes
Badminton	15 minutes
Softball	30 minutes etc.

When a participant completes a unit, e.g., runs for 5 minutes, he or she records it in the Program Booklet as one point. If the participant runs for 10 minutes or plays softball for an hour, two points are recorded.

ACHIEVEMENT LEVELS

The program for each year takes the participant through four achievement levels, each with its own distinctive award. Progressively more units are required for the master crest as the participant advances from Year 1 to 2 to 3. To qualify for the master crest:



YEAR 1	Participants need	50 points
YEAR 2	Participants need	75 points
YEAR 3	Participants need	100 points

On completing the required number of points for each achievement level, the participant presents the booklet to a parent, teacher, leader or coach, for signature. It then becomes his or her entitlement to the appropriate award. When the book is filled up, the participant receives a second or third booklet and may then proceed to work towards a more advanced award.

For the purpose of awarding crests, the program year is considered to correspond to the club or organization year. This will usually be from opening day in the fall to opening day the next fall. At this time "Year 1" participants become "Year 2" participants, and start earning points towards their next crest.

Participants have 12 months only to work for their Year 1 Awards. At the end of Year 1, participants are to re-register and begin Year 2, no matter how many points have been earned in Year 1. The same principle governs progression from Year 2 to Year 3.

AWARDS AND POINTS

The program for each year has its own colour code:

YEAR 1	Red
YEAR 2	White
YEAR 3	Blue

The initial award in each year is a Master or Basic crest in the appropriate background colour.

After receiving the basic crest, participants can go on to earn bronze, silver and gold wreaths. The silver wreath is worn immediately below the bronze, and the gold immediately below the silver.

A student who receives two hours of physical education each week during the school year has the opportunity of earning about 300 points, or at least an excellent start, within the curriculum.

The Young Olympians of Canada Program, however, encourages extra effort — personal effort outside and beyond the regular school curriculum through the clubs or organizations to which youngsters can belong. Young Canadians are fortunate in the number of excellent national organizations that can help them with the program, the Scout and Guide Movements, the Y Organizations, Boys and Girls Clubs of Canada and others.

We consider ourselves fortunate that Canadian youth organizations, with their long-standing reputation for projects undertaken for the benefit of the community, have expressed interest in supplying the leadership and distribution resources needed. In no other way can we harness so immediately and so effectively the interest and support of so many people, who are themselves serving the communities of which our young participants are a part.

Young Olympians of Canada awards are earned as follows:

The Community and Scouting

Working together to serve the needs of youth and their families

The purpose of *The Community and Scouting* is to acquaint community leaders, Scout leaders and sponsor representatives with developments in strengthening and expanding the partnership between community groups and Scouting. The bulletin is a companion piece to *The Church and Scouting*.

Comments, suggestions, reactions, news items will be welcomed. Write Boy Scouts of Canada, P.O. Box 5151, Station F, Ottawa K2C 3G7.

May we suggest that you share your copy of the bulletin with others. Limited additional copies are available on request.

SCOUTING IS A COMMUNITY-BASED PROGRAM DESIGNED TO SERVE YOUTH!

Scouting is looking at its role as a partner to community organizations that wish to sponsor a Scout section. Somehow or other, it seems that the emphasis has shifted more to serving the needs of Scouting than to serving the needs of the local organization.

Yet the latter can be accomplished effectively and efficiently and in such a way that the needs of the former also are served.

To do this, Scouting must

- help community organizations to identify their needs, to clarify their problems;
- lose itself (or find itself) in serving the identified needs of the local organization;
- recognize that generally it can better serve the local organization than the boys of the organization, a later step;
- recognize that it charts the local organization, it doesn't charter a meeting place;
- see itself as a community resource with unique experience available to serve the needs of the youth and the families who belong to the local organization.

If this is so and acceptable, then Scouting must

- make an effort to know all about the local organization: the way it operates, its communication patterns, its key officials (especially the president — the "door-opener"), its special challenges and its programs (if any) to serve the needs of its members and families.
- must get to know the "customer" — the youth or adult group who are aware of the needs and interests of the youth and families in the organization, and who can relate these to the organization's outreach objectives.
- must be prepared to work with organization officials and groups and ask, "What can we do to help you in your work with your boys and youth and their families?"
- must be prepared to sit and discuss the total situation and share its tremendous knowledge and expertise in volunteer recruiting, training, programming, to assist the organization to get Scouting going, **if that is what is desired**, but also to assist the organization in any other way with its own youth/adult programs if that is how the organization wants to go.
- must be prepared to provide *full, effective, follow-up service* in the way of resource materials, staff contact, service, training opportunities.
- must help the organization to see that Scouting is there to serve the needs of **their** boys, **their** leaders, **their** families; and, therefore, the local organization's annual report should include the number of **their** boys/adults who are in **Scouts**, the names of **their** boys who earned

awards, the number of **their** boys/leaders who went to camp (regardless of whether it was an organization camp or a Scout camp), the number of **their** families who are affected by Scouting, and so on.

- must, at levels above the local organization, see that this approach is recognized and, if accepted, carried out so that the total organization sees Scouting as a program that helps it serve **their** boys and leaders and **their** families.

To do this, cooperation is required at all levels which will lead to and reinforce action at the local organization level — *where the ultimate and real impact is made*.

At the coordinating level (command, district, province) above the local organization, the "top men" must be aware of the approach, accept it and actively support it within the organization concerned. Through meetings, conferences, visits, telephone calls, they need to encourage their colleagues to use Scouting to accomplish organizational goals in youth and family work. The local organization must keep them aware of the impact Scouting is making (or not making) — the number of boys being served, the number of adults involved in leadership and other volunteer capacities, the number of families affected through the participation of sons, wives, husbands, etc. This information then is shared with national officials

Lions Club of South Windsor provides an opportunity for boys to go to camp.



for the organization's annual report (and only incidentally as part of Scouting's annual report), for the primary contact and impact of the boys, youth, adults and families involved is with the local organization concerned.

If the **Scout** section is seen as belonging primarily to the local organization and is looked at as an **integral** part of the youth program; if Scout leaders are seen as full members of the local organization's leadership corps; then the organization (with the help of Scouting) will be more likely to take the initiative in keeping that **Scout** section alive and thriving.

Scouting must be seen as a resource program that may help the organization reach its objectives in youth outreach programs — a resource to help the local organization meet the needs of **their** boys, **their** youth, **their** camp, **their** leaders, **their** families; a resource program that is available nationally and yet can provide skilled back-up service locally. As such, Scouting must be willing to lose itself in the operation — but, ultimately, both the organization and Scouting will gain through this realistic, co-operative partnership.

What do you think of this approach?



Police officer has a happy meeting with Cubs to help them with their Cyclist-Badge requirements.

You Will Need to ASK!

Here are examples of national organizations with provincial/regional affiliates/branches, and with expressed interest in topics of interest to Scouting. Perhaps we should get together. Local contacts are likely to be listed in the yellow pages of your telephone directory.

Addiction Research Foundation
B'nai B'rith

Canadian Association for Adult Education

Canadian Association for Health, Physical Education

Canadian Association of Neighbourhood Services

Canadian Camping Association

Canadian Chamber of Commerce

Canadian Council for Social Development

Canadian Dental Association

Canadian Federation of Agriculture

Canadian Film Institute

Canadian Forestry Association

Canadian Institute of Forestry

Canada Jaycees

Canadian Labour Congress

Canadian Library Association

Canadian Medical Association

Canadian Nature Federation

Canadian Teachers' Federation

Canadian Union of Public Employees

Canadian Wildlife Federation

Canadian Youth Hostels Association

Catholic Women's League of Canada

Engineering Institute of Canada

Federated Women's Institute of Canada Inc.

International Brotherhood of Electrical Workers

National Association of Canadian Credit Unions

National Council of Jewish Women

National Indian Brotherhood

Native Council of Canada

Royal Canadian Geographical Society

Royal Society of Canada

Y.M./Y.W.C.A.

SOME POTENTIAL SPONSORS AND COMMUNITY RESOURCES

	Trg.	Share Resources	Youth Interest	Com. Interest	Facilities	Pot. L. ship	Pot. Pack	Pot. Troop	Pot. Company	Pot. Crew	Resource Personnel	Possible Visits	Others
Radio Stations		✓	✓	✓	?	✓			✓	✓	✓	✓	
Cablevision TV Stations	✓	✓	✓	✓	?				✓	✓	✓	✓	
Police & Fire Depts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Community Hobby Groups		✓	?	?		✓					✓	✓	
Special Interest Groups (Horticultural/Historical)		✓	✓	✓		✓					✓	✓	
Libraries	✓	✓	✓	✓	✓		✓	✓			✓	✓	
Businesses and Bus. Assoc.		✓	?	✓	✓	✓			✓	✓	✓	✓	
Trade Unions	✓		✓	✓	✓	✓	✓	✓	✓	✓			
Boy Clubs/Y.M.C.A.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Home and School & P.T.A.			✓	✓	✓	✓	✓	✓	✓		✓		
Canadian Youth Hostels Assoc.	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	
Environmental Groups		✓	✓	✓	?						✓	✓	

BRIEFS

Chief Bev. Wade of New Minas, N.S. Fire Department is president of the International Association of Fire Chiefs and would like to see a great deal more cooperative action between Fire Department and Scouting as joint community projects.

The Journal of the International Brotherhood of Electrical Workers for Sept. '73 contained a four-page, coloured, centrespread entitled *IBEW and Scouting*. International President Charles H. Pillard called upon all local unions to accept the challenge and opportunity to provide leadership and counselling to youth.

Tris Coffin of Montreal recently was elected president of **Lions International** — a service club willing to do more sponsorship of Scouting. The September '73 issue of their magazine, *The Lion*, had an article on Scouting — one of a series.

Recommendations from the XIV Congress of the **International Chamber of Commerce**, held in Rio de Janeiro, May 1973 — "Recognizing that youth affairs are of increasing importance among the problems of urban growth, this Congress urges its National Committees to consult with major youth organizations, such as the World Scout Movement, to identify ways in which private enterprise can cooperate with youth organizations and governments in assisting the effective transmission of youth into adult society."

The 66th Golden Horseshoe Venturer Company of British Columbia is sponsored by a restaurant, owned by the late **Henry Wong**.

Venturer Scout **G. Charles Ewing** of Montreal was a featured speaker at the Youth Symposium of the **58th Kiwanis International Convention** held in Montreal last July. At that

time Boy Scouts of Canada cooperated with Boy Scouts of America to set up and man a Scouting booth.

Along with the World Wildlife Fund group and the International Red Cross, the World Scout Bureau had a joint Scouting/Guiding display at the **Rotary International Convention** held in Lausanne last year.

IDEAS ON WORKING/SHARING TOGETHER

Seven Keys to Recruiting Volunteers in a short yet comprehensive pamphlet of potential use to anyone dealing with volunteers. Call your local Scout office for a complimentary copy.

Putting It Across is a sound, well-illustrated booklet on the learning process. It is sub-titled *Hints to Help Leaders Teach Effectively*. Write for a complimentary copy (Cat. 94-339).

Volunteers in the Boys' Club — the Spring 1973 issue of *Keynote*, quarterly magazine of Boys' Clubs of America, features a special section on recruitment and selection; orientation and training; evaluating effectiveness; insurance, tax benefits and resources concerning volunteers in the Boys' Club. Write Boys' Clubs of America, 771 First Ave., New York, N.Y. 10017.

Improving Participation in Voluntary Action, Occasional Paper #1 from the Center for a Voluntary Society, 1507 M Street N.W., Washington, D.C. 20005, lists 24 practical guidelines based on social, scientific research and dealing with effective use of voluntary manpower. Most useful; \$11 each.

Problem Solving and Decision Making (Cat. 96-103) is one of a series of inexpensive, practical Training Notes of use to any group of adults involved in tackling problems. Available from any Scout office; cost \$1. Ask for a list of units.

IBEW and Scouters — a brochure available from International Brotherhood of Electrical Workers (1125 15th Street W., Washington, D.C. 20005), outlining its partnership with Scouting. Needs to be adapted for Canada.

Scout books in local library — donate a set of **Scout** books to local library to promote Scouting.

Films for library — promote Scouting in the community by offering to show a Scout film (jamboree films are good) after school, on weekends and to special groups at your local library.

Scouting for Sponsors — folder from Growth Kit listing many ideas on sponsors. Copies available from Boy Scouts of Canada; Catalogue 83-203; 85¢ each. The complete kit, containing five other folders on Adult Workers, Service Teams, Boys, Special Groups and the Growth Concept, also is available at \$2.75; catalogue 83-200.

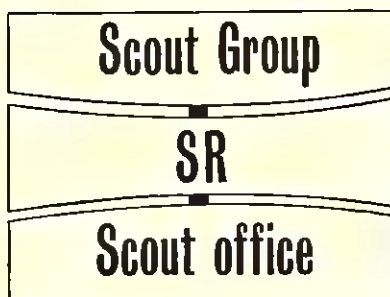
Partners in Service — pamphlet produced by **Optimist International** in cooperation with Boy Scouts of Canada. Details how to organize Scouting in an Optimist Club. Write for a free copy.

Fact sheets are available on **Kiwanis International**, **Lions International**, **Optimist International** and **Rotary International**. Write for a copy of interest to you.

The Canadian Youth Hostels Association has facilities across Canada available for use at reasonable fees by other youth groups. Recently, the 100-year-old Carleton County Jail in Ottawa was converted to a hostel and is now in use by out-of-town **Scout** groups.

The Sponsor Representative

— Brings the Community Group and Scouting Together:



- the man in the middle — *accountable* and *responsible* for the operation of Scouting in the local community group;
- is an active member of the community group, is aware of its youth programs, has special interest in the **Scout** group;
- *influences* the whole **Scout** group;
- infects and affects Scouting in the group and the wider community;
- is the top Scouting adviser in the **Scout** group;
- acts as coordinator of the group council (meeting of leaders);
- *links* Scouting to official, community-group body;
- *relates* to regional Scout office *primarily* to seek support for Scout group and keep them informed of progress;
- *coordinates* and sees that Boy Scouts of Canada is serving the sponsor and all aspects of sponsorship to the fullest;
- *helps* community group to streamline its youth organizations;
- *helps* the **Scout** group to study its operation, determine its needs, set mutually acceptable objectives, and offers support of the community organization;
- is acceptable to leaders with whom he will be working;
- *knows* how to work with adults;
- *knows* how and where to tap resources, personal and physical, in the community organization and the wider community;
- *assists* Scouters in developing program objectives, getting training, recruiting assistants and involving parents;
- *reports* regularly to youth committee (or other responsible committee or official) on the total work of the **Scout** group;
- *provides* a close, cooperative link with other groups (youth and adult) in the community organization.

How effective are SRs (sometimes called Partner Representatives) in your area?

Do you have any comments or questions about the role and place of the SR?

TRENDS IN COMMUNITY SPONSORSHIP
1964 — 1973

	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973
Boys' Clubs of Canada										2
Canadian Forces	84	87	88	82	87	76	68	70	65	59
Civitan									2	2
Ch. of Commerce & Brd. of Trade	26	21	17	17	13	16	15	14	15	13
Community/Parents	847	804	757	741	825	844	864	890	1042	1174
Eagles									3	3
Elks	34	33	35	36	39	40	41	38	47	42
Fire Departments	22	19	25	30	22	21	18	22	21	34
Foresters	4	4	3	2	2					
H & S and P.T.A.	314	285	308	268	233	217	204	184	164	171
I.O.O.F. & C.O.F.	16	15	14	13	14	13	13	15	15	15
Jaycees									1	2
Joint									4	14
Kinsmen	54	56	57	65	70	66	70	63	66	55
Kiwanis	35	31	38	38	39	32	30	30	32	31
K. of C., C.W.L., H.N.S.	26	26	36	47	49	54	60	69	93	70
Lions	124	122	135	149	156	153	165	166	176	168
Masons	7	5	7	2	3	3	3	4	4	3
Moose	10	7	8	7	4	16	4	6	8	9
Optimists	21	24	27	30	23	30	35	34	39	41
Others	94	174	192	181	162	137	189	203	101	90
Police Depts.									3	5
Rotary	43	43	48	47	48	44	43	44	45	42
Royal Canadian Legion	233	254	260	245	245	238	229	228	207	216
Schools: Public	9	4	8	5	11	26	18	22	32	39
Private	5	3	5	3	3	4	8	9	6	4
Training	7	11	13	11	5	8	5	5	5	6
Indian	16	19	20	13	9	9	9	7	6	9
Blind	3	3	3	3	7	3	4	4	4	4
Deaf	5	4	5	8	9	7	7	7	8	8
Mentally Retarded	20	20	15	16	24	25	23	24	30	33
Physically Handicapped	15	13	14	15	15	17	6	17	15	10
Scouters/Councils								10	21	14
Women's Institutes	51	52	57	48	48	42	44	43	38	39
YM/YWCA	6	7	6	3	5	2	3	3	3	3

Working together, how can we push those boxes to the right and thus serve more boys/youth in the community?

*Others include groups such as B'Nai B'rith, Indian bands, army and navy veterans, ethnic organizations, Credit Unions, recreation, industrial, and commercial organizations.

YEAR 1

Level 1	Red Master Crest	50 points
Level 2	Bronze Wreath	250 points
Level 3	Silver Wreath	another 250 points
Level 4	Gold Wreath	another 250 points
		Total 800 points

YEAR 2

Level 1	White Master Crest	75 points
Level 2	Bronze Wreath	250 points
Level 3	Silver Wreath	another 250 points
Level 4	Gold Wreath	another 250 points
		Total 825 points

YEAR 3

Level 1	Blue Master Crest	100 points
Level 2	Bronze Wreath	250 points
Level 3	Silver Wreath	another 250 points
Level 4	Gold Wreath	another 250 points
		Total 850 points

CLAIMING THE CREST

Crest distribution will be handled by the club YOC Registration Centre. The Procedure is simple.

The participant earns points for his or her Master Crest and obtains a signature from a parent, teacher, leader or coach. The participant then claims the Master Crest at the club's YOC Registration Centre.

On completion of levels 2, 3 and 4, bronze, silver and gold wreaths are claimed from the Young Olympians Registration Centre.

ADMINISTERING THE PROGRAM

These suggestions are made with two ends in view: first — to get the crest into the hands of the participant as quickly as possible after it has been earned; second — to have the program work for the club (as

well as the youngster) with minimal strain. The Canadian Olympic Association suggests this sequence of actions:

1) Order your program booklets simply by filling out the accompanying reply card estimating the number of participants you anticipate for the first year.

2) As soon as your supply of Program Booklets arrives, establish a Young Olympians of Canada centre for registration, and crest distribution later, at your club house or other convenient location. A special poster is supplied for this purpose. Then, register your participants as quickly as possible and, in exchange for a registration fee of fifty cents, issue Program Booklet No. 1 to each participant.

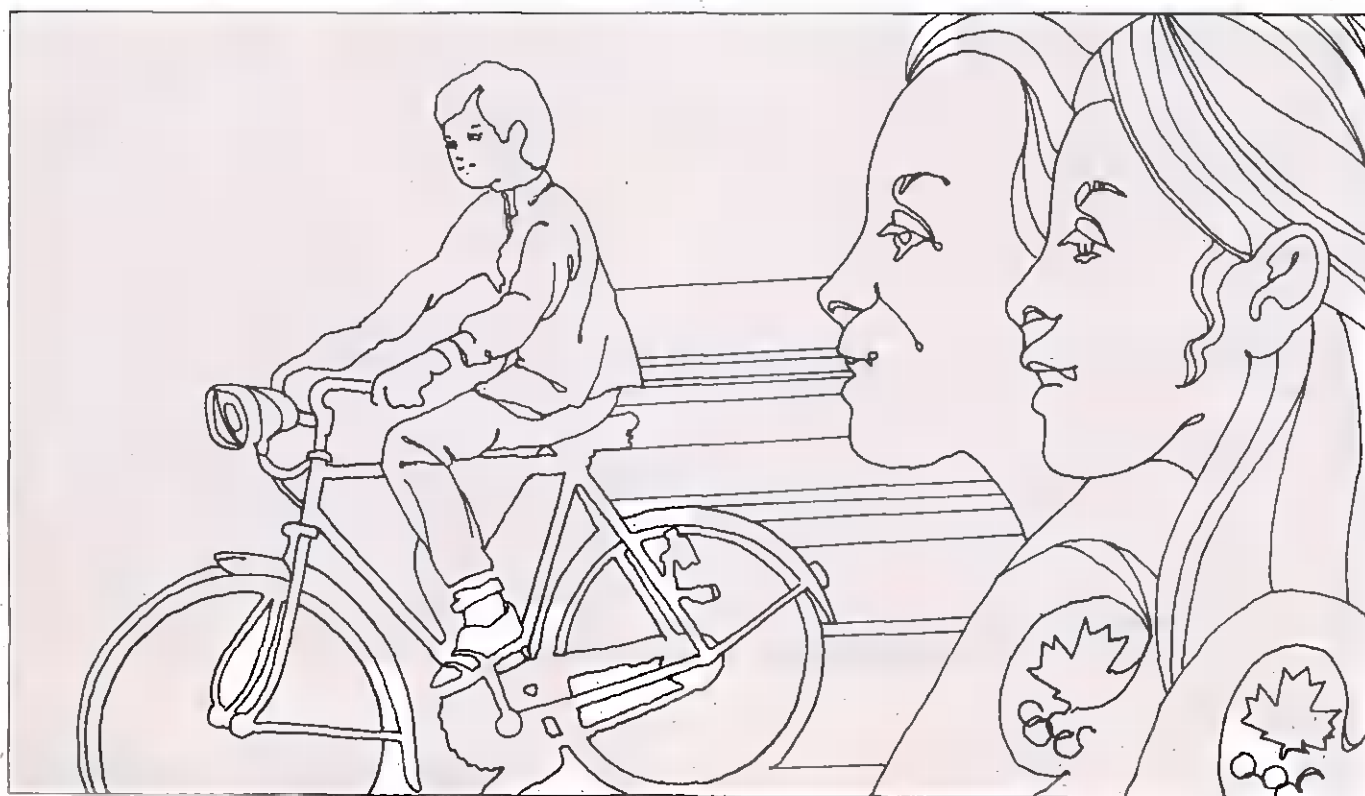
3) Once your registration program is complete or nearly so, remit the registration fees to the Young Olympians of Canada in order to receive an appropriate quantity of crests to be on hand as participants qualify for them. Make cheques payable to the Canadian Olympic Association and mail to:

Young Olympians of Canada,
Program Director,
Canadian Olympic Association,
Olympic House,
Cité du Havre,
Montreal 103, Quebec

4) As each participant completes a given achievement level, issue the appropriate crest component. Where the issuance of a crest coincides with the completion of Booklet No. 1, issue Booklet No. 2, and so on.

PROGRAM DEVELOPMENT

The Canadian Olympic Association acknowledges with gratitude the advice and cooperation received from physical educators, administrators and directors of clubs and organizations, former olympic athletes and many interested private citizens throughout Canada.



APPENDIX "A"

Time for 1 Point	Activity
5 MIN OF	R — RUNNING W — WRESTLING S — SWIMMING (NON STOP) C — CALISTHENICS DA — DANCE (CREATIVE/TRADITIONAL)
10 MIN OF	BB — BASKETBALL CY — CYCLING (COMPETITIVE) FH — FIELD HOCKEY FL — FLOOR HOCKEY L — LACROSSE O — ORIENTEERING RO — ROWING/CANOEING (COMPETITIVE) SK — SKIING NORDIC (NON STOP) TH — TEAM HANDBALL WP — WATER POLO
15 MIN OF	BD — BADMINTON BX — BOXING (TRAINING) FC — FENCING (TRAINING) FB — FOOTBALL GY — GYMNASTICS H — HOCKEY J — JUDO K — KARATE RF — REFEREEING (HOCKEY, FOOTBALL, SOCCER, VOLLEYBALL, ETC.) SC — SAILING (COMPETITIVE) SO — SOCCER SS — SPEED SKATING TT — TABLE TENNIS T — TENNIS WK — WALKING (NON STOP) VB — VOLLEYBALL
30 MIN OF	B — BASEBALL RC — ROWING/CANOEING (NON STOP RECREATIONAL) CO — COACHING INSTRUCTION (PHYS. ED. & SPORTS) CG — CYCLING (NON STOP) FS — FIGURE SKATING D — DIVING MT — MOUNTAINEERING/HIKING SR — SAILING (RECREATIONAL) SB — SOFTBALL TF — TRACK & FIELD (TRAINING & COMPETITIVE*) WS — WATER SKIING (ACCUMULATED TIME)
30 MIN SPECIAL CATEGORY	HP — HUMANITARIAN PROJECTS — SWIMATHONS, MILES FOR MILLIONS, WALKATHONS (THE COA RESERVES THE RIGHT TO DECIDE ON THE MERITS OF EACH PROJECT)
45 MIN OF	SA — SPORTS ADMINISTRATION (VOLUNTEER)
60 MIN OF	AR — ARCHERY SH — SHOOTING
60 MIN SPECIAL CATEGORY	CR — CREATIVITY — ARTS AND CRAFTS, LITERATURE & MUSIC — SUBJECT: SPORT. CREATIVITY QUALIFIES ONLY IF PERSON PARTICIPATES IN AT LEAST ONE OTHER YOC ACTIVITY.
2 HOURS OF	AS — ALPINE SKIING (LIFT SKIING)
CANADA FITNESS AWARD — SPECIAL CATEGORY	CF — BRONZE LEVEL ————— 5 POINTS SILVER LEVEL ————— 10 POINTS GOLD LEVEL PASSED ——— 15 POINTS AWARD OF EXCELLENCE — 20 POINTS (POSSIBLE 50 POINTS)

ACTIVITIES NOT LISTED ARE TO BE REFERRED TO THE PROGRAM DIRECTOR FOR CLARIFICATION.

* FOR LONG DISTANCE RUNNING EVENTS — 1 POINT FOR EACH 5 MINUTES.

PLEASE FORWARD YOUNG OLYMPIANS OF CANADA PROGRAMME
BOOKLETS. I ESTIMATE THAT MEMBERS OF THIS OR-
GANIZATION WILL REGISTER FOR THE YOC PROGRAM.

SEND TO:

Attention of

Organization

Address

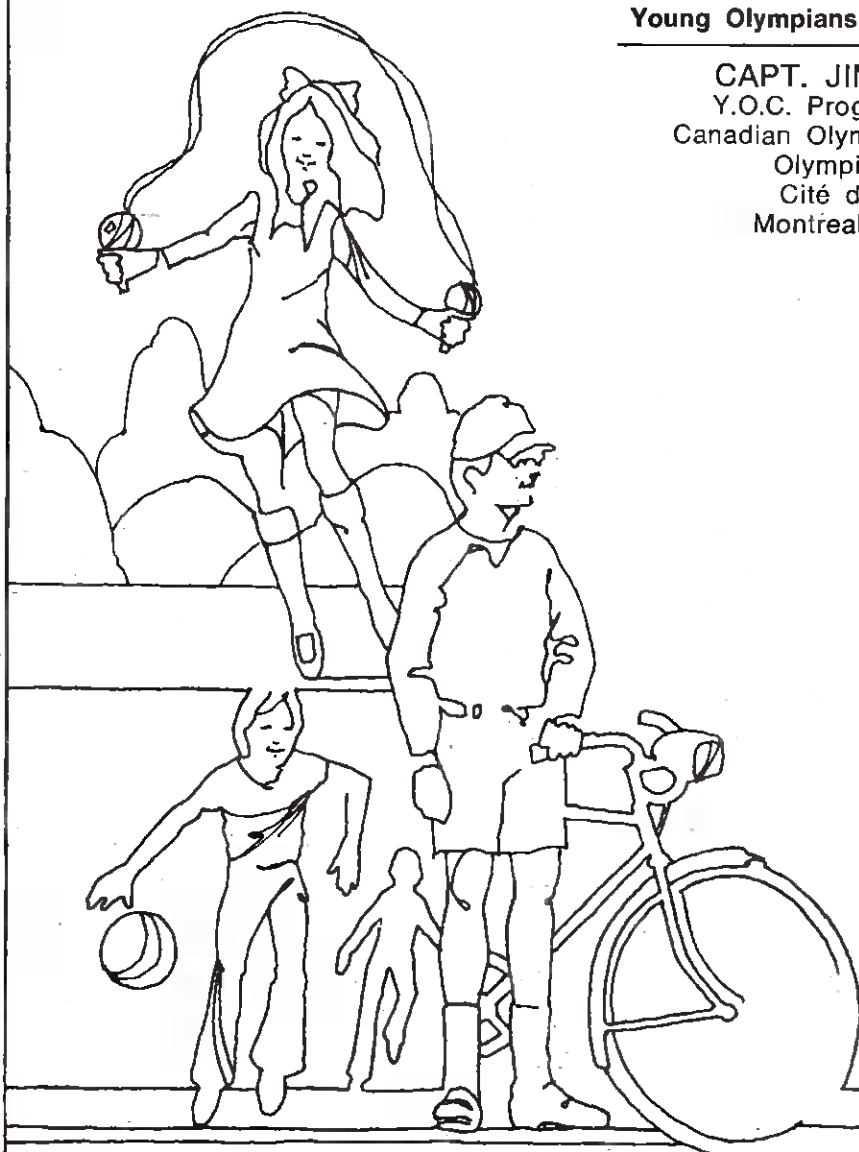
City Province Postal Zone

Signed Appointment

Young Olympians of Canada Program

CAPT. JIM MURRAY

Y.O.C. Program Director,
Canadian Olympic Association,
Olympic House,
Cité du Havre,
Montréal 103, P.Q.



YOUNG OLYMPIANS OF CANADA
PROGRAM DIRECTOR
CANADIAN OLYMPIC ASSOCIATION
OLYMPIC HOUSE
CITÉ DU HAVRE
MONTREAL 103, P.Q.



HOW TO ACHIEVE FIGURE TEACHING

It will be easier to keep your candidates' minds on the proper "figure" by remembering that people respond to things going on about them in terms of two variables:

- (a) *Life Experience* — A civilized man sees a missionary coming down the road and looks upon him with respect; a cannibal sees the same missionary and looks upon him as something to eat. Remember, as stated in the section on communications, each person responds in terms of his life experience.
- (b) *Need* — A man house-hunting in Toronto is driving his car around the city. He reads a road sign, "No Right Turn," as "No Rooms to Rent" because this need is uppermost in his mind. He gets into difficulty with the law because his response is affected by his need.

Attempt to instruct in terms of the experience and needs of your candidates.

APPLICATION FOR THE INSTRUCTOR

You can attempt to make what you are teaching "figure" in the minds of your candidates if you:

- (a) Remember that people respond in terms of their experience and needs.
- (b) Find out something about the experience and needs of your candidates. This is often referred to as being candidate centred.
- (c) Plan your session in terms of these experiences and needs.
- (d) Remember that a good link effectively uses candidate experience.
- (e) Remember that good motivation arouses need effectively re "Principle of Learning."

Attempt to do this by constantly striving to improve delivery, by using instructional aids, stories, humour, drama.

The more you can make your candidates feel the need for the learning, and the more you can present the work to them in terms of their personal experience, the stronger will be your "figure" teaching. The stronger the "figure," the greater the concentration; the greater the concentration, the greater the learning.

METHODS OF LEARNING

In the formal setting of our adult training courses, perhaps three methods of learning apply. The first is the trial-and-error method which is sometimes called the trial-and-accidental success. It is one of the commonest methods of learning, and the best that can be said of it is that learning is thorough. But the method tends to be time consuming and errors that are created may be retained. A certain degree of trial-and-error learning appears in both the other methods.

Learning by guidance is the second method. This is trial and error tempered by guidance. Here the candidate makes use of the instructor's experience and thus economizes time.

The third method is learning by analysis. This is effected by combining various past experiences and the candidate works out a solution to a new problem. Sometimes the candidate seems to reach the solution through steps of which he is not fully conscious, or the solution may appear in a flash.

PRINCIPLES OF LEARNING

There are several principles of learning of which we must be constantly aware for, if we were to omit one of these from a session when it is needed, much of the effectiveness of the session might be lost.

- (a) *Primacy* — "Teach it right the first time." It is very difficult to "unlearn" faulty ideas.

- (b) *Readiness* — "Is the candidate ready for this session?" We must first be sure that the candidate knows enough to go on with this session. Next we must convince him that he needs this session.
- (c) *Intensity* — "The more intense (vivid) the session, the greater the learning." This principle is a summary statement of part of the value of films, charts, illustrations, humour and illustrative anecdotes. It also directs attention to the influence of the instructor's personality.
- (d) *Belonging* — "Things are more easily associated if the learners see that they belong together." They must also see how your session fits into the overall scheme (piece of jig-saw puzzle).
- (e) *Effect* — "Learning is strengthened if satisfaction results, and may be weakened if attended by annoyance." If we like it, we'll learn it. Further, if a candidate does not know how well he is progressing, learning is hindered.
- (f) *Exercise* — Learning may be "drilled in" by supplementing the session with films, reference works and exercises. A skill cannot be learned without plenty of practice periods.
- (g) *Recency* — "Other things being equal, the strength of learning depends upon the recency of practice." The closer to a learning situation, the greater the immediate retention. In other words, the candidate tends to remember best that which he hears, sees or does last.

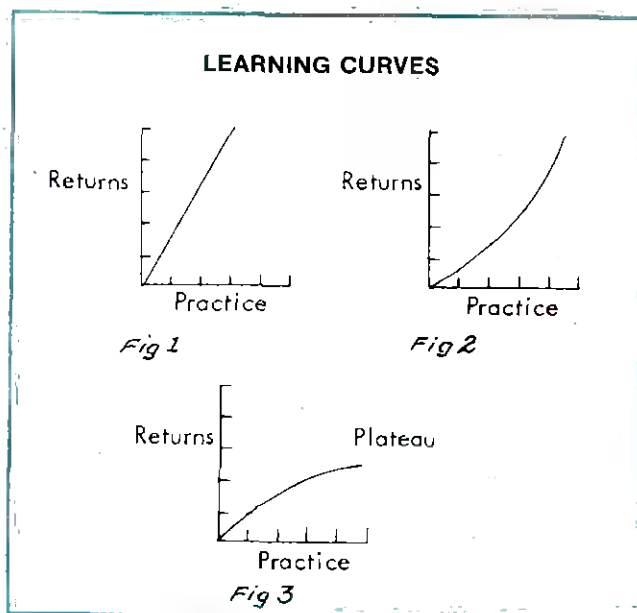
At this time, perhaps we should proceed to glance at a few curves.

LEARNING CURVES

Graphs — Units of practice are plotted in relation to units of return.

Forms of Learning Curves

- (a) **Straight Line** — equal practise for equal return. (Fig. 1)
- (b) **Increasing Returns** — more practise brings forth greater return. (Fig. 2) This stage cannot last indefinitely but will lead to:
- (c) **Decreasing Returns** — More practise brings forth less or no increase in returns. (Fig. 3)



The Plateau — All instructors and many candidates are familiar with this situation, when progress in learning

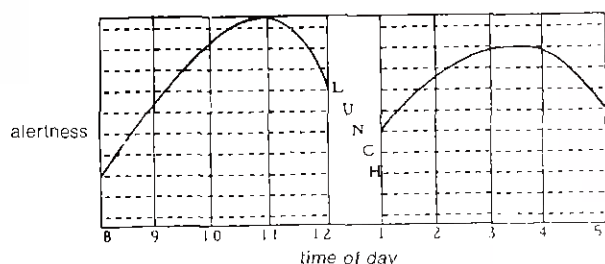
ends owing to a general decline in motivation. It is not easy to find out why, but some causes might be:

- (a) monotony experienced on a long course,
- (b) lack of recreation,
- (c) unwarranted self-confidence,
- (d) final climax of a personality clash between an instructor and a group,
- (e) other psychological factors (e.g. a feeling that some member of the course has been unfairly treated) and
- (f) either too fast or too slow a pace.

The problem here is to find the real cause; once diagnosis is correctly made, the remedy is obvious, even though not easy.

Learning Curve for the Day — The time of day at which any one of us reaches his peak of energy varies widely. Experiments in schools and industry, however, have demonstrated that most of us are never as dull as at 8:00 a.m. We are never as bright as around 11:00 a.m. After lunch, we slump again (*but not to the 8:00 a.m. level*). We rise again between 3:00 and 4:00 p.m. (*but not as high as at 11:00 a.m.*); we slump again towards 5:00 p.m. (*but not as low as at 2:00 p.m. or 8:00 a.m.*).

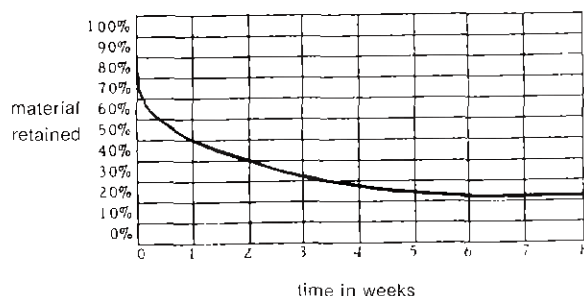
LEARNING CURVES FOR THE DAY



Put difficult material at peak times; put interesting material at low times; put easy material just after lunch. (Don't schedule films right after lunch.) Counteract end-of-course slump by interesting material.

RETENTION CURVE

Definition — Retention is the amount of learning persisting at any stated time after the cessation of practise (or what we remember after we have completed study).



Example: A curve of retention shows these results:

- (a) We forget material much more quickly right after the session than later on. We may be consoled by the fact that we have probably not forgotten any more chemistry in the last five years than in the year immediately after we finished studying that subject.
- (b) If candidates are not going to remember more than 23% of a given session after eight weeks, make

sure that what they do retain is the important material. Here is another plea for the SUMMARY in your sessions.



AHA!

Here are a few ideas I picked up at a recent course I attended as a consultant.

They all worked effectively and proved to be useful ideas trainers could have up their sleeve to drop in at the appropriate time.

THE AHA! PAGE

All participants were asked to title a page *MY AHA! PAGE* in the back of their notebooks. Every time a new idea or technique was learned; a concept or idea fell into place; or a linkage was seen between separate parts of the learning, down it went on the *AHA! PAGE*. At the end of the course a lively discussion developed around all the items each participant had on the *AHA! PAGE*, and where all thought they could use their *AHA'S*.

TO SET THE MOOD

Have you ever felt the need to change the mood of the participants on a course? Maybe they have had a tough time at a previous session and need to have their thoughts directed toward what comes next.

Pose these questions:

- a) "What's the nicest thing that's happened to you in the last 24 hours?"
- b) "What's your favourite piece of poetry and why is it your favourite?"

These little thought stimulators seem to settle everyone down and put all into a more receptive mood.

IWWCW

This idea gets people thinking and problem oriented. Before tackling a problem, ask them, *I WONDER WHAT CAN WE _____* (do, say, think, hope to accomplish) in regard to *this problem*.

It's a good idea stimulator.

A RULE TO LIVE BY — Peter Drucker

Before going into a problem-solving session, stimulate discussion around problems, what they are, how they can be handled and what they are not by asking for opinions on the following statement:

"Results are obtained by exploring opportunities, not by solving problems. All one can hope to get by solving problems is a return to normalcy. The pertinent question is *not* how to do things right, but how to find the right things to do, and to concentrate resources and efforts on them."

This also is an excellent lead-in to a session on planning as it directs people's thoughts towards "... to find the right things to do ..."

SIGNIFICANT LEARNING

At the end of each session (or day) ask all participants to jot down the **MOST SIGNIFICANT THING** they have learned.

Feedback on this exercise really helps you find out the key things participants latch onto and their significance to them.

WE GET LETTERS

Doug French of Hamilton writes:

"The Training Talk continues to fill a need. One recent contribution that should have wide impact was on the effective use of films. A lot of people may have had their eyes opened (in the dark) that there is more to using films than just threading a projector and flipping a switch. Personally, I have noticed several instances of more worthwhile film usage for training purposes."

One thing that never fails to give us a thrill is to find that someone — preferably a patrol leader in some far-away, unheard-of place — has taken up one of the sober ideas we have put forward for consideration, and has then proceeded to embellish and improve it out of all recognition.

A very good example of this was reported in our October outburst. True, our correspondent, Mr. Allen J. Smith of the 36th Halifax, turned out to be a mere troop Scouter, but no one would hold that agin him and, anyway, just **look** at the splendid use he has made of our TAO Club thing! As promised, we are giving his ideas the widest possible coverage in the U.K. and elsewhere and, pretty soon, if things turn out well, the Halifax version of the Try-Anything-Once Club will be spreading like an infection throughout the entire Scout-speaking world.

Which brings us to a colourful character called Peter Clarkson, onetime patrol leader of the Lions in the 1st Aldborough Hatch (St. Peter's) Troop on the outskirts of London Town. What this Clarkson actually did in those far-off days was to take an idea called "The Troop Room Swinging Derrick," as portrayed by us in a little *PIO-NEERING FOR THE PATROL* book by John Thurman, the then Camp Chief at Gilwell, and turn it into the astonishing apparatus you see here — nothing less than the Clarkson Guided-Missile Launcher. Something which was not mentioned at the time, and has been missing from the records until this very moment, was the peculiar behaviour of the Clarkson gadget when it was first field-tested at the district camping ground. At last, Clarkson's then Scout leader, Mr. Ron Jeffries, now the distinguished Editor of our companion magazine, London's *SCOUTING*, has confessed all.

His statement reads:

"I was Peter Clarkson's Scout leader at the time when he invented the Clarkson Guided-Missile Launcher. It was a lethal device, and the Warden of Hargreaves, where we tried the thing out, threatened legal action if ever we did it again. The whole thing depends on the reliability of the two lads operating the sisal guidelines. If they let the thing sag a little the rockets can tear across the ground horizontally. When we did this for the third time and nearly set fire to the Warden, the name of the 1st Aldborough Hatch in general and Ron Jeffries in particular was not of very high standing in the Warden's view."



I must say I love these tidbits of Scouting's forgotten history. They prick the balloon pomposity and bring us back with a bump to boy-level and the spirit of Brownsea Island.



PERSONAL NOTE

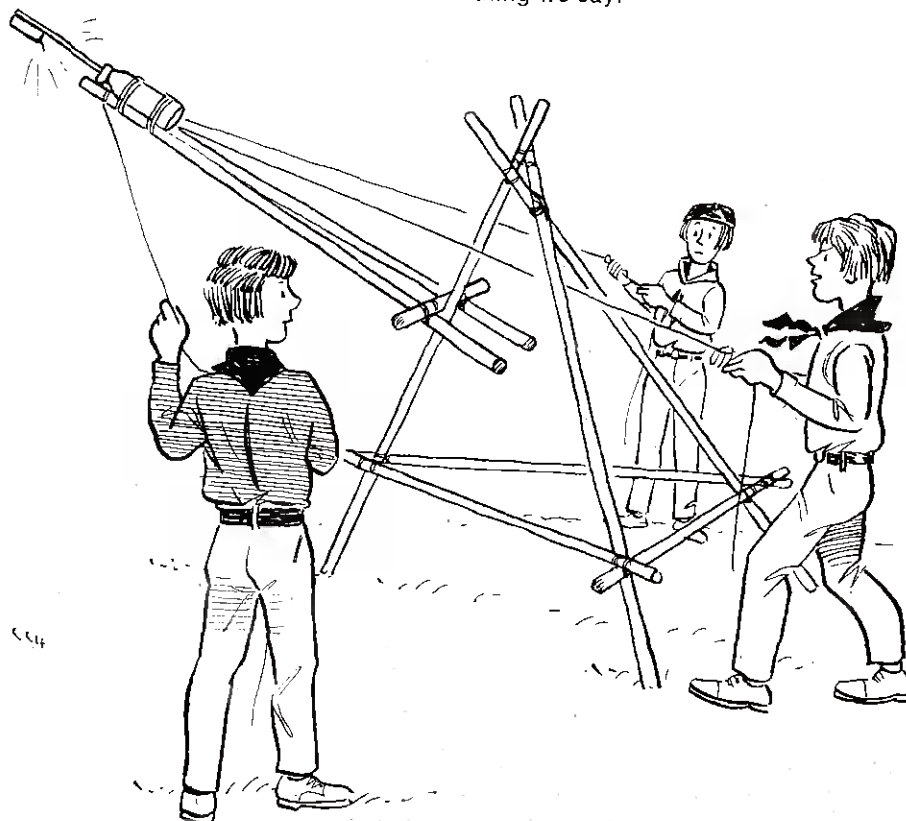
Are we alone in reacting violently against TV salesmanship?

It isn't so much the vulgarity of some advertising that we find off-putting as the sheer naïveté, which we consider an affront to the intelligence of the normal viewer.

Last night, for instance, having suffered terribly during the commercial break, we stormed into the kitchen and gave loud and firm instructions to the *hausfrau*, Claire Sweet, that from that moment our favourite brand of tooth paste should be stricken forevermore from her shopping list.

A clear case of cutting off the nose to spite the face, you think?

Perhaps. But just think how superior it makes us feel. Anyhow, Claire never takes a blind bit of notice of anything we say.



SMASHING IDEA FOR CAMPFIRE STUNT

The *compère* comes in and announces: "The scene is a prison."

Enter two Scouts. One holds out his arms at full-stretch, one above the other, and the second inserts between them a number of short batons of wood to represent the bars of a cell.

Enter the prisoner. He peers out through the bars.

Enter the prisoner's friend, with a bow saw concealed behind his back. He hands it to the prisoner, who goes through the motions of "sawing" through the bars of his cell.

Prisoner (emerging joyfully): "I'm free! I'm free!"

Enter three Scouts carrying lighted candles, singing, "Happy birthday to you! Happy birthday to you!"



Two nice little problems in practical pioneering to be solved in theory at the next meeting of your patrol leaders: just show the boys the pictures and let them get on with it.

In the first situation, the two Scouts are required to lift the heavy log over the wall, using only the two 60-ft. ropes our artist has kindly provided. As you will observe, there are lots of convenient trees on both sides of the wall to give them purchase, but they are under strict instructions to lower the log carefully on the far side so as not to damage the ornamental shrubbery. Indeed, their patrol leader, Adrian (Butch) Hardcastle, has assured them that he will personally DO them if they break so much as one of his father's twigs.

In the second situation, we have a bottomless ravine which must be crossed. The main problem, as always, is to get the first man across, and this can be achieved only if a light line can be thrown over a branch on the far side and then drawn back again, so that a heavier rope can be stretched across to make a commando bridge. Apart from the hawser, the only gear available is a six-pound ball of sisal, plus whatever the boys can scrounge in the immediate locality, as shown in the picture.

Possible solutions to both these problems will be found on page 21, but if your boys come up with better ideas we shall expect to hear from them.

We hear so much about "counselling" these days that it makes one realize how much we **didn't** do for our boys in the bad old days.

The odd thing is that, looking back, we can't recall a single situation in our own formative years when we felt the need to discuss a personal matter with anyone outside our own age-group or family; and not even with them.

Perhaps we were lucky. (Indeed we were!) Perhaps we suffered from too much self-assurance. (Admitted!) Or perhaps life would have been easier — and would doubtless have found us wiser and better men today — if we had occasionally talked things over with some kindly, sympathetic, understanding counsellor. (No comment!)

Maybe. But listening to the current neology (look it up!) you'd think the boys we deal with nowadays were queueing up in their thousands to discuss their "problems" with some father-confessor figure in Scout rig. I'm not saying they aren't. All I **am** saying is that it didn't happen in my time and, if it is happening now, then clearly the complexities of life in our free-thinking, free-talking, free-acting society (note how carefully we avoid the term "permissive") are much greater than they were between the wars. Life then, as I seem to remember, was difficult enough, but not so difficult that we couldn't stand on our own two feet.

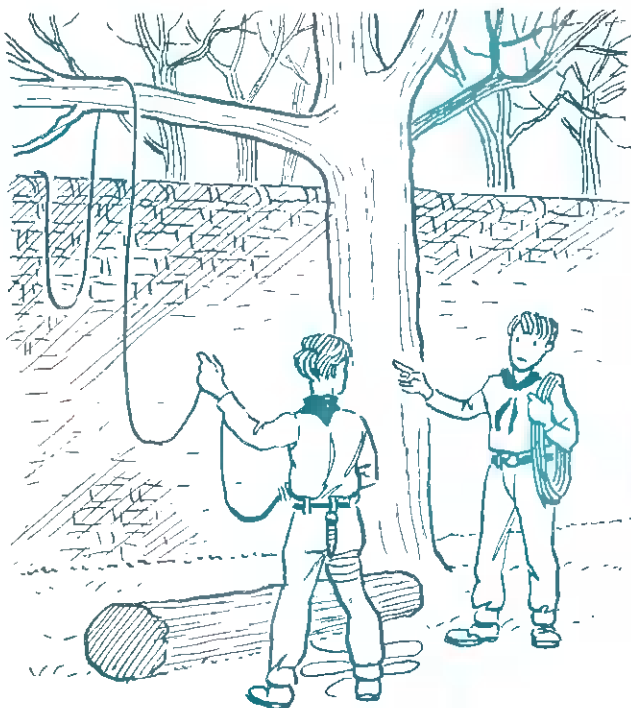
A truce to this philosophising.

Let us return to our onions.



Having been brought up from the age of eleven to regard the bowline as the King of all knots, we were astonished and distressed to learn that, in the U.K., rock-climbers have apparently abandoned both it and the equally regal Alpine Butterfly in favour of the crude, figure-of-eight loop. The reasons for this act of near-heresy are said to be (a) because of the impossibility of making these traditional knots in the new, "kernmantel," climbing-ropes which are now fashionable, and (b) because the figure-of-eight loop can be quickly and easily made in the most difficult situations and can be used to form a non-slip loop in any part of the rope, so that, in effect, you get two reliable knots for the price of one.

Yes, well, "difficult situations" do not crop up with any regularity in normal Scouting activities, but there is



no reason why every knot should not be considered on its merits in relation to the job in hand.

In our book, however, the outstanding virtue of both the bowline and the butterfly is that the rope just **flows** through the knot with the minimum of "nip," so that the load is evenly spread throughout the construction of the rope. The figure-of-eight, on the other hand, is made up of a series of sharp bends which have to withstand a severe wrenching strain under shock conditions (as, for instance, when Number Three falls off the rock-face, dragging the middleman with him). This may not matter so much in these new-fangled, core-and-sheath, climbing ropes, in which a large number of man-made filaments run more or less straight down the length of the rope and are protected by a braided skin, but it would certainly be unhealthy, to say the least of it, in hawser-laid ropes of whatever kind.

This is mere theory on our part, of course, and let it be clearly understood that we have no intention of putting our theory to the test **personally**: first, because we are fully conscious of the importance of our own mission in *Scouting* and have no wish to curtail it unnecessarily; second, because we live in rural East Anglia, far removed from the mountains; and third, because we are chicken.

Still, we'd like to know what you think about it.



Idea for Patrol Outdoor Competition — actually invented many years ago by one Charles B. Stafford (now Executive Director, Program Services, Ottawa) when he and your present reporter were Scouting briefly together on a so-called "Action and Ideas Weekend" in Colwyn Bay, a pleasant little seaside town in North Wales.

Charles' idea was this:

A week in advance of the event, patrol leaders are warned that at the next troop meeting they will be required to convey a given message a distance of not less than one mile by six different agencies: e.g., by telephone, cycle, horseback, public transport, native runner, by air and water, etc. Lots of scope for the imagination here, as you can see, nor was imagination lacking in Colwyn Bay all those years ago — although on that occasion the boys had to do all their thinking on their feet. One patrol even succeeded in having their message carried the length of the shopping centre by police constable (the p.i.'s father), after which they stuck it with sticky tape to a rubber ball and sent it by airmail with a neat drop-kick over the crossbar of the Rydal School goalposts.

There may be something here for those among our small but devoted band of readers who do not shrink from the unusual in their program planning.



PATROL CORNER STUNTS NO. 1

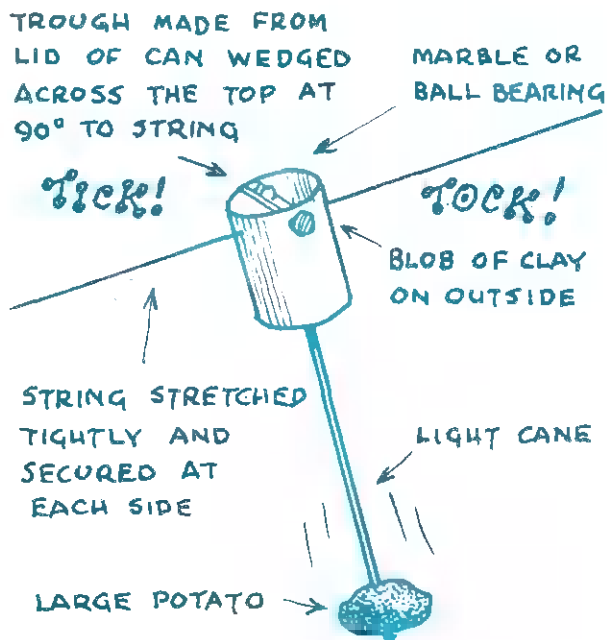
Tick-Tock Pendulums

Divide the patrol into pairs; give each pair an empty coffee tin (or equal) complete with the lid, which has been removed with a rotary can-opener; a light garden cane or length of dowelling, a small blob of modelling clay, a large potato, a hank of fine twine, and a large marble, ball-bearing, or similar orb of equal weight.

Their task: to invent a machine which will work from the initial volition for at least 30 seconds, with an audible tick-tock.

Note: not at all easy, but can be done. Might perhaps be given a preliminary run at the patrol leaders' meeting.

For your own information, the diagram shows one way of doing it.



FORGOTTEN GAMES NO. 8

Plate Hockey

Can only be played successfully on a fairly smooth floor.

Impedimenta: one large, fairly heavy, enamelled plate. Four chairs to mark out goals 4 ft. 6 ins. wide at each end of the pitch.

Rules: none worth mentioning. The puck must be kept on the deck. Goalkeepers may use their feet for defence only. Otherwise, hands only are permitted.



SOLUTIONS

One way of solving the log-over-the-wall problem would be to apply the principle of the parbuckle. One end of each rope would be thrown over a branch on the take-off side just a foot or two **higher** than the parapet, then carried over the wall and secured to convenient trees just slightly **lower** than the parapet. The bight of the two ropes would then be brought down and slipped under the ends of the log. The boys would then take up the slack and haul away together to raise the log up and over the wall, lowering away carefully on the other side.

In the second problem, a length of sisal about three times the width of the crossing would be cut from the ball and a weight of some sort (stone or log) attached to the middle. The two ends would be held by Scouts on the take-off side, standing some twelve feet apart, while the third Scout threw the weighted middle over the branch on the far side, so that it dangled in a wide V. Another length of sisal would be cut from the ball, and one end would be weighted, so that it could be thrown across the ravine and through the V. It would then be a simple matter to draw the first line back across the ravine by releasing one end, after which the hawser could be hauled into position.



AFTERTHOUGHT

It has just occurred to us that the Clarkson rocket-launcher might be put to practical use as a line-shooting device. Why not? The line would need to be very light, of course — perhaps no heavier than sewing thread — and would have to be flaked down on the deck to avoid checking the flight of the rocket. What a marvellous idea! We shall look forward to hearing from you.

Burnaby Para-Drop

By Wilson Nicolle



Left to right: Venturer Advisors Bernie Lutes, Gerry DeCoene, Glenn MacMillan.

Remembering the criticism that Venturing does not seem to present the challenge necessary to attract older boys, and the young men to lead them, Bernie Lutes, regional coordinator for Venturers in Burnaby, British Columbia, seized an opportunity to gain the experience necessary to prove differently.

In cooperation with his region service-team coordinator, George Lydiard; Burnaby Scout Executive Director Barney Cavanagh; and Regional President and Vice President, Wilson Nicolle and Don Macintyre, an investigation was started to see what the Canadian Sport Parachuting Association could offer to Venturing.

The local Sport Parachuting Association at Abbotsford was approached and supplied the following information.

Adults who could supply a medical certificate of fitness could enter training and make one or more jumps.

Young men from 16-19, with parental consent and a fitness certificate, also could be included in training and jumping. Individual persons wishing training and initial jump would be accepted, but the cost factor dropped if ten or more were to register, take training and jump as a group.

The initial training for the first jump could be completed in one day and those who wished to make only one jump could do so without prolonged training.

The initial five jumps, at least, would be made with the use of a static-cord line attached to the plane. Free-fall jumps would come later, as the student progressed.

Armed with this information, the organization of a group of ten or more and the selection of a date demanded immediate attention. Sunday, June 10, was selected as most suitable and the parachute association was told to expect ten Scouting people for training that day.

June 10 arrived, beautiful and clear, with a four- to six-mile wind, which would allow jumps to be completed. Bernie had recruited two Venturer advisors to participate

and assess the training and experience: Gerry DeCoene, 2nd Southview, and Glenn MacMillan, 5th Burnaby Burrard. With the four previously mentioned, the remainder of the required number were recruited from friends and relatives of the Scout people.

The instructor, Paul Hindle of the Abbotsford Sport Parachuting Association, was infinitely patient and insistent that each person be fully aware of every phase of the requirements for safety.

The group watched chutes being packed, went through many repetitious actions for a proper exit from the plane, one by one hung from harness attached to the ceiling, and were instructed in the proper methods of assessing a faulty parachute opening and the remedial action to take if necessary. If anyone didn't seem to react quickly enough, Mr. Hindle made him repeat and re-repeat that portion of the training until he was certain the trainee understood.

Use of the reserve parachute was explained. How to rid oneself of the faulty chute and open the reserve chute was drilled into the group with relentless repetition and, when the instructor finally left that portion of the training, every trainee had gone through the motions a number of times.

The kick to aid the arch of the body in falling was practised, and the counting of the first six seconds till the chute opened was drilled and practised again and again.

Considerable time was spent in practise landings — landing and falling to the left, to the right, forward, back, how to absorb impact with feet together, knees bent, down to the hip, shoulder, and the residual impact energy, if any, absorbed by throwing the legs while on the ground. Participants were left in no doubt that those who handle sport parachuting in Canada take safety seriously!

Then came the fitting of parachutes, coveralls, boots, helmets, and the first of the group were in the air with the instructor.

Barney Cavanagh, George Lydiard and Don Macintyre were the first group to jump and, as they crawled out of the plane at 3,000 feet and clung to the strut, they were clearly visible to those watching from the ground. R. (Bob) Mawson, district president of Burnaby Stride, photographed each jumper just prior to landing.

Bernie Lutes, Gerry DeCoene and Glenn MacMillan were next, and the Venturer advisors landing one after the other displayed the pleasure of accomplishing the difficult and overcoming the fear of falling.

Wilson Nicolle, regional president, and two of his sons made drop No. 3 and two of Barney Cavanagh's sons followed in the succeeding drops.

The de-briefing was perhaps the most interesting part of the day. Asked to tell how they felt about the jump brought such comments as: "I freaked out for the first three seconds," and "When you gave the signal to go I wasn't sure I wanted to," or "I forgot to count" and "I forgot darn near everything!"

The value of this exercise to Venturers can only be described as a real challenge to those who participate. The natural fear of falling is not overcome in one jump but to succeed in jumping gives the individual a sense of pride and accomplishment, and exhilaration when back on earth.

Reaction has been quick: the various leaders, Venturers, district presidents and group committee chairmen have expressed interest, and the Venturer advisors involved rate the jumps as safer than driving on the freeway; an exciting, interesting program that requires minimum time to plan and execute.

It catches the boys' imagination, even some of the "old boys," and certainly will become one Venturing activity for the forthcoming year. Look up to Burnaby Venturing!

SCOUTCRAFT

ON ICE & SNOW

Ice and snow can be a world of fun. But sometimes accidents happen and you should be prepared to handle these situations. If you know what to do, an accident need not be a tragedy!

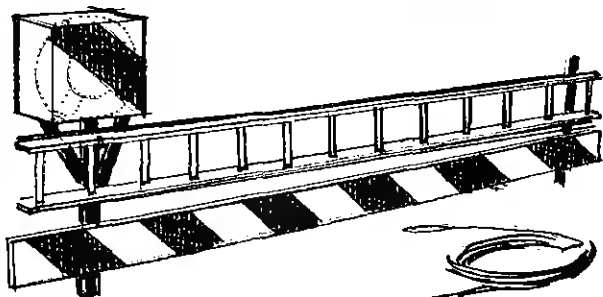
Self-rescue using ice awls



Ice rescue cross



Pole rescue



Ring buoy with line attached

Red and white stripes painted on ladder and plank.

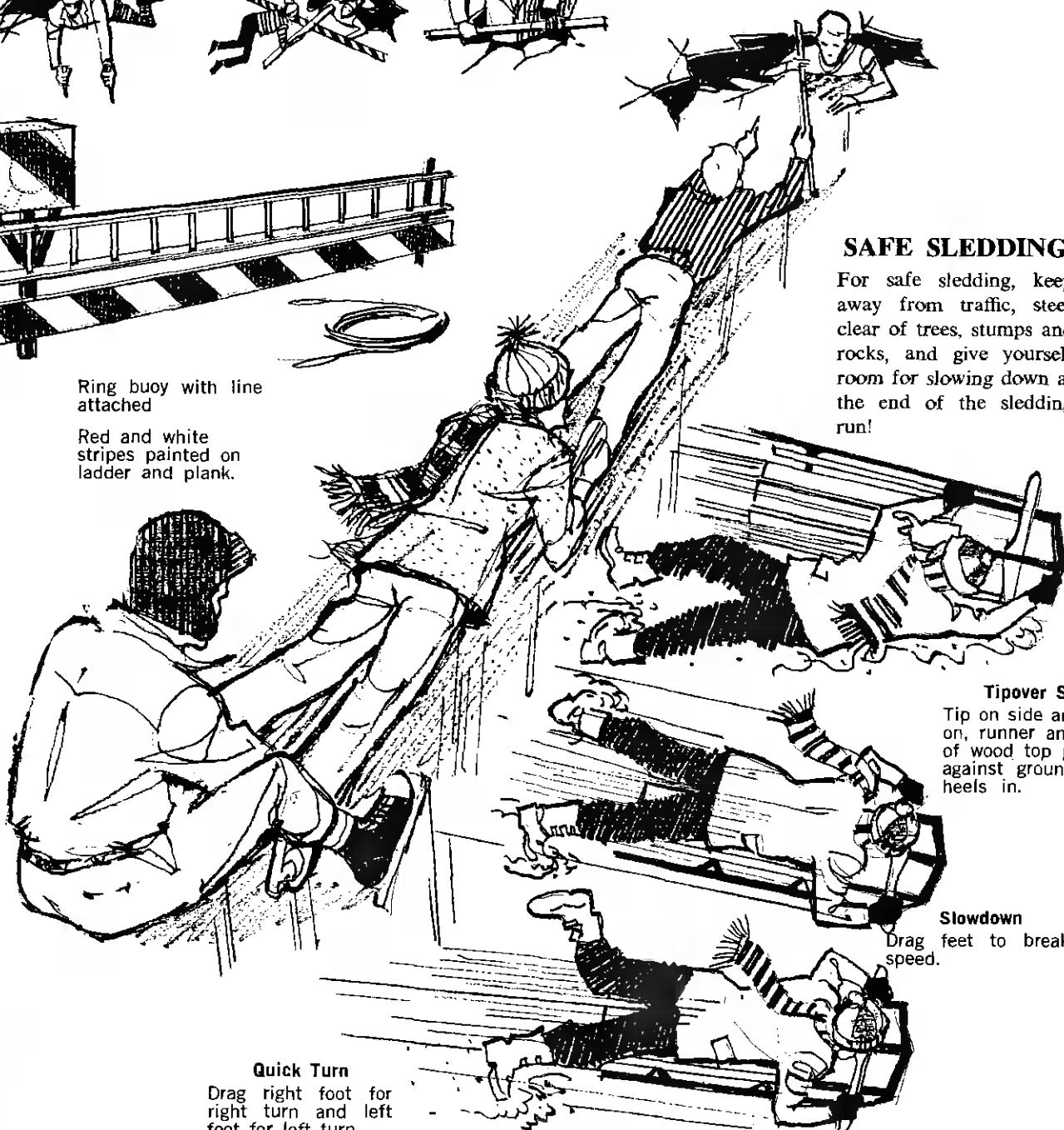
ICE RESCUE

Remember that ice is unsafe on salt water, on tidal rivers, wind-swept lakes or fast-running streams. Make sure it's thick enough to hold your weight!

SAFE SLEDDING

For safe sledding, keep away from traffic, steer clear of trees, stumps and rocks, and give yourself room for slowing down at the end of the sledding run!

23



Tipover Stop

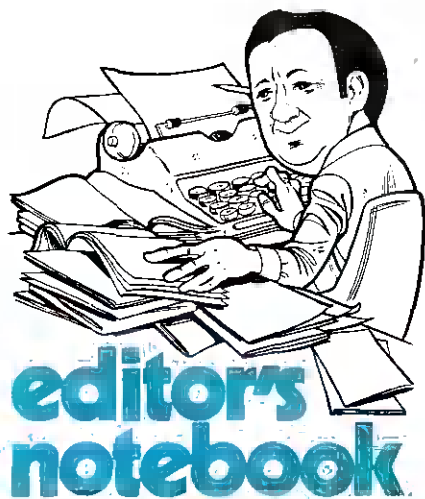
Tip on side and hold on, runner and edge of wood top pressed against ground. Dig heels in.

Slowdown

Drag feet to break speed.

Quick Turn

Drag right foot for right turn and left foot for left turn.



On Christmas Day, 1939, I listened with added interest to the message to the Empire by the late King George VI. With added interest because I felt that I practically knew this great man. After all, only a few months before, I had stood (along with a few thousand other Wolf Cubs) in front of Halifax City Hall to see him arrive with his gracious Queen for a civic reception and, because I was small, found myself in the front row. When they stepped from their car, instead of going forward to meet the waiting dignitaries, Their Majesties walked over to see the madly cheering Cubs. To adding to the cake, they stopped in front of me and I heard the King remark to the Scouter in charge: "A fine-looking group." Now you can tell me that he probably made the same remark a hundred times during the tour but it makes no difference — Happiness was seeing and hearing the King.

On that Christmas Day the happy occasion seemed a little unreal because the King then was speaking to a world facing a second year of war.

His message contained a quotation that impressed me then and has remained in my memory over the years and, in fact, has become almost synonymous with the late King. When I visited his last resting place, the George VI Memorial Chapel in historic Windsor Castle, I was pleased to see the quotation on a plaque to the right of the entrance.

The advice King George gave to his people that Christmas Day, so long ago, is still valid in a world that each year faces so many problems, and it may help you as you move into 1974. We pass it on with our sincere wishes for a happy and peaceful New Year.

"And I said to the man who stood at the gate of the year: 'Give me a light that I may tread safely into the unknown.' And he replied: 'Go out into the darkness and put your hand into the Hand of God. That shall be to

you better than light and safer than a known way.' So I went forth and, finding the Hand of God, trod gladly into the night and he led me towards the hills and the breaking of day in the lone East." (Millie Louise Haskins)

The October issue of *SCOUTING* magazine (UK) has just arrived and contains the following notice: "The Chief Guide, **Lady Baden-Powell**, has moved to a nursing home where she will spend the winter months happily and peacefully. At her request, mail will not be forwarded to her."

From World Scouting's **NEWSLETTER** . . . In **El Salvador**, "Early Bird Breakfasts" of businessmen to raise funds are regularly held in new locations. The number of new groups and members is growing steadily and, with the money raised, four new Peace Corps volunteers have arrived from the United States for training and full-time work in Scouting . . . The report of the World Scouting Movement's activities from 1971 to 1973 has been published by the Bureau and a limited number of the 52-page, English-French, biennial report are available from the Bureau at \$1 (US funds), postpaid. Orders should be addressed to P.R. Service, World Scout Bureau, C.P. 78, 1121 Geneva 4; Switzerland . . . The 3rd **Australian** Venturer camp was a successful kaleidoscope of sport, skill and entertainment activities, both on site and off. Chief attraction was a "Tarzan's Trail," an obstacle and endurance course, with the prize: a date with a "Jane" and a free night in town, for two, for the fastest "Tarzan." At the end of the Venture, officials found they had two "Tarzans" and had to look for another "Jane." . . . Ten handicapped **Dutch** Scouts and Venture Scouts toured Scotland in August in two mini-buses. Coordinated with the Scottish Extension Scouting team, the group camped out some nights and, on others, stayed in local Scout buildings. The organizer reported, "Handicapped boys are capable of far more activities than is generally realized." It really takes only a few brave souls to give them a chance . . . The number of Explorers (**Boy Scouts of America**) learning about possible medical and health careers has expanded to the extent that they have formed their own organization within Exploring, the "National Association of Medical Explorers." There are now an estimated 35,000 "medical Explorers," male and female, in 1,300 Explorer Posts sponsored by hospitals, medical societies and health-care organizations.

Other posts are devoted to exploring careers as varied as law enforcement, auto mechanics, banking and space science.

Program Services has requested that we remind troop Scouters of the following changes to the **Interpreter Badge**: Scouts who earn the Interpreter Badge (clasped hands) may also wear a flash indicating the other language(s) they speak. In uniform, this flash will be worn immediately over the Interpreter Badge. Language flashes may also be purchased for wear on non-uniform items such as windbreakers.

Challenge Award Changes

- 1) The Citizen Badge is no longer to be prerequisite for this award.
- 2) In its place a troop may choose the appropriate stage of any one of the 12 Achievement Badges, in accordance with its wishes for activity focus.

As handbooks are reprinted, this change will be incorporated but, in the meantime, we suggest you cut out the above item and place in the appropriate book(s).

As stated in the special **Operation Amigo** pullout which appeared in the August-September issue of *The Canadian Leader*, donors of \$20 or more will receive a special woven crest, as well as this certificate (actual size 8½" x 11"), suitable for framing and signed by the International Commissioner. The woven crest is not permanently affixed to the certificate in case recipients choose to use it in some other way, such as sewing it to the unit flag. The certificate also carries a printed version of the crest. Has your group or section made plans to support Operation Amigo?



Recently, the **White Owl Conservation Awards Committee** granted \$2,263 to the **Calgary Regional Council** to be used to help pay for the printing of a booklet entitled *21st Century Approach to Camping*, which emphasizes environmental appreciation of the outdoors. Calgary Region Executive Director Ron Vincent said when accepting the award: "The original concept of camping was in teaching man how to conquer nature in order to live with it. This has to change and, in the booklet, we emphasize how to live and play in harmony with nature." An initial press run of 5,000 books is planned for testing in Calgary.

Peter Cooke, Commonwealth Secretary, The Scout Association, London, England, was recently honoured by Canadian Scouting by being awarded the Silver Fox. The Silver Fox is Boy Scouts of Canada's award to those who have given service, of the most exceptional character, to Scouting on the international scene.

Peter is known to countless thousands of Scouting people around the world who have visited London or met him on his tours. His friendly, enthusiastic and capable willingness to help jamboree contingents, touring Scout groups and individuals with their myriad requests for information about where to stay, what to see, how to get there, and so on, is legendary. No one, including Peter, will ever know how many hours he has spent awaiting the arrival (and late arrival) of aircraft, ships, trains and buses, to greet visiting Scouts. And when they meet Peter they know they are in good hands.

Peter joined the permanent staff of The Scout Association in 1939 and then found his new career interrupted by war. He began his military service as a signaller and ended it as a major. In 1946 he was appointed Commonwealth Secretary and, in this capacity, has travelled to many parts of the Commonwealth. His last visit to Canada was in 1967 as aide to Lord Maclean.

Pat Evans, Assistant Executive Director, Administration, National Headquarters, was in Britain on vacation in October and was able to present Peter personally with his letter notifying him of his award. Shown in our photograph, l-r, are Ken Stevens, Chief Executive Commissioner, The Scout Association, Peter Cooke, Graham Coombe, a long-time associate of Peter's in the Commonwealth Department, and Pat Evans.

The membership of Canadian Scouting joins in congratulating a first-class Scouter in this richly deserved recognition. Well done, Peter!

For some time now, *The Canadian Leader* has contained fund-raising advertising. This is an important source of revenue which has enabled us to increase the size of the magazine while maintaining the same subscription price. If you are planning a fund-raising campaign, please consider our advertisers first because, quite naturally, their future advertising will depend on the results they obtain today. The products being offered have been checked and found to be worthwhile.

However, before making any plans to run a door-to-door campaign, check with your Scout office or service team to determine local fund-raising policies.

Scouts of the **Greater Toronto Region** who pushed crippled visitors to the Canadian National Exhibition, in wheelchairs, for a total of 8,000 hours, were able recently to look down from a great height on the scene of their efforts from a chartered Air Canada aircraft. The half-hour ride in a DC-9 was a "thank you" from Air Canada in recognition of the job well done.

Would you believe, the Salvation Navy? Well, not quite, but the Army has gone into sea activities with the formation of the first Sea Scout troop in the **Southern Alberta Region**, which launched operations recently under the sponsorship of the **Lethbridge Citadel**. A meeting room is to be decorated at the Citadel in a nautical flavour and initial troop activities include boating, fishing, swimming, water polo, model ship building, Canadian sea history and ocean studies.

Since before World War II, Scouts of the **National Capital Region** (Ottawa) have run a lost-child booth at the annual Central Canada Exhibition. Through newspaper coverage they encourage parents to visit their booth on arrival at the exhibition grounds to obtain and complete pin-on name tags for their children. Scouts patrol the grounds and when they, the police or exhibition officials find a lost child, it is taken to the booth and cared for until collected by the parents. Why not offer the same service at your local fair or exhibition?

If you are planning a visit to Ottawa with your boys in the coming year, don't overlook the possibility of using the facilities offered by the **Canadian Youth Hostels Association** at their Nicholas Street Hostel. The rates are reasonable: overnight and breakfast — \$2; over 18 years, \$2.50. Meals also are available at \$1.50 for dinners and packed lunches.

The Hostel presently has accommodation for 100 and it is hoped to increase the number to 150 within a year. There are showers, a dining room and lounge. Located in the heart of downtown Ottawa, the Hostel is within easy walking distance of the Parliament Buildings and other points of interest. A free brochure is now being prepared and those interested may obtain a copy by writing to Mr. **D. W. Lewis**, National Executive Director, Canadian Youth Hostels Association, 333 River Road, Ottawa, Ont. K1L 8B9.

Denny is well known to Canadian Scouting as a former, long-time member of the Executive staff in Ontario and at the National Office and has been the author of many *Canadian Leader* articles.



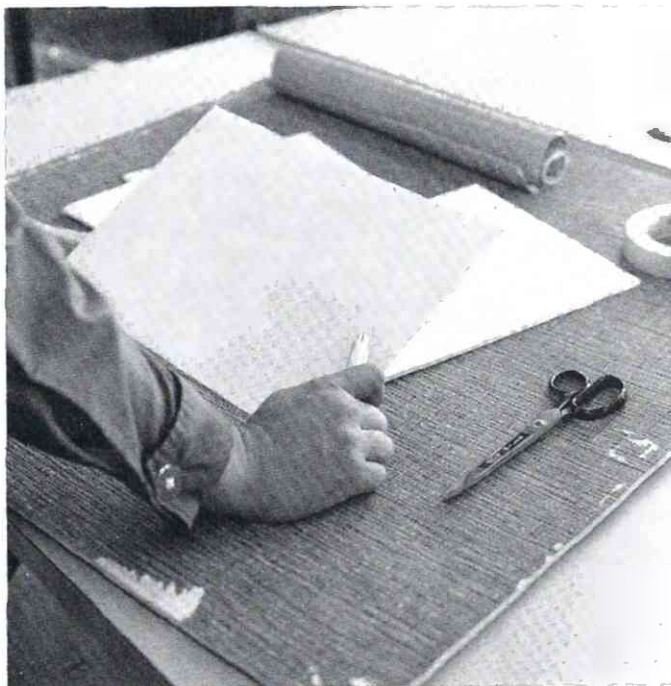
Photo: The Scout Association



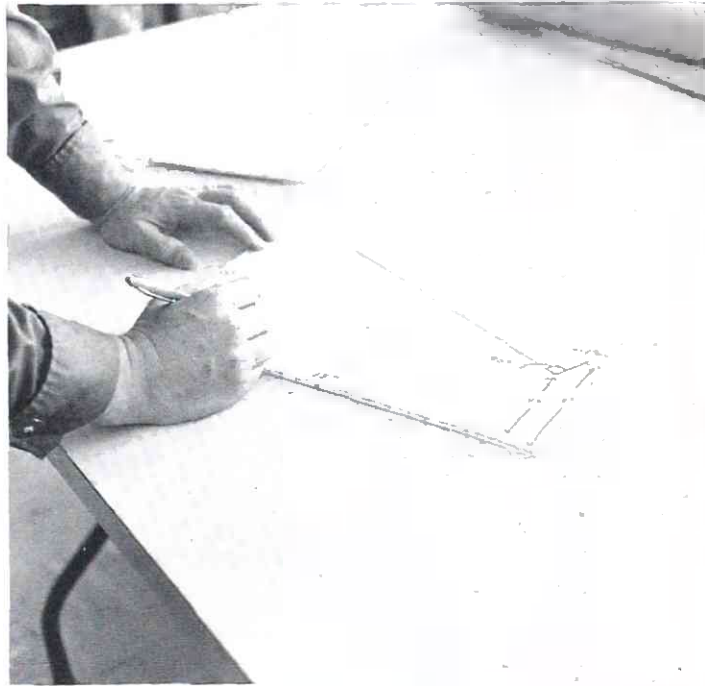
Portable Lectern Fits in a Briefcase

By Robert E. Milks

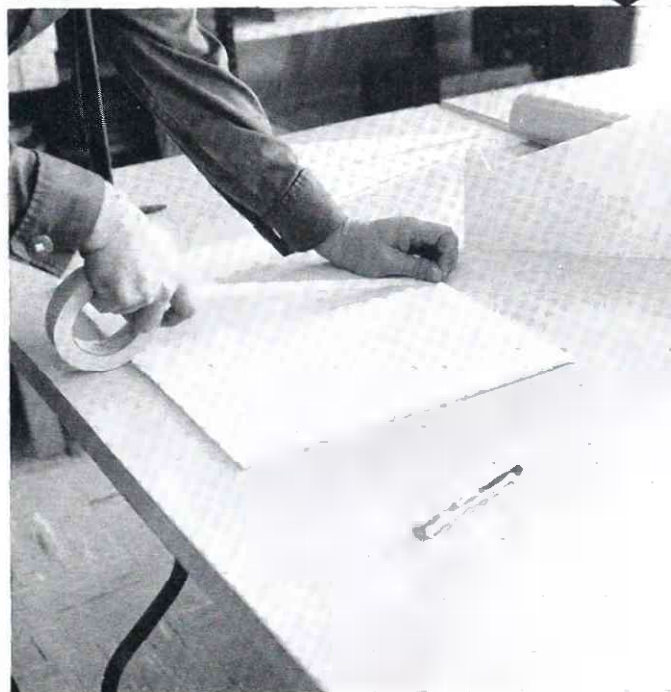
26



1



2



5



6

There is always the occasion when, surprise, you've come to a meeting or dinner prepared to give a talk — complete with typed notes. Then you find that there is no lectern. Never fear! Your portable lectern can be put together in seconds! What's more, it only weighs a matter of ounces so you keep it handy in your briefcase.

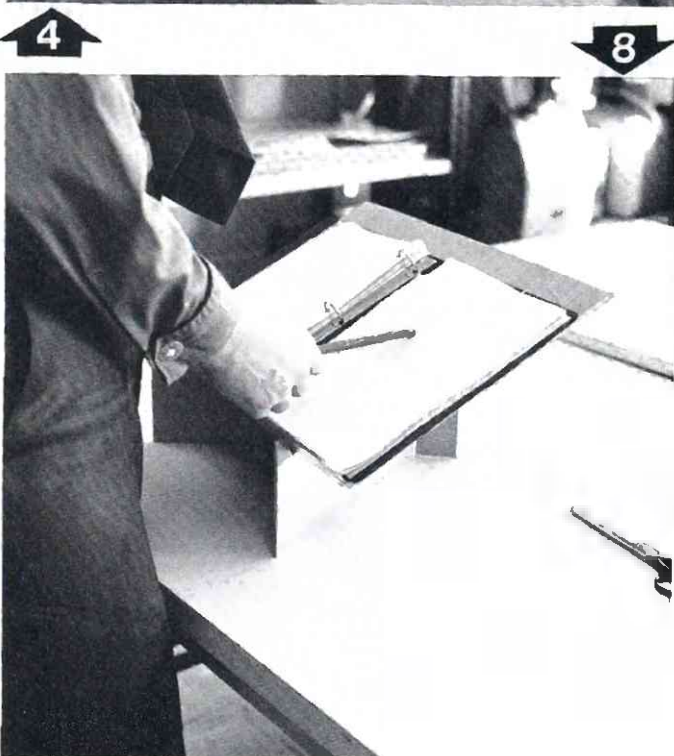
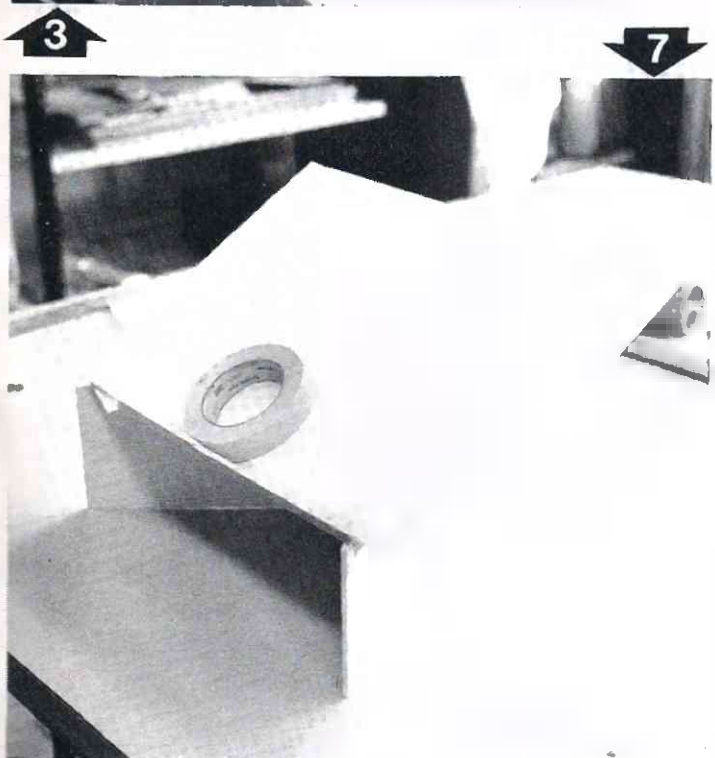
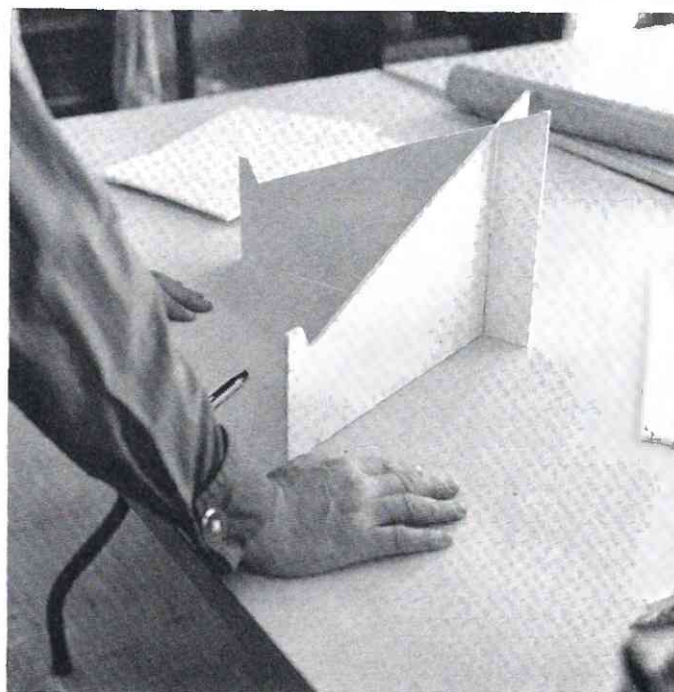
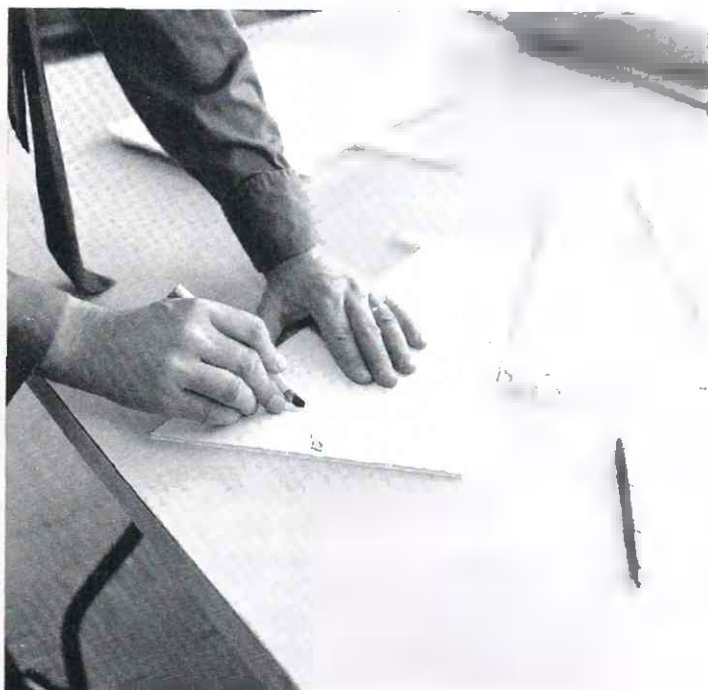
We've used a product called "Fome-Core." We buy it at a local display store. Check with your stores. Who knows, their scraps might make your lectern.

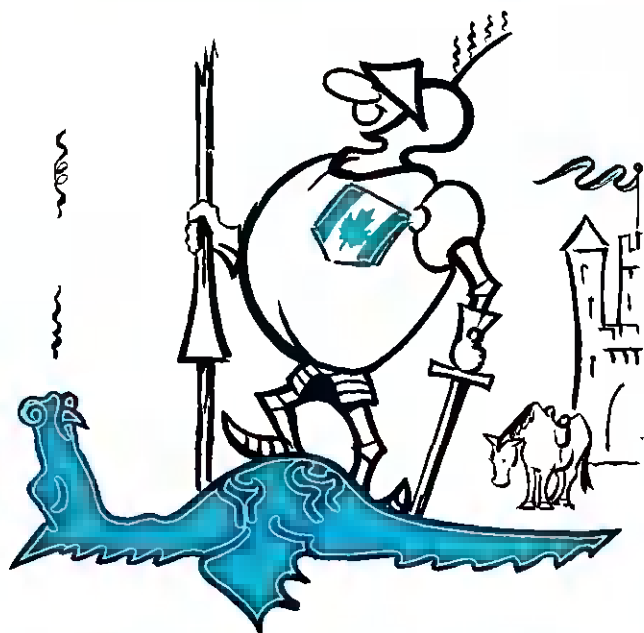
It could be made of plywood or even of firm, sign-card material.

1. You will need 4 pieces of $\frac{1}{4}$ " Fome-Core, 10" x 15."
2. For the base of the lectern cut two pieces according to this pattern.
3. Two inches in from the higher end cut $\frac{1}{4}$ -inch slots,

one starting at the top — half way down. The other starting at the bottom — half way up.

4. Your base should now stand like this — without any other support.
5. Lay the two other 10" x 15" pieces side by side and tape them together with masking tape.
6. Now cut the Fome-Core through the top layer of paper and the foam with a sharp knife. Turn over and reinforce the fold with tape.
7. Turn over, fold this lip up and place this piece on your base. *Voilà!* Your lectern is ready!
8. To finish it and protect it — cover it with a wood-grained, self-adhesive, plastic material. Your cost is minimal for a smart-looking, light-weight, portable lectern that can readily be carried with you.





They would've
if
they could've
but you can
wear emblems,
marking
special occasions,
camps, camporees
or troop and
district badges,
embroidered for
you by

**GRANT
EMBLEMS**

write now for full details to:- Dept. S2.
Stanley A. Grant Limited
134 Park Lawn Rd. Toronto 18 / 255-3421

THE BADEN-POWELL STORY

ON TAPE AND SLIDES

- Package contains 24 black & white slides
- Story on cassette
- Original messages from B.-P. records
- Ideal for Scout-Guide Week
- Address prepaid orders to:
The Editor,
Canadian Leader,
Box 5112,
Stn. 'F',
Ottawa K2C 3G7

ONLY

\$5.95





Cash's SHOULDER FLASHES

PRINTED		
47 503	3 doz.	\$2.50
47 506	6 doz.	\$3.00
47 309	9 doz.	\$3.50
EACH ADDITIONAL 3 doz. ADD 50¢		
DELIVERY - 5-10 DAYS		
WOVEN FLASHES: 6 doz. \$8.50		
DELIVERY 6 to 8 WEEKS		
ONTARIO RESIDENTS ONLY ADD 7% RETAIL TAX		
Bank or postal money orders must accompany orders and be made payable to: CASH'S CANADA LABELS LTD.		
NO C.O.D. ORDERS OR PERSONAL CHEQUES ACCEPTED		
FLASHES must be ordered direct from:		
CASH'S CANADA LABELS LTD.		
BOX 1239, PETERBOROUGH, ONT. K9J 7H5		
(these are not sold through stores)		

stories & games

We begin 1974 with hearty thanks to Scouter Jim Sharp of Mount Pearl, St. John's, Newfoundland, for once again contributing games to this section.

Words are inadequate to express our gratitude when well-tested contributions arrive in our mail. In order to keep this section appearing each month with worthwhile material — that has a fresh approach for many Scouters — we must have regular donations of stories and games, and the material must be free of copyright.

WHEN I HAVE TIME

When I have time so many things I'll do
To make life happier and more fair
For those whose lives are crowded now with
care;
I'll help to lift them from their low despair —
When I have time.

When I have time, the friends I love so well
Shall know no more the weary, toiling days;
I'll lead their feet in pleasant paths always,
And cheer their hearts with words of sweetest
praise —
When I have time.

When you have time, the friends you hold so
dear
May be beyond the reach of all your sweet
intent,
May never know that you so kindly meant
To fill their lives with sweet content —
When you have time.

NOW IS THE TIME — Ah, friend, no longer
wait
To scatter loving smiles and words of cheer
To those around whose lives are now so dear;
They may not meet you in the coming year.
Now is the time.

— Anonymous

THE CLOCK OF TIME

The clock of time is wound but once,
And no man has the power to tell
Just where the hands will stop,
At late or early hour.

To lose one's wealth is sad indeed,
To lose one's health is more,
To lose one's soul is such a loss
As no man can restore:

The present only is our own;
Live, love, toil with a will.
Place no faith in tomorrow,
For the clock may then be still.

— Anonymous

SUCK IT AND SEE

Equipment required: drinking straws and facial tissues.

Sixes sit in rows. Each Cub is given a drinking straw. One tissue is given to each Six.

First Cub in each Six sucks up tissue, then passes it, *via the straw*, to second Cub, who continues along his line.

Winner is the first Six to carry the tissue through the line.

DRAWING THE FLAG

Equipment required: pens and large sheets of paper, one of each, for each Six. (Red, nylon-tipped pens are most suitable.)

Sixes sit in relay formation. On signal, first Cub in each Six runs to table at far end of hall and draws **one line** of composite drawing of Canada's national flag. Continue until the flag is completed — it should take 31 lines.

Winner is the Six who finishes first — if the flag is reasonable. Dimensions should be fairly good.

FIREMEN

Equipment required: none.

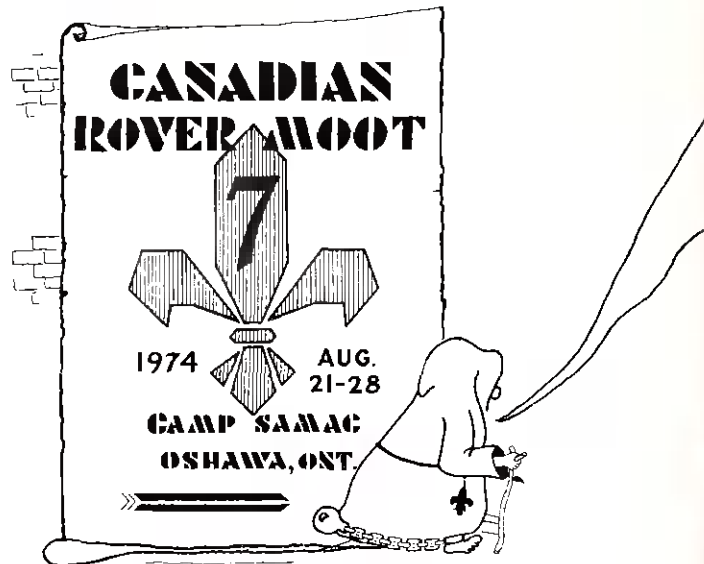
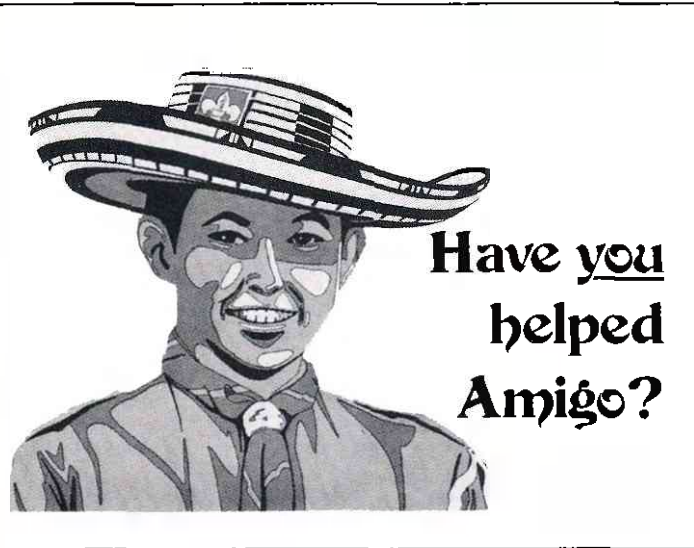
Sixes in relay formation. Boys remove neckerchief, cap, jersey, socks and shoes, and lie flat on the floor.

Scouters yell, "Fire!"

Boys rise, dress and, **together**, run to 'fire' at opposite end of hall, making appropriate noises to rescue 'damsel in distress.'

Try with lights out, or with a preselected Cub as 'damsel in distress' also with uniform items, socks and shoes removed, **and to be dressed** before being rescued!

This is hilarious, noisy, fun and takes longer than many relay games: allow 15 minutes when you include this game in your planning.



MUSICAL DRAWINGS

Equipment required: music (tape recorder), pens (any type), paper for each boy. Table to sit around and chairs for all players.

Players are seated at table with a pen and blank paper before them. When the music plays, each player starts to draw anything he wishes on his sheet of paper.

When the music stops, each person moves one place to the right around the table and then, when the music restarts, adds to the picture now in front of him.

Play until the group has circled the table. End results can be very amusing.



This month's games contributed by
Scouter Jim Sharp, St. John's, Nfld.

GOD BLESS ALL TIRED FOLK TONIGHT

God bless all tired folk tonight
And give them dreamless sleep;
God bless all lonely, anxious folk
Who in the darkness weep.
God bless all little children
Though they harass us by day;
And old folk, too, and careless folk
Who never kneel to pray.
God bless all those who try and fail,
And all who suffer pain;
God bless all those away from home
And bring them back again.
God bless all honest, patient folk
In cottage and in hall;
And as we need His love and care,
God bless us one and all.

— Anonymous

THE MAN BEHIND THE SMILE

I don't know how he is on creeds,
I never heard him say;
But he's got a smile that fits his face
And he wears it every day.

If things go wrong, he won't complain —
Just tries to see the joke;
He's always finding little ways
Of helping other folk.

He sees the good in everyone,
Their faults he never mentions;
He has a lot of confidence
In people's good intentions.

No matter if the sky is grey,
You get his point of view,
And the clouds begin to scatter
And the sun comes breaking through.

You'll know him if you meet him,
And you'll find it worth your while
To cultivate the friendship of
The Man Behind the Smile.

— Anonymous

Hi! My name is Brother Hood, and this is your personal invitation to attend Moot '74. As you probably know, this is international moot year, with most Rovering countries holding national moots. As I have been chosen to host this, the 7th CANADIAN ROVER MOOT, it is my duty to let you know about the best moot to happen in many a year. So that you may join me and hundreds of fellow Rovers in the greatest experience of a lifetime, I will tell you just what you need to know.

WHAT?

MOOT '74 — 7th CANADIAN ROVER MOOT

WHERE?

CAMP SAMAC — OSHAWA, ONTARIO — CANADA

WHEN?

August 21 to 28, 1974. (Four days prior to and four days after these dates the moot site will be open to allow you to set up and break camp.)

WHO?

The Moot will be open to all registered members of Rovers, their international counterparts and Canadian Venturers.

PLEASE NOTE — Venturers are welcome to attend under the following qualifications: —

- (1) must be accompanied by a Rover crew;
- (2) must register for the Moot with that crew;
- (3) must be responsible to that crew.

HOW MUCH?

The Moot registration fee will be \$15 per person. In addition, those wishing to attend the optional trips may do so at additional cost. The canoe trip to the Haliburton Scout Reserve will require an additional fee. Also planned is a

tour of Niagara Falls area which will require an additional fee.

PLEASE NOTE — The Haliburton Canoe Trip is limited to sixty (60) persons and those first to register will be accepted for the trip. All prices quoted are in Canadian funds only.

WHAT IS INCLUDED IN THE REGISTRATION FEE?

Admittance to Moot site, official Moot crest, displays and demonstrations, trips to the Canadian National Exhibition, Ontario Place, The Ontario Science Centre and the Pickering Nuclear Power Station, admittance to the Canadian Film Festival (Rover style), giant stage show, Hyde Park Speakers' Corner, midnight car rally, many other activities and a few surprises. Postal and telephone facilities will be provided. A detailed program will be sent upon receipt of your registration.

PLEASE NOTE — All crews are urged to come self contained. (The fee **does not** include food - tentage - cooking equipment, etc.)

Crews coming from out of the province who cannot comply are asked to so indicate in the space provided for additional information on the registration form.

All persons attending must submit, at time of arrival, their medical forms. These will be sent to you upon receipt of your registration.

All persons attending under the age of 18 years are required to submit parent/guardian authorization with their registration. All persons travelling from out of the province are reminded that they require travel permits, available from their nearest Scout headquarters.

All persons attending Moot '74 are reminded that they are members of the Scouting Movement and are expected to act accordingly.

Oh, yes, registration kits will be sent to all crews in the near future.



Hi! Welcome to the happenings of the Mystical World of Beaverings!

Would you believe that there are over 7,000 Beavers in Canada?

Interest in Beaverings is presently being expressed by several other countries and they are closely watching the developments of our program.



A Beaver Swims Up

Here is an excerpt from *Chatter*, the London District Beaver publication.

"It was Glendale Colony's first Swimming-Up Ceremony. A loud murmur of pleasure spread through the Beavers as the Wolf Head replaced Big Brown Beaver. 'He looks real,' whispered five-year-old Greg in awe. As the Wolf Cubs and Beavers had not met before, a lively mixture of musical chairs was first on the program. When three Beavers and one

Wolf Cub won the game, the Beavers cheered wildly.

"Then the Swimming-Up Ceremony began. The Beaver leaders stressed that the colony was not losing a Beaver but gaining a good hunter.

"The Busy Beaver, Andrew, stepped forward and shook hands with his leaders. His chin quivered as he choked back tears. Keo led him by the hand toward Akela. Through a 'bolt of lightning' Andrew changed from Beaver vest, neckerchief and hat into a Wolf Cub jersey. Now, a member of a Cub six, proudly wearing his new jersey, Andrew beamed at his old pals across the hall.

"The river-banks formation became a flood when the Cubs performed their Grand Howl. The Beavers were really impressed! Another game followed the ceremonies. In a previous Beaver meeting, Keo had suggested that we play a game the Cubs liked to call 'chicken.' When one Beaver bumped into and felled a Cub, a howl of glee rose from the Beaver Colony, but both sides were gentle in their bumping.

"Cookies and juice were served to the boys, leaders and parents, following a rousing closing ceremony by

both groups. The evening was ended and Glendale had presented its first Beaver to Wolf Cubs."

Thank you, **Donna Sabina**, for writing this description!



Leader Hats

It is almost unanimous among Beaver leaders that they prefer to wear the Beaver leader hats.

The leaders in a couple of colonies in Montreal have made a special addition to their hats. They have put their Beaver name on the brim of their hats with cut-out felt letters. The leaders will now be able to tell their hats apart and the names are easy for the boys to read.



Do You Have a Happening to Share?

If you have a Beaver happening and would share it with other leaders across Canada, please send the information, and a black-and-white picture, if possible, to:

Gord Hanna, Director, Beavers-Canada, P.O. Box 5151, Station 'F', Ottawa, Ont. K2C 3G7

We'd love to hear from you.
Sharing! Sharing! Sharing!

J. H. COLLINGWOOD & SONS LTD.

DEPT. 9301-4 • 6381 ST. LAWRENCE BLVD.
MONTREAL 326 • QUEBEC

LET US HELP YOUR GROUP RAISE

\$50.00 TO \$5,000.00

AND MORE THIS SPRING WITHOUT ANY INVESTMENT BY
YOU OR YOUR GROUP!

NO RISK! NO INVESTMENT!

SEND NO MONEY WITH YOUR ORDER! PAY
FOR ONLY WHAT YOU SELL! RETURN ANY
UNSOLD MERCHANDISE FOR FULL CREDIT!

SELL
PEN FOR
\$1.00 EACH

YOU
KEEP **40¢**
ON EVERY
SALE!

GOLDEN PRAYING HANDS PEN
CANADIAN FLAG PEN
SMILE PEN

Each kit of 25 pens comes
in lightweight carrying case!



YOU SELL EACH KIT FOR	\$25.00
EACH KIT COSTS YOU	\$15.00
YOUR PROFIT	\$10.00



Pens
shown
actual size

CROSS PENDANTS

SELL
CROSS FOR
\$1.50 EACH
YOU
KEEP **50¢**
ON EVERY
SALE!

YOU SELL EACH KIT FOR	\$18.00
EACH KIT COSTS YOU	\$12.00
YOUR PROFIT	\$6.00

Each kit contains
12 crosses!



Cross pendants to wear as a
symbol of faith. Rich look-
ing gold or silver finishes.
They make gifts for men
or women, or may be kept
by your contributor for
their very own!

AUTO WHISK-KIT

It's an Ice Scraper ... Whisk Broglin
Coin n' Key Box ... Bottle
Opener! Tough polystyrene
that will last for years. Fits easily into
car compartment.

YOU SELL EACH KIT FOR	\$15.00
EACH KIT COSTS YOU	\$9.00
YOUR PROFIT	\$6.00

SELL
AUTO WHISK-KIT
FOR \$1.25 EACH
YOU
KEEP **50¢**
ON EVERY
SALE!

Each kit contains 12 Auto Whisk-Kits!

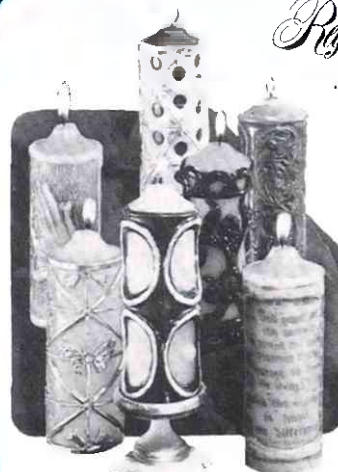


Regal Candles

... with hand-carved look!
Each one a masterpiece
of design and coloration.
Not available in stores!
Each kit contains 12
Candles and 12 Candle
Holders or Bases!

YOU SELL EACH KIT FOR	\$24.00
EACH KIT COSTS YOU	\$15.60
YOUR PROFIT	\$8.40

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



Please Send:

- Kits of Golden Praying Hands Pens @ \$15.00 each
- Kits of Cross Pendants @ \$15.60 each
- Kits of Auto Whisk-Kits @ \$9.00 each
- Kits of Regal Candles @ \$15.60 each

NAME
ADDRESS
PROVINCE
ORGANIZATION
TITLE
No. of WORKERS PHONE
DATE REQUIRED

J.H. COLLINGWOOD & SONS LTD.

DEPT. 9301-4 • 6381 ST. LAWRENCE BLVD.
MONTREAL 326 • QUEBEC