

THE CANADIAN
leader





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Pullout

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MAY 1974
VOLUME 4 NUMBER 9

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NORDJAMB '75	Centre Pullout

JAMES F. MACKIE, Editor

BEATRICE LAMBIE, Assistant Editor MICHEL PLANT, Editorial and Advertising

COVER



In 1975, some 1,000 Canadians will have the opportunity to view magnificent Norwegian scenery like Geiranger Fjord, when they attend NORDJAMB-75. Sponsored jointly by Denmark, Finland, Iceland, Norway and Sweden, the Jamboree site is Lillehammer, a resort town of 20,000 people, located about 2½ hours, by train, north of Oslo. For detailed information on how you and your boys can become involved in NORDJAMB-75, turn to our special, four-page, centre pullout.

Norwegian National Travel Office Photo.

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SUPPLY SERVICES



NEWS



Green berets and Cub caps, in several sizes, are now being supplied in 100% polyester, double-knit material. The textile mill which supplied the melton cloth, previously used, has closed and there appears to be no alternative source. We will introduce berets and caps in the new material as it becomes necessary.

We announce the introduction of a **Rain Gauge** for use by budding meteorologists and others wishing to record rainfall. Manufactured by Taylor Instruments, it is 13-inches high and made of plastic. It is mounted on a card on which full installation and maintenance instructions are given. Catalogue number: 71-107; price: \$2.59.

Because of small demand, we have **discontinued Soft-Sole Moccasin Kits**; catalogue number: 71-230

WHY A UNIFORM?

Our uniforms help to create a sense of belonging.

The uniform represents a democratic idea of equality.

It bridges racial, economic, religious, national, political and geographical differences in the Scouting tradition of Brotherhood.

The uniform, with its insignia, shows the wearer's activity and Scouting achievements.

The uniform is a constant reminder to every Cub, Scout, Venturer, Rover and adult of his commitment to the ideals and purposes of Boy Scouts of Canada.

So wear your uniform proudly and encourage your boys to do the same.

Here are more price increases —

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Dinnerware Bowl	55-932	.89
Dinnerware Plate	55-933	1.19
Dinnerware Cup	55-934	.89
Bosun's Sailing Kit	50-120	13.95
Palco 4-Man Kit	55-915	19.19
Individual Cook Kit	55-920	7.69
Bike Compass	54-101	1.99
First Aid for		
Young Canadians	20-473	1.19
Fundamentals of		
First Aid	20-483	1.29
and a reduction:		
Apple-Day Tags		
(1000)	27-405	3.50

Introducing the new **"Great Adventure" Program Folder**, depicting scenes of activity in the great Canadian outdoors — in full colour on covers (8½" x 5½" when folded). Available now through your local dealer, Scout office or direct from Supply Services. Catalogue No: 26-405; price: \$3.95 per 100.

FROM THE DEPUTY CHIEF SCOUT

By Major-General William K. Carr

Recently, while reading the annual report of the Newfoundland and Labrador Provincial Council, my eye lit on a name which triggered memories of my first involvement in Scouting. I don't know whether the individual who was awarded the 40-year pin is the same man or not, but a Mr. Thorburn was the man who got my brothers and me involved in Scouting. In the year 1934, I believe it was, a Corporal Thorburn of the Newfoundland Rangers, as the Newfoundland police force was called, arrived in Grand Bank and decided there was lots of potential for Boy Scouts to be introduced and developed. He was a natural leader of youth and automatically attracted young people to his pursuits. He was an excellent athlete, a keen skier and all-round outdoors man. He was a handsome individual and particularly so in the uniform of the Newfoundland Rangers, with his high, polished boots, riding breeks, and Sam Brown belt. He still possessed an aura of leadership — a charisma almost — even when roughing it in the woods. His dedication to the outdoors, his hiking and camping prowess, and his willingness to give his time and his holidays to take boys into the woods, made him a heroic figure in the minds of the youth of our small town.

He organized a Scout troop, as I mentioned, and our immediate problem became one of trying to control the numbers and acquire the leaders to manage such a spontaneous and total community reaction. Needless to say, he achieved his goals and, in the process, instilled in our troop, without a single exception, a desire to become like he was and to be good Scouts.

I learned many things from this man, and among the most important ones were, perhaps, self-reliance, ambition and a desire to do well. The first goal I remember setting for myself was to try to be like him and achieve the success which he had achieved up to that time. I found later in life that, as you approach the achievement of your goals, you must aspire to new ones, but make certain always that these goals are achievable, and not at someone else's expense.

The Editor asked me to make some comments which would indicate what goals I have set for myself as the new Deputy Chief Scout. In a nutshell, they are: keep Scouting simple, keep it outdoors, and relate activities to the fundamental principles as first articulated by Baden-Powell in 1908. Because I believe so strongly in the value of Scouting to the youth of our country and to the community as a whole, I intend to do my best to see it expand, become revitalized, and truly representative of a youth in this country which is much more physically fit and which is dedicated to becoming involved with the great outdoors and the things around them.

Recently, I was privileged to accompany a number of our national representatives on a final visit with our former Governor-General, His Excellency, the Right Honourable Roland Michener, just before he retired, and I cannot help but reflect that this gentleman became our Governor-General for a number of obvious reasons, of course, but particularly because in everything he did he was a complete Canadian who loved his country and dedicated himself to its future. Typical of this was the way he became personally involved in his activities as our Chief Scout. He set an example for all of us by demonstrating

the meaning of physical fitness, a dedication to his country and an in-depth involvement in the Boy Scout Movement. Recognizing the value of the Scout Movement, he unofficially has asked that in some way he continue to be involved now that he has retired from public life and has returned to the world of business and the law. He set examples which should be challenges to everyone of us.

A couple of weeks ago the National President and I, accompanied by a representative from *L'Association des Scouts du Canada* and our Chief Executive, were privileged to be given an audience with His Excellency, the Right Honourable Jules Léger, our new Governor-General. The purpose of our visit was to invite him formally to become our new Chief Scout. His Excellency was most gracious, indicated a searching interest in the Scout Movement, and a genuine desire to learn much more about our purpose, principles and methods. He has since indicated, as you know, that he will become our Chief Scout and is pleased to do so. My impression, too, and I am supported in this by our President and the other representatives, is that he intends to be no bystander but fully desires to become involved in the way we would like him to.

Last month I was in Europe and had occasion to visit with regional officials, group committee members and leaders in the Maple Leaf Region at Lahr, Germany. I mention this simply for one purpose, and it is to highlight that, regardless of where I go, and I do lots of travelling, I keep running into or meeting with the magnificent people who devote so much of their time on a voluntary basis to the betterment of our Movement. In this instance, the staff in the Maple Leaf Region wanted to know our latest thinking and, at the same time, to tell me the extent to which they want to become involved in the World Jamboree in Norway in 1975. They are prepared to provide the maximum support to us and, I am sure, will be most useful in arranging details for our involvement (and helping perhaps by scrounging to ensure our facilities lack nothing!).

Mentioning the World Jamboree in 1975 reminds me how delighted we should be that this world activity is devoted to outdoor life, sports, nature and wildlife, water activities, activities with technical and cultural aspects, and international understanding. This, to me, is what Scouting is all about and I am delighted that this is the thrust of the Jamboree. It is the kind of thing we in Canada must dedicate ourselves to, because the posing of physical challenges to youth, coupled to mental challenges, is what will create the interest and reap the benefits that we all believe to be inherent in our programs.

On Saturday, March 9, the Planning Subcommittee for the 1975 Jamboree met in Montreal and I am delighted to report that we adopted the following principles:

1. Our goal is to have 1,000 boys and leaders from the Scouts and Venturers participate in the Jamboree.
2. No boy or leader is to be precluded from attending this Jamboree because of personal, financial, limitations.
3. Costs for all people attending from Canada will be equalized, regardless of where they come from.

Obviously, these principles create problems, particularly in deciding how individuals qualify. It seems to me that this is the job of our leaders and not the job of National Council. We can provide guidelines, and we will, but the final choice and definition of qualification rests at the section level. Money cannot be an overriding consideration, yet we do believe that the cost to attend must be pro-rated to the extent possible by the individual Scout or volunteer having saved or contributed to that cost. It is the same as saying, and reiterating, that I believe no member of our Movement should be permitted to wear a uniform if he has not personally contributed to its acquisition. It is not good enough to have parents buy them without the son making a contribution, anymore than it is good enough to provide free uniforms in areas we think the opportunities for boys to earn them are too limited. If anybody believes this to be incorrect, I suggest they look at what our Eskimo boys have done, and no one can say that they, on the average, represent an affluent group.

At the Administrative Board and National Council meetings last May, many items of interest were discussed, but we were in large measure preoccupied with our loss-in-strength trend which has persisted over the past several years. Being a proverbial optimist and, consequently, believing the future is always brighter, I have concluded that we have lost members because we have oversophisticated what basically should be a commonsense approach to life in the Boy Scouts. We have been caught up in management jargon, bureaucratic red tape and an inability to see the woods because of the trees. Our programs obviously are attractive in a recruiting sense, and we have tended to recruit more new leaders and boys to the Movement each year, but not in sufficient numbers to offset those who leave through disenchantment and frustration. The conclusion seems obvious: our programs sound good enough to attract people, but the way we implement them turns people off. This, in large measure I suspect, results from our preoccupation with putting everything on paper, wasting energy on massaging it, and leaving little time for our real purpose.

I lived in the United States for the past two years and, while there, was involved to some extent in the Rocky Mountain Region of Boy Scouts of America. In passing, I would note that that region has in its membership 45% of all boys who, on age qualification alone, would be eligible to join Boy Scouts of America in the area covered by this region. Such fantastic success caused me to dig into the reasons for it, and I reached one conclusion. Their success results from the way they implement their program; and the way they implement their program is through outdoor orientation, winter and summer. While you may say our winters preclude outdoor activity in large measure, I would remind you that temperatures of 30° below are not unusual in that region during the winter months. I am reminded, too, of visiting a Scout troop at Baker Lake in the Northwest Territories during March about three years ago. They were in camp, in snow-houses, 40 miles from a settlement and the temperature was 40° below zero.

Over the years, I have been afforded the opportunity to participate in all kinds of Scout activities and I have been privileged as well to attend award ceremonies at all levels. The highlights of these years in all instances stem from the opportunities I have had to attend jamborees, to hike with troops and to live out of doors. During the next few months, I will probably be visiting most provinces and my calendar already shows me attending, or at least visiting, three jamborees and six special camp activities. I look forward to this with pleasure and hope I can contribute something as well as come away with renewed dedication. All these things take time, but they are worth-

while because they give me a better feeling for what the members of our Movement want and the direction in which we must go.

I am honoured, yet sincerely humble, at being appointed the Deputy Chief Scout of Boy Scouts of Canada. I have travelled over much of the world and continue to come home with a feeling of pride that I am a Canadian. But pride is not enough unless we each can contribute something to our country and its future. This is what Scouting is all about. It is great to have "high-fallutin'" objectives and, as long as we remember that in Scouting they boil down to the personal dedication and beliefs of the average Canadian, we will achieve the goals we set.

Finally, in Canada, we have the means to do anything we want to do. Unfortunately, we often lack the will to do it. Together we can acquire the means, but my question is — together, can we generate the will? I believe we can or I wouldn't issue you the challenge to reinforce our dedication to help make Scouting grow and prosper.

Our simple goals must be to get more involved, get fitter, and get outdoors.



Photo: Proulx Brothers, Ottawa

The Deputy Chief Scout and Mrs. Carr at Government House.



Canadian Armed Forces Photo

With Scouters of the Maple Leaf Region



The Magic of Storytelling

By Teresa Morse

You are sitting in the dam formation with 20 or so little faces peering up at you, waiting for the story to begin. "What kind of story would they enjoy?" you wonder. "What would keep the interest of these young boys?"

The story you tell must be one to which the boys can relate. They must be able to identify with a character in the story. Children of Beaver age don't want the responsibility of being the hero — they see him more as a symbol of justice. However, they want to be able to identify with an exciting role in the story. For example, in *Peter Pan*, the two young Darling boys played minor roles, but they were exciting — the boys went on an Indian hunt and were captured; they were tied up by Captain Hook, who even offered them the opportunity to become pirates! *Robinson Crusoe*, on the other hand, would not appeal particularly to Beavers. But had Robinson Crusoe a little boy as a companion, how much more appealing the story would be!

Every character in the story must have a name and a distinct personality. He must be either flawlessly good or wickedly bad. Children of that age are bloodthirsty — but not in a gory way. They have a terrific sense of justice. They show no mercy toward the villain. As Chesterton put it: "Children being innocent love justice, whereas we, naturally, prefer mercy!" The boys will buy magic — they love it — for example, "While he was wearing his magic ring, he had unlimited power — but one morning he woke and his ring was GONE!"

Children of this age thrive on suspense. **PAUSE** during a story, and look slowly around the group. Instill in them the thrill of, "What is coming next?" I was fortunate in my childhood — my Mother had a special talent for telling stories. She invented most of those she told us but we did not realize at the time that we helped her invent the stories. She used suspense to her advantage. When she was stuck for an idea, she would say: "And do you know what happened next? And when one of us hit on a good idea, she would say: "That's it!" and carry on the story from there.

An excellent way to introduce a story with Beavers is to bring in objects or pictures related to the story. Let the

children discuss them — talk about them — get their stories out in the open — then lead into your story. *Ranger Rick* is an excellent source of nature pictures — build your stories around them. Ask the librarian's advice — she would know what kind of story would be best to develop a particular theme.

Children today are more sophisticated in their appreciation of storytelling because of the children's television programs which employ professional storytellers. But, to a child, there is nothing more fascinating than a real, live person telling a story when it is properly done. Be flexible — don't restrict yourself to the standard fairy tales or adventure stories which the children may already have heard. Perhaps your Beavers would be interested in folk stories. Get to know the story before you attempt to tell it to a group. Know what the plot is and keep it uncomplicated. Know the correct sequence of incidents. **STOP!** Now, improvise — **DON'T READ!** Have self confidence. Build up to the high points in the story — **in your own words**. Centre upon the main character, always keeping him in view. If **you** are interested in telling the story, the children will be interested in listening. You will draw them to you. If you are ready to tell, they are ready to respond. Share the story! Do not read it to yourself. Be aware of your audience. Are you bored? **BEWARE!** The children can tell when you are bored or when you are reading the story for your own pleasure, and they will lose interest and tell you so quite bluntly. Every time you tell a story must be just like the first time you heard it. Remember the tingle in your spine? Pass it on!

Speak clearly and slowly — you know the story, but the children may not. Give them time to think about what you are saying and to adapt it to their own imaginary setting — to their own experience.

It is their world — not our world — but we should make ourselves as much a part of the story as they are. We are not an adult reading the story, we are a partner in adventure, in discovery. We are never the hero but we are there, in the background. Bridge the gap — become a part of all your Beavers' worlds of fantasy. Remember, to children — especially children of Beaver age — it is not just another

fictitious novel or fairy tale, it is **real** — they may dream about it for months, and probably will apply it to their play. Make it colourful — make it alive for them!

Know the children in your group. Generally, boys of this age **love** thrilling, adventuresome stories with evil characters. But be sensitive — some children are more timid — be prepared to tone the story down a little if a child seems upset. Perhaps you could invite the upset child to sit close to you. Leave stories with disturbing situations or scary plots — such as pet deaths, bodily injuries or ghost stories — to the parents. This does not mean you must omit the thrill of suspense or the struggle between good and evil, but keep it on an imaginary plane — somewhat removed from the daily lives of the children.

In a large group it will be difficult to satisfy the needs of all the children. *There will be differences in tastes, temperaments and ages.* Perhaps your colony may decide that storytelling be done in lodges. Some colonies have found the best stories are those the leaders make-up themselves. Since the leaders know the boys in their lodges fairly well, they will be able to concentrate on adapting a story to the characters of their particular boys. The older Busy Beaver may play a more important role in the story — without, of course, leaving out the Young Kit. With one, main, imaginary figure in the story, a leader may then include all the children as secondary characters who help the main character solve mysteries. This is fantastic — the stories can be adapted to any mood or situation. If only five children are present, tell the story with only five children in it. If one child is feeling particularly depressed at the time, put special emphasis on that child to cheer him. Make up different episodes for different occasions: holidays, trips, ages, countries, seasons, eras, and weave these into fantastic settings which, at the same time, contribute to the education of your Beavers. One could lead them through an adventure around the Egyptian pyramids or take them on an African safari or to the North Pole to wrestle with a polar bear. What can **you** come up with?

Put yourself in the story. Become the various characters. Voice projection is very important. Speak distinctly. Watch the reaction of your young audience. Quicken and change the tempo of your voice according to their reactions.

ACT OUT THE STORY! You don't have to be gifted with acting talents to do this. Children are not looking for perfection. They admire and respect you and they probably will think you are the greatest!

Acting out a story can be done in many different ways. You can give each character in the story a special voice. The children then can identify characters through voice alone, and you can avoid the monotonous, "And then the pirate said . . . and the young sailor replied . . ." How dull compared to the gruff, wicked, voice of the ugly, sly, pirate and the chivalrous, proud, voice of the brave, young, sailor!

In some colonies each leader adopts the voice of a character. In this way, the children can identify even further the different characters in the story. Maybe one of your lodges would like to tell a story to the rest of the colony, having the boys speak for the characters.

You may also give life to a story by acting it in pantomime, or, if you find that too difficult, by simple facial expressions or body movements. How scary can you make the troll look? If a child misses a word because of his limited vocabulary, he may guess what the word means simply through your actions. A great way to involve the children is to have them act the story along with you, or encourage them to try their own interpretations. This

may be a good way to gain the interest of the restless boy — bring him into the story by saying, "Come, Tommy — I'll show you how the giant carried the little boy away to his castle!" Be careful — don't put the boy on the spot. He is not a very good actor and he may be too shy to try a difficult part.

If the children are familiar with a story, undoubtedly they will correct you during the telling. This may turn out to be more fun than you expected!

A third way to act out a story is through the use of a flannel board or pictures or slides. Once again, this will give the children an opportunity to use more than one of their senses and it will give them a focal point to centre on while the story is being told. However, the use of slides sometimes limits the imagination — the setting may not be exactly as the children imagined it. The flannel board, on the other hand, can be built upon and it is *not* restricting — the child's imagination can develop the setting further. If you have any artistic talents, you may wish to make simple sketches on a flip chart to bring alive the characters in the story.

A child's concentration is limited. Keep a storytelling period short. Choose carefully and tell only one chapter at a time. This leaves the children even more eager for storytime at your next meeting.

Set the atmosphere — make it informal — turn down the lights, sit the children in a cosy arrangement, describe the setting in which the story is to take place — dramatize the story — use your imagination — recall the sounds that a train makes — the waves upon the rocks — allow time for these details.

With a large group one cannot create the same kind of intimate atmosphere. The storytelling will have to be more dramatic! Songs in which all the boys can join may help to liven the story. One colony involved their Beavers by having a response for each time a certain word was said — each time they heard the word, "Beaver," they would all say, "chop, chop!" Another colony found their Beavers participated when they went around the circle and each boy took a turn making up the story. The next boy would have to carry on the story from where the last boy left off.

Allow the children to ask questions but do not let the situation get out of hand. Don't be authoritarian but keep control. *Don't let certain children run the show.* Be ready for problems, interruptions and distractions — but don't become undone because of these. If mood and atmosphere become impossible, give up gracefully. Pick up again later if things settle down. A short game or song might be enough to relieve some of the pent-up energy so that you could continue your story.

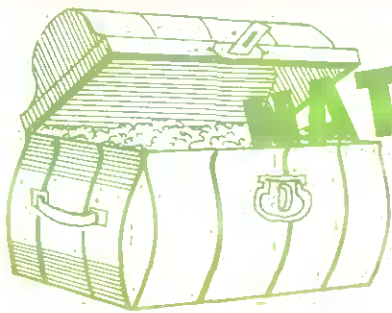
At the end of the story, don't prevent the children from telling a story of their own. You can even make a game of it. This may draw out some of the shyer children in the group.

Now, when you are sitting in the dam formation with 20 or so little faces peering up at you, this time you are prepared. Have a ready smile — relax, be natural, enjoy yourself.

The Beaver age is the time in life when imagination is unfettered. Instill in your young listeners the desire to satisfy their curiosity through stories and books, and this will remain with them throughout their lives.

TERESA MORSE is a recreation student at the University of Ottawa. She researched and wrote this article as part of her field work.

We also extend thanks to **Dave Goss** of Saint John, N.B., and to **Wendy Gibbs** of Fredericton, N.B., for their advice.



NATURE TREASURE HUNT

By Jim Mackie

It's May and the world of nature is waking up for another exciting year. Whether your pack is located in the middle of a large city, in a remote area of the prairies, the far north or on one of our ocean coasts, Mother Nature is ready and willing to provide lots of ways to introduce your Cubs to the miracles of spring.

What follows are only a few suggestions for an outdoor and indoor nature treasure hunt that can help make the month of May a memorable one for your pack. The book, *Pack Program Planning Guide*, which is available from your local Scout office, or direct from Supply Services, Ottawa, has a detailed plan for a full month's program, while more information and ideas are available in *The Cub Book*; **Book #5: Outdoor Activities for Wolf Cubs** of the *Pack Scouters' Series*, and from the nature section of your local library.

To ensure that each Cub receives a maximum amount of attention and information, why not secure the help of adults who would be willing to take on a six, for a month, and provide a nature program. This need not take place at a regular pack meeting but could be done on another evening or on a weekend. You may find parents who have the necessary knowledge and time but don't overlook senior citizens, high school students, members of gardening and horticultural societies, and people from local museums or government agricultural department.

At the end of the month, or whatever period you choose for the Nature theme, the group can get together, on regular meeting night, and exhibit their new-found knowledge through displays, talks and demonstrations.

Your nature treasure hunt shouldn't be confined just to things that you find in museums and fields, either, but should include some of the elements that control nature, such as the universe, the moon, sun and stars, clouds and weather. *The Canadian Leader* ran a series of articles on this subject recently, and detailed information in a simplified form is readily available through book stores, government departments and museums.

Here are a few of the things your boys can do to increase their knowledge of nature:

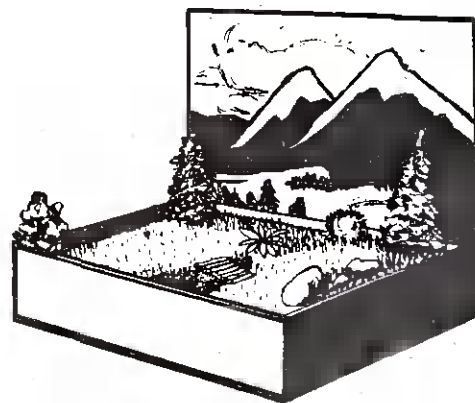
- Build bird feeders, shelters and baths, then watch and record the birds that use the facilities. A detailed log can be developed which could contain observations, photographs, drawings and statistics.
- Have a bird-watching expedition to a park or wooded area. A bird book should be purchased or borrowed for identification purposes, on the advice of your local ornithology or bird-watching society (who would probably be delighted to have one of their members go along to help) and as many pairs of field glasses taken along as can be borrowed — if possible, one per boy. A list of the birds observed should be kept, again in a log, with supporting photos, cut-outs and drawings. You might also want to have a contest to see which group can observe and identify the most birds. They might even take along a recorder to see how many bird calls they could capture on tape.
- Make a collection of wild flowers and press between sheets of waxed paper, then between the pages of a book until dry; mount under cellophane or a sheet of

clear plastic. Projects of this type could become permanent, meeting-room, display items and instructional aids.

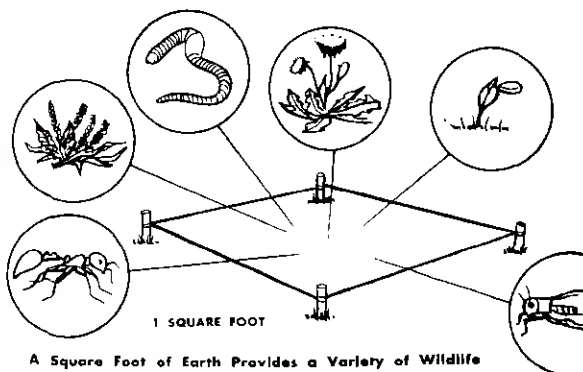
- Get information on and make drawings of the provincial flower.
- Make a compost pile and learn how the organic matter enriches the soil.
- Have a conducted tour of a greenhouse or nursery.
- Have each boy conduct an experiment with seeds. A simple method is to place radish seeds on kitchen paper, in a saucer. Wet the paper and cover the saucer with a piece of glass. The plant will start to grow in a few days. Additional experiments are detailed on page 33, *Outdoor Activities for Wolf Cubs*.
- Have each Cub make a nature observation calendar. For each day of the month or theme period, he will write in an item of nature he has observed. He could also draw a small picture, attach a feather or leaf or paste in a picture, or clipping taken from a paper or magazine.

MAY NATURE OBSERVATION CALENDAR 1974						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 BOY TURTLE FOUND	2 FOUND IN THE WOODS	3 GRASS IS TURNING GREEN	4 GOND SPERDOW SEED ON FLEDER
5 ICE IS BREAKING UP	6 HAD A SMALL SNOWSTORM	7 SAW MALE HALLARD	8 BIRCH BARK	9 TULIPS COMING UP	10 OUR GUPPIE HAD 12 BABIES	11 LOCATED CASSIOPEIA
12 BEER TRACKS IN OUR YARD	13 HOMER DIED	14 COCONUT FOUND ON TREE	15 WHITE PINE	16 FIRST ROBIN THIS YEAR	17 FEATHER FROM BLACKBIRD	18 SHOOTY FROM A SUGAR MAPLE
19 SNAIL SHELL FOUND IN WOODS	20 MY BEANS STARTED TO GROW	21 DOGWOOD STARTED TO BUD	22 TROUT SEEM	23 FOUND ACORN	24 FOUND FOSSIL IN OLD CAVE	25 SAW A FALLING STAR
26 WENT TO THE SEASHORE	27 SEA GULL FOUND ON BEACH	28 CATTAILS COLLECTED	29 COMMON MILKWEED	30 CAUGHT COY FISH SUNFISH	31 SAW GETS FLYING NORTH	

- Make an egg-carton or cigar-box garden.
- Construct an outdoor scene in miniature, as shown in the illustration, using items collected on a ramble.



- Have a star-gazing outing. Find an open space on a clear night, away from city lights, and have the boys lie on their backs on groundsheets and blankets. Have a knowledgeable person, using a flashlight with a narrow beam, point out the better-known constellations, and explain how the seasons are controlled by the skies. Have the Cubs draw a "sky" map on paper or make one using black construction paper and a pin. *The Cub Book*, page 66, shows other methods.
- Have each boy "stake a claim" on a square foot of ground, then have them survey it and list each form of nature they find — such as grass, weeds, insects, larvae, worms, etc.



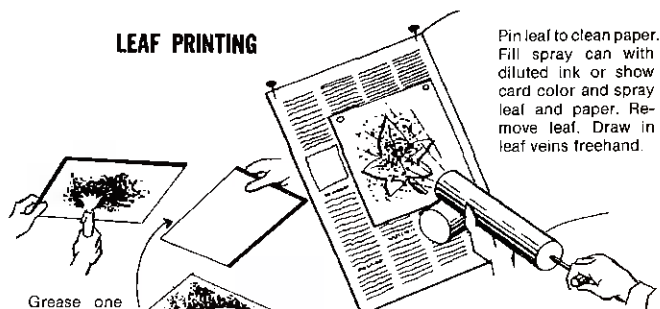
- Collect, identify and mount insects found on a field expedition.
- Study an ant colony. See how to make an ant house on page 27 of *The Cub Book*.
- Have a nature ramble and play some of the nature games shown on page 29 of *Outdoor Activities, Pack Scouters' Series #5*.
- Plant grass seed, as a conservation project, in an area that is showing signs of erosion and explain to the boys how this combats the erosion process.
- Make a collection of leaves from trees, plants, weeds and make leaf prints. A variation of this project would be to have the boys make drawings of leaves. Leaves can also be preserved by dipping them into melted paraffin.
- Make a rock collection and display it properly. Label each item as to type, where and when it was found.
- Have each theme group make a "sealed world." They will need a large, widemouthed, glass jar (1 gallon minimum) to set up a miniature habitat collected from the marshy edge of a pond or stream. Put about 1½ inches of sandy soil or sand on the bottom. Plant in it five or six water plants, such as eel grass, and, with water from a pond, fill the jar to where the neck nar-

**SEALED
WORLD**

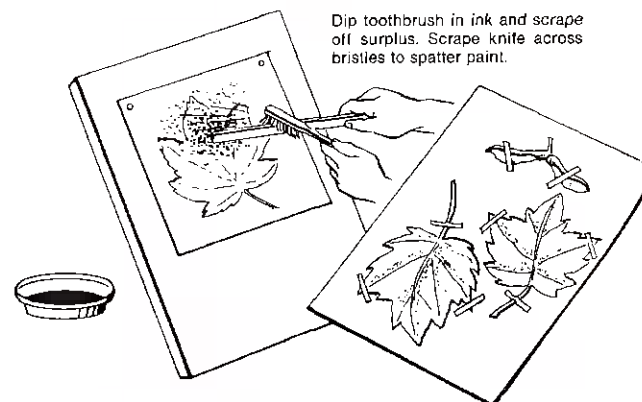
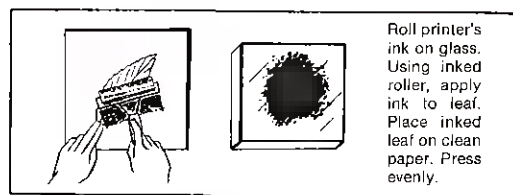


rows. The water may look lifeless but actually it contains plankton — tiny plants and animals. The water will clear and minute animals will be seen swimming about. Add a snail and two minnows not more than one-inch long. Screw the top on the jar and seal it with paraffin or tape. Keep the jar where it will get indirect sunlight. With no further attention, the sealed world should sustain itself almost indefinitely. The boys will want to know what is happening and they can be told that the green plants use light, minerals from the soil, water and the carbon dioxide exhaled by the fish and snail. The fish will eat the plankton, but the tiny plankton keep multiplying so the food supply will last a long time. The snail will eat the plankton, too, but is a scavenger that also feeds on tiny plants growing on larger plants and on the glass. In this way, a balance is struck in the sealed world which may continue for a long time.

LEAF PRINTING



Grease one side of paper. Soot up with candle. Press leaf against soot. Transfer to clean paper.

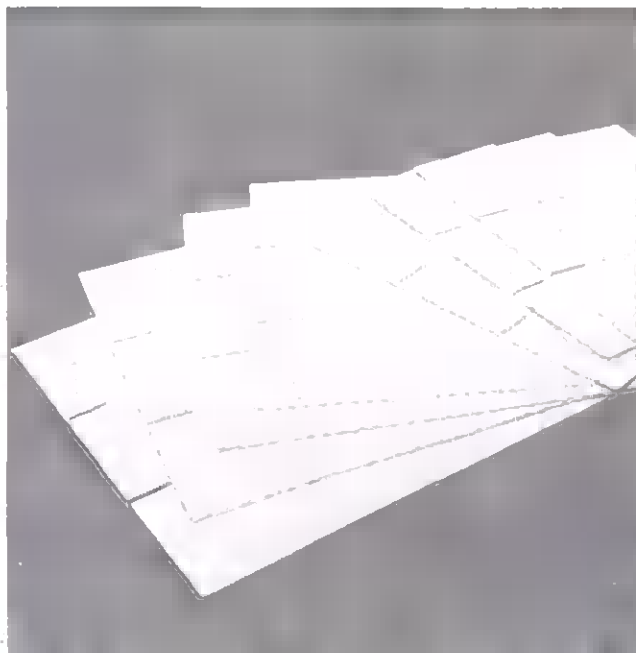


- On a nature ramble, take along a couple of strong magnifying glasses so that the Cubs can have a close-up look at nature. For some of the things they can look for and at, see page 34 of *Outdoor Activities*.
- Make plaster-of-paris moulds of leaves and tracks.
- Get your group involved in Trees for Canada.
- Plan a special film night on nature and the outdoors. Your resource people will help with program planning.

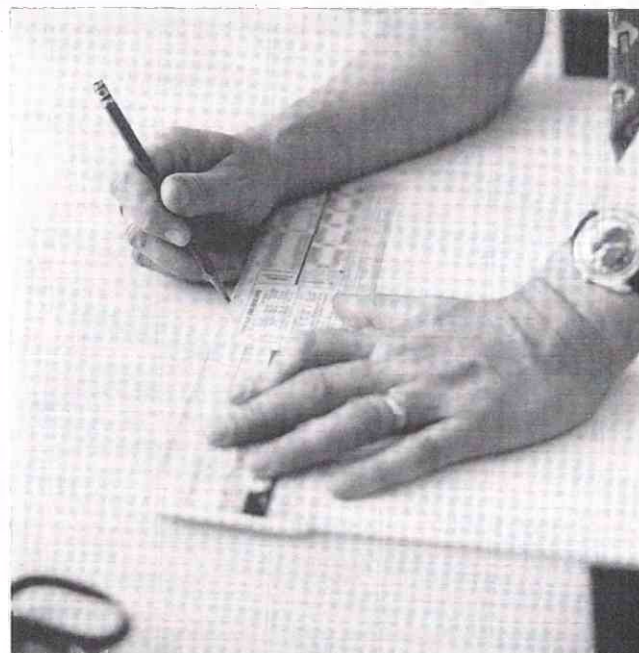
These are only a few of the many treasures that boys can find in the outdoors; it really requires only the interest of an informed adult to provide the clues to the discoveries. Plan **now** to get your boys out and about, help them to a better appreciation of nature.



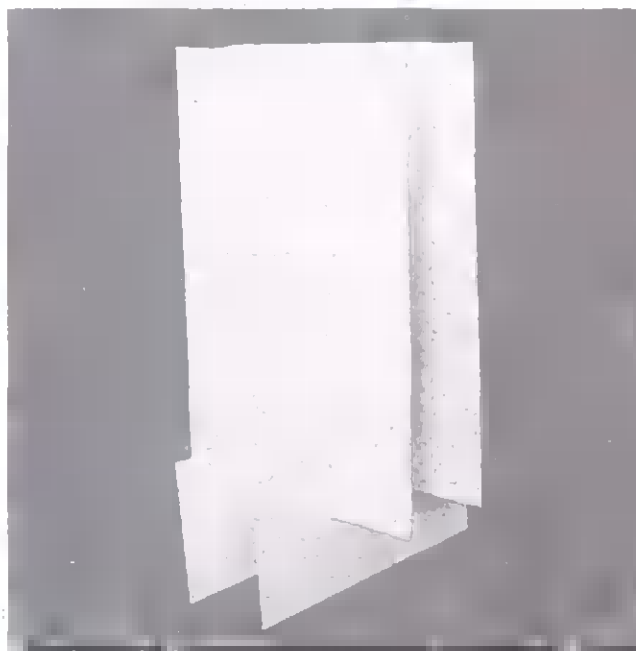
Build a Simple



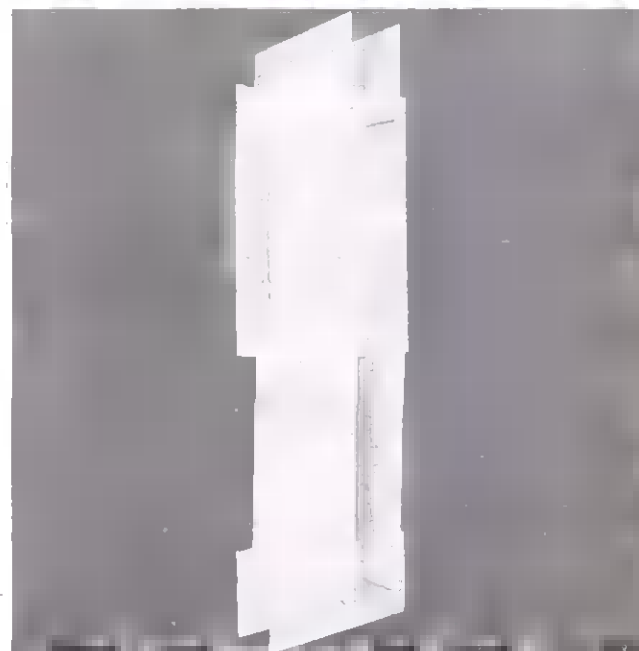
1. This display needed four 24" x 36" pieces of board and four 12" x 24". (Other dimensions could be used to meet your needs.)



2. Measure in eight inches from each side along both the top and bottom (24") of each large panel. Use same measurements on one 24" edge of 12" x 24" panel.



4. Start building your display with two of the 12" x 24" panels as base. Add two 24" x 36" panels at right angles. Push down so that slots mesh.



5. Add the other two 24" x 36" panels, and top it off with the remaining two 12" x 24" panels.

Display

By R.E. MILKS



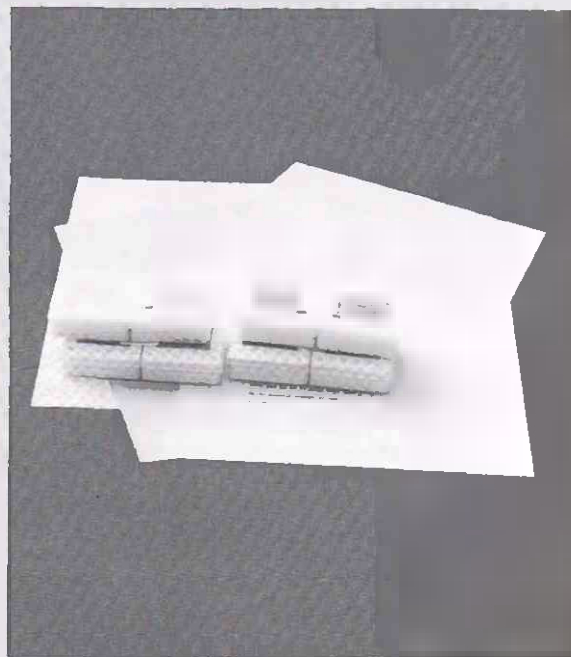
3. Cut 3" slots, the width of the board, at each of these four points, on each of the 24" x 36" panels, and two points of the 12" x 24" panels.



6. Fill the space available with suitable display materials and you are in business. Easily assembled, easily taken apart — this display requires no tools or brackets — it is truly a simple display.

This simple, easy-to-make display was designed for a specific purpose. We had a carrying case which held 24" x 36" material. We needed a display which could be readily carried and the following display was the result.

It was intended to be used in the middle of a display area — a place where people would walk around it. We used the same principle which is basic to most of the displays in this series — simple materials and use of the inherent strength in the material to support the display.



Four new audio-visual aids are now available. These are black-and-white slides on four outdoor subjects.

Cooking Fires

The Axe

Pack It Easy

Outdoor Manners

The price of these is well within the budget of a troop — \$1.75 for 20 to 24 slides and a script. Order these direct from Information Services, Boy Scouts of Canada, P.O. Box 5151, Station F, Ottawa, Ontario K2C 3G7. Please send cheque or money order with your order — make it payable to Boy Scouts of Canada.

Other slide sets in the series are being produced now with the help of Recreationology students from Algonquin College. These should be available by June 30. The new sets will include:

- Choosing a Campstove
- Using Pressure Stoves
- Winter Clothing
- Snowshoeing
- Trail Skiing

Keep watch for the definite date that these will be available. If you have any subjects that you would like included in the series — drop us a line!

Home-and-School Sponsorship

Photo by Proulx Brothers, Ottawa



P. J. Horan, Mrs. Priddle and Tom Wesdon, President of the Ottawa Council, Home-and-School Association.

P.J. Horan, Director of Sponsor Relations, Boy Scouts of Canada, interviews Mrs. J.M. Priddle, President of the Canadian Home-and-School/Parent-Teacher Federation about relationships between the Home-and-School/Parent-Teacher Federations and Scouting . . .

Mrs. Priddle has been president of the CHSPTF for the last two years and, prior to that, was president of the Ontario Home-and-School Federation from 1969-71. As president, Mrs. Priddle travelled extensively on behalf of the federation to meet with H&S/PTA members all across Canada. At this time, Mrs. Priddle is also the **Coordinator of School Volunteer Services** for the Ottawa Board of Education.

Horan: *Mrs. Priddle, what is the Canadian Home-and-School/Parent-Teacher Federation? How is it organized at the national and other levels?*

Priddle: The federation is a "grass-roots" organization that began in 1895 in Baddeck, N.S., when a group of parents came together because of their mutual interest and concern for the education of their children. The initiative was provided by Mr. and Mrs. Alexander Graham Bell who had observed parents' groups in action while on a visit in Washington. The movement was encouraged by school educators and administrators and spread from Baddeck, with the first local association being formed in Ontario in 1905. The first council (group of local associations) was set up in Toronto in 1916 and, in 1921, the Ontario Federation was formed. It became apparent that many of the problems being identified were national in scope and so the Canadian Federation was formed in 1926.

Each local association is autonomous, and action taken on the provincial and, most certainly, on the national level originates with the local level. Only issues of national significance come to the national level, and everything that national does is with the needs of the local associations in mind.

The organization of the CHSPTF parallels that of Boy Scouts of Canada, with local units (where the key word is *conducted*), provincial coordinating units and then the national unit.

Today, there are some 2,000 local associations across Canada, with a current membership of around 200,000.

Horan: *What are the aims and objectives of the federation and its various local associations?*

Priddle: The primary focus of our federation is the welfare of children and youth, as set forth in Letters Patent. We are concerned with the physical, emotional, in-

tellectual and spiritual welfare of young people, and all activities and projects are designed to benefit the child in his home, his school and his community. The promotion as well as the enhancement of equal opportunity for all children and youth is always in the forefront of our activities. Home-and-School/Parent-Teacher Associations have a constitutional obligation to pursue this primary objective on a continuing basis.

Horan: *The PTA in the United States is one of the strongest "partner" organizations of Boy Scouts of America. Last year about 45% of all PTA units sponsored one or more Scout units. Why is PTA such a strong supporter of Scouting, and do you think support of that sort is possible with the H&S/PTA in Canada?*

Priddle: Sponsorship of Scout groups by 45% of American PTA units is an impressive figure, and one can conclude only that PTA units appreciate the value of such sponsorship with respect to the pursuit of PTA objectives. H&S/PTA in Canada and PTA in the United States have much in common, and share almost identical purposes. Thus, it seems to me, similar support is **possible** in Canada, and certainly is desirable as a visible interpretation of H&S/PTA objectives.

Whether our Federation's support can reach a percentage of 45% will depend on the degree of commitment, co-operation and active liaison accorded by local units of both CHSPTF and BSC. At present, some 171 Scout groups are sponsored by associations across Canada. These groups represent some 273 Scout units — about 13%, compared to 45% sponsorship in the United States. Closing that gap presents an interesting challenge.

Horan: *At the national level, what can Scouting do to help expand the fine relationship that has been developing with the Canadian Home-and-School/Parent-Teacher Federation?*

Priddle: Over the years, H&S/PTA has been pleased to maintain liaison with Boy Scouts of Canada, and is grateful that this liaison currently is being clarified and strengthened. Certainly, continuing exploration of means of meaningful cooperation between our two organizations will benefit our purposes in local units where the action is. Specifically, this interview, designed to inform our people through *The Canadian Leader*, is an excellent example of such cooperation. We, too, will be advising our members of Scouting's work and its growing relationships with H&S/PTA through our magazines, bulletins, conferences and field contacts. Secondly, it is gratifying that the production of a filmstrip dealing with the growing partnership between H&S/PTA and Scouting is underway. Such aid will provide a highly visible and portable means of describing our continuing cooperation and unity of purpose. In addition, the development of a proposed brochure will provide another means of letting members of our respective organizations know of the value of cooperation and mutual support. CHSPTF greatly appreciates the opportunity to assist with the development of such aids, and will endeavour to make them widely available to its local associations to develop or strengthen and expand their Scout-sponsorship activities.

You will agree, Mr. Horan, that we may consult endlessly at the national level, but unless something happens at the all-important local level, where youth are involved, little of a worthwhile nature will emerge.

As with most voluntary organizations, CHSPTF is limited in financial resources but it can offer rich resources of time, energy and the talent of its members in any developmental move which will result in mutual benefit to our two organizations and the youth they serve.

Horan: *We seem to agree that the important work of both our organizations takes place at the "grassroots" level. Perhaps we could offer guidelines for our respective provincial levels on how they could work together to develop and strengthen their relationships — prior to taking that all-important step to encourage and support action at the local level.*

Priddle: It is fortunate that our organizational structures are parallel, and that communication between Scouting and H&S/PTA is so readily possible at H&S/PTA conferences and workshops. In this way, special projects such as H&S's "anti-smoking" campaign can be brought to the attention of Scout leaders at their provincial and regional conferences. Hopefully, success stories of joint action and the cooperative activities of both organizations can be published in our respective bulletins and newsletters. We can work together on matters of common concern, and doors can be opened so that the resources of both personnel and material can be usefully expended. Such interaction at the provincial level can lead to meaningful local activity.

Horan: *Can we look at that all-important local level in two ways, like looking at two sides of one coin: a) what can Scouting do for the local H&S/PTA? b) what can the local association do for Scouting?*

Priddle: Perhaps by mutually exploring areas of cooperation and interest, local personnel will do better than we can in answering these two questions. Our main purpose nationally must be to explore relationships between H&S/PTA and Scouting. There is no doubt that Scouting has provided and can continue to provide one valid means by which local associations can fulfil one of their basic purposes, i.e., to provide meaningful activities for local youngsters. Scouting members may assist in

H&S/PTA projects, such as the "anti-smoking" drive and others listed in the *CHSPTF Action* book (available from national and provincial H&S/PTA and Supply Services). Through its leadership development potential, Scouting provides yet another opportunity for more youngsters in the community to develop their latent leadership ability and take the lead in some H&S/PTA-sponsored projects. To answer the second part of your question, local associations provide access to boys (the users of the program); to teachers and parents (potential sources of leadership and resource personnel); to school principals, the local boards of education and to facilities (one of the basic needs of Scouting in the community). From its members and contacts in the community, H&S/PTA may suggest potential leaders whom Scouting personnel can approach, recruit, train and support. H&S/PTA may identify the need for a Scout group in its community. A newly established neighbourhood may be interested in Beavers or Cubs, whereas an established neighbourhood may be interested in a teenage group like Venturers or Rovers.

Horan: *What do you see as the basic problem or challenge facing a local association wishing to sponsor a Scout group?*

Priddle: The basic problems may be only lack of an awareness of the need for Scouting in the community, or even the possibility that H&S/PTA can sponsor a Scout program. When this need has been identified, an association's desire to take action could mean simply a phone call to the local Scout office (listed in the telephone book) to obtain information concerning Scout programs. The local Scout office may send a staff person or service-team member to talk with the association executive, or with the association as a whole, concerning details of organizing a Scout group.

Based on this information, the decision to proceed will rest with the association. If "go," local Scout officials will assist the decision all the way.

Horan: *What steps would you recommend to an interested person who wants to get a Scout unit organized and sponsored by the local H&S/PTA?*

Priddle: It is difficult to answer this question on a national basis, and to establish hard-and-fast procedures applicable everywhere in Canada could destroy flexibility. In some communities it might be possible to seek the local H&S/PTA president by contacting the local school or board of education. However, local personnel may not know that cooperative liaison is possible with BSC.

Therefore, it may be more satisfactory if contact is made through the provincial Boy Scout office which can obtain the appropriate information through provincial H&S/PTA offices. The parallel structures of H&S and Boy Scouts will promote effective liaison locally. Fewer delays in obtaining information might result if contact were promoted through our respective provincial offices. Practical implementation of liaison on a local basis will vary with each community. Active, local, involvement might be promoted more effectively if a Scout committee were established by the H&S association to carry out duties relating to Scout sponsorship.

Horan: *What are the "ground rules" that a local or a proposed Scout group, operating under H&S/PTA sponsorship, should follow in using school facilities?*

Priddle: This also is difficult to answer definitively on a national basis, due to the variety of situations and circum-

WHITE-WATER CANOEING

By Evan Monkman, M.D.

Running white water, dodging rocks, hoping you won't get swamped in those high-standing waves — these are among the most exciting parts of a canoe trip. If you enjoy the thrills of running rapids, perhaps you would be interested in the rapidly developing sport of white-water racing. In this sport you can enjoy the challenge and excitement of running white-water rapids without the risk of being stranded in a remote area with a damaged canoe or lost supplies.

For years, racing kayaks and covered, down-river boats, specially designed for racing, has been a popular sport in Europe, and national teams compete in white-water races in the Olympics. Since a number of experienced European racers have immigrated to Canada, they have helped to make white-water racing more popular here. Along with the increased interest in the sport of racing kayaks and down-river boats has been the growth in the popularity of racing standard, open canoes of the type used for tripping or pleasure canoeing. Since most Scout groups are more likely to have this type of canoe available, I am going to focus attention toward white-water canoeing in open canoes. Some Scout groups, however, have built fleets of racing boats and regularly compete in major events.

In some areas of Canada organized races take place almost every weekend from early spring as soon as the ice is out. In fact, it is not unusual to have to dodge blocks of ice as well as rocks on the first races in the spring. In mid-summer, when water levels are low, fewer races are held. Schedules of events in your areas should be available from the nearest canoe club, kayak club or white-water racing club. Some canoe clubs are mainly interested in flat-water racing in specially designed, tippy, lightweight craft. Such canoes are not suited to white-water racing. Some races are laid out for open canoes and will include sections of flat-water, portages and rapids, and they may extend to thirty miles or more in length. Other events may be planned for kayaks and down-river racing boats and will include more challenging rapids. Some such races will be suitable for open canoes as well and will include an open-canoe class. This class may be divided into single, double and mixed-double categories. Your times would be compared only with others in the same class. In other races there may not be a class for open canoes, and participation by open boats would not be advised, since the difficulty of the rapids may be such that most, if not all, of the open canoes would swamp. If the schedule does not indicate the classes of boats eligible for the race, be sure to check whether the course is suitable for open canoes. On many of the courses, the rapids are graded as to difficulty. Class I is fairly easy. Class II should be suitable for open canoes but may include numerous rocks and high waves. Considerable water may be shipped in Class II rapids. Class III rapids should be attempted only if the crew has had some experience in white-water canoeing and is prepared to swamp. Conditions can vary a great deal with the water level so that rapids which may be quite easy at one time may be impossible at a different water level. If there is any doubt, it is always wise to scout the rapids by walking along the shore.

If you are planning to participate in a race, find out what safety precautions are required. In most races, life jackets must be worn, lines must be attached to the bow and stern and, if the canoe is of metal or fibreglass, ade-

quate flotation devices must be included. In some races it is advisable to wear helmets, to tie your paddles to the canoe and to tie a hand bailer to the canoe. Mechanical bailers are not permitted and, if covers are added to the canoe, you would have to race in a different class. If there are particularly difficult parts in a course, the organizers usually will station a rescue team at such spots. For practice runs it is usual for a group of boats to do the course together so they can help each other out if necessary. Poor swimmers, of course, should not participate in this sport. With safety precautions and careful supervision of events, injuries are very uncommon when compared with some other popular sports.

Probably the most famous race in the eastern region is the Hudson River Derby in northern New York state. This race of 7½ miles has been run annually for more than ten years and draws competitors from all over the northeast United States and eastern Canada. Last year over 400 open canoes competed. The popularity of open-canoe racing in that area is such that all accommodations in the area are taken by competitors and spectators days before the race. One stretch of the river, known affectionately by the racers as the rock garden, manages to swamp or dump about one of every three canoes. During a race, the banks are lined with hundreds of spectators cheering those paddlers who manage to make it through.

You can race the same canoe you use for tripping but if you become very enthusiastic about white-water racing you may want to obtain a faster canoe. Generally, the longer and narrower a canoe, the faster it will be. Canoes without keels are easier to steer in rapids and thus better for racing. In some races a major problem may be shipping water so a canoe with a higher side will be an advantage. Metal canoes are lightweight and durable but the available models are usually not designed for speed. If they hit a rock they have a habit of denting and then hanging on the rock. Canvas-covered wooden canoes tend to bounce off the rocks. The Chestnut Canoe Company builds some excellent, wood, racing canoes called Cruiser and Guide Special canoes. They are rugged and manoeuvrable but fairly heavy. With careful maintenance they should last many years. Like wooden canoes, fibreglass canoes tend to be heavier than metal ones. Like the metal canoes, the standard fibreglass canoes are not designed for speed. Some companies, however, are building excellent, fibreglass, racing canoes that are equally good for tripping. Some have higher sides and wider splash-deflecting gunwales. Such canoes have won many major races. With careful maintenance you can usually race a canoe for many years. The chances of damaging a canoe in white water are greater than with regular canoeing but it is surprising how well even the wood-and-canvas canoes stand up.

Whatever canoe you have, racing it will be fun, and the experience with white water will help you on your canoe trips. Contact the nearest white-water or cruising canoe club for information about events in your area. Maybe your group would like to start its own events. Further information about races in the Ontario region may be obtained by writing to the author in care of this magazine.

DR. MONKMAN, a graduate of the University of Toronto and now a professor at that university, is a former Scout and Scouter of the Greater Toronto Region.



Muchas Gracias, Amigo

We acknowledge with thanks the following donations to the Canadian Scout Brotherhood Fund.

1st Mount Hope Cub Pack, Ontario	50.00
Jonathan Gordon, Cubmaster, Beth Zion Cub Pack, Cote St. Luc, Quebec	25.00
45th Mississauga Cubs and Scouts, Ontario	25.00
125th Toronto Group, Toronto, Ont. — Christmas campfire	22.53
1st East Gwillimbury Heights Scout Troop, Newmarket, Ontario	23.08
A and B Packs — 13th Waterloo Scout Group, Ont.	20.00
6th Halifax Boy Scout Troop, Nova Scotia	20.00
Pine Beach "Nahani" Scout Troop, Dorval, Que.	25.00
Scouts du Canada, Section Pointe-aux-Trembles, Que.	10.00
3rd Port Credit Cubs, Scouts and Venturers, Ont.	100.00
1st Hornby "A" Cub Pack, Georgetown, Ont.	8.00
Revenue from sale of World Scouting cloth badges and metal badges	150.85
Mr. Ray Town, Burnaby, B.C.	20.00
Ontario Gilwell Reunion 1973	168.00
43rd Scout Troop, Hamilton, Ontario	10.00
Church Parade — Cubs, Scouts, 1st Fonthill, Ont.	10.00
9th Windsor Cub Pack, Ontario	7.20
Ladies' Auxiliary, 41st Kitchener, Ontario	15.00
Scout-Guide B.-P. Service, Chatham District, Ont.	18.75
1st Greenfield Park Pack, Quebec	10.00
Church Service, 1st Bramalea Group, Ontario	37.63
Scout-Guide Church Service, Sackville, N.B.	39.42
3rd Rockingham, 1st Birch Cove Groups, N.S.	23.80
Lakeside Heights Cubs and Scouts, Quebec	25.00
4th Lethbridge Scout Troop, Alberta	43.55
Port Hope District, Ontario	56.00
Elgin District, Ontario	77.55
Stride District, Burnaby Region, B.C.	42.20
8th Woodstock Cub Pack, Ontario	27.50
B.-P. Church Parade, Burnaby West, Burnaby Centre Districts, B.C.	111.95
76th Ottawa Salvation Army Cub Pack, Ontario	20.00
91st Glenmount "B" Pack, Toronto, Ontario	25.00
Eagle Pack, 1st Boundary Bay, West Delta, B.C.	43.00
Church Parade — Girl Guides, Golden Sun Division, Calgary, Alberta	24.95
North District, Fredericton, N.B.	45.55
Cub-Scout Church Service, Bedford Park United Church, Toronto, Ont.	28.00
Cubs and Scouts, Langenburg Group, Sask.	81.50
1st O'Leary Pack and Troop, P.E.I.	11.00
Scout-Guide Service, Riverview United Church, N.B.	20.00
19th Scouts and Cubs, St. Thomas, Ontario	20.00
2nd Greenwood Cubs and Scouts, Nova Scotia	20.00
32nd "A" Cub Pack, Sarnia, Ontario	20.00
7th Sarnia Cub Pack and Scout Troop, Ontario	20.00
1st Pointe Claire Scout Troop, Quebec	25.00



INTERNATIONAL TRAVEL

By J.L. MacGregor, Deputy Chief Executive

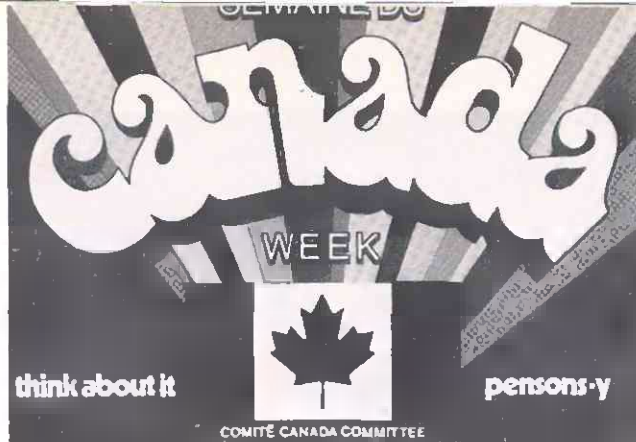
In recent years there has been a dramatic increase in the number of members of Canadian Scouting travelling abroad — individually and in groups. Canadians have attended a wide variety of events, ranging from highly organized world and national jamborees to less formal jamborettes, moots, international camps and hiking tours. No part of the world seems to have been out of reach. Well planned exchange visits between Canadian groups and groups in other countries have become especially popular among older Scouts, Venturers and Rovers.

The number of Scouting visitors to Canada has also increased. In a world brotherhood this is, of course, a positive development and one that should continue to be encouraged.

Most Scouting travellers are courteous enough to follow the simple procedures set out by the member countries of the World Scout Conference. When these procedures are followed, there is usually little or no difficulty. Regrettably, there are some who neglect to follow the procedures. These invariably make life miserable for all concerned and sometimes cause real embarrassment. It is not easy to act like a "brother to all" when a group of Scouts suddenly turns up on your doorstep unannounced and looking for hospitality.

Perhaps your group is thinking about an international travel adventure. If so, here are some hints designed to ensure a smooth, pleasant and productive experience.

- Start your planning early; planning for an overseas trip should begin the year before the event.
- Consult group/section committee and parents **before** discussing the idea with the boys.
- Consult your local provincial Scout office; their experience can save you time and effort.
- Decide on place(s) to be visited; your national Scout office can provide contacts in every member country of the World Scout Conference.
- Carefully work out how much a trip will cost and prepare a budget.
- Consider uniform, clothing and equipment required.
- Develop a program for participants to learn something about place(s) to be visited.
- Arrange for currency, passports, maps, travel tickets and timetables.
- Obtain Tour Permit and International Letter of Introduction through your local or provincial Scout office.
- Country or countries to be visited should have all pertinent information **at least four months prior to your departure from Canada**, i.e., number in party, ages, travel itinerary, kind of assistance/advice required. Anything resembling "freeloading" will not be condoned by Canadian Scouting. Requests for billets in homes will be considered an imposition **unless** part of an organized exchange arrangement.
- Finally, your international travel adventure will only be concluded after appropriate letters of thanks have been written to those who helped along the way.



From June 24 to July 1, an active yet modest organization called the Canada Committee will be sponsoring a special period of festivities known as Canada Week. Another business-bred promotional venture? Another overly patriotic appeal to our sentiments? No, Canada Week is a concerted effort by a large group of people in all provinces to bring Canadians of different backgrounds to a better understanding of one another.

Now in its sixth year, this special week involves an ever-increasing number of Canadians in activities that range from the educational to the entertaining. The feeling of pride in our past achievements and faith in a promising future animate the many projects now being planned for Canada Week '74.

A non-profit, non-political organization, the Canada Committee will coordinate a host of activities right across the country, ranging from picnics to band concerts to sports events, from film festivals to art and essay contests, from teach-ins to social projects, from parades to historical pageants, involving thousands of Canadians anxious to manifest a desire for community of spirit, of values and of ideas. With concern for their fellow man as a basic premise, Canada Week hopes to act as a catalyst to bring the people of this vast country closer together, so that we may realize how our linguistic, political and regional particularities can be used to unite rather than divide.

Support for Canada Week should be automatic. Yet many of us look at concern for and pride in one's homeland as unmentionable if not shameful traits. Patriotism, once an envied moral attribute, has become synonymous with different types of excessive nationalism. Flag-wavers are chauvinists. Patriots are reactionaries. Perhaps this is due to the fact that certain groups, in the name of patriotism, turned attachment to their country into hatred for another.

Montesquieu said, "What I distinguish by the name of virtue, in a free state, is the love of one's country, that is the love of equality." Therein lie the two essential principles of the democratic state: patriotism and popular government.

Patriotism is a form of attachment to one's homeland that absorbs the lessons of history, adds respect for one's neighbours, attachment to one's surroundings and the satisfaction of one's achievements, to produce a feeling of pride and a desire to rid the nation of inequality and injustice.

Montesquieu went on to say that patriotism's principal function may well be "to remind citizens that they are compatriots and that they live in a community." These factors will not make them good but will give them a basis for respect and cooperation, necessary ingredients for the establishment of democratic institutions.

In his official proclamation last year, Prime Minister Trudeau said that Canada Week "is a time to learn more about ourselves. It is a time of self-questioning which should lead neither to complaisance nor to an immobilizing self-doubt, but to reaffirmation. It is a time to cele-

brate once more that direction towards realizing the great potential for good which lies in our land."

Canada Week should be an occasion to learn more about ourselves. How little Canadians in different parts of the country know about one another. How little we seem to care, at times. Yet, if we expect to maintain even a semblance of stability amidst the demands of our constituent regions, we must make an effort to understand the aspirations of each element of the population. Canada Week is an ideal occasion to make this effort.

The Canada Committee is often termed a nationalist organization. Yet we have no desire to exalt our country above others, nor to place emphasis on promoting our culture or interests to the detriment of those of other nations or groups. We believe in national unity. Only in its present geopolitical makeup can the Canadian nation remain viable, both internally, for the betterment of the social conditions of its people, and externally, in relation to the other countries of the world.

We are nationalist insofar as we are attempting to promote a sense of national consciousness. The advantages of this country are manifold and obvious, and depend largely on progressive elements both within our borders and without. Still, destructive elements exist and it is imperative that all Canadians be made as much aware of them as of the positive. These are the ideals the Canada Committee is working towards: increased interchange among the elements of our society, greater comprehension of our differences and pride in our accomplishments.

History, however, has shown us the nefarious effects of excessive nationalism. The resultant isolation or upheaval usually engenders a kind of arbitrary power in the hands of leaders who are rarely as tolerant as those they have replaced.

Successful social groupings have always based their way of life on understanding and exchange and this fact is underlined by the current world trend toward international cooperation and common markets.

We are nationalists in that we believe in the viability and integrity of our nation and in the confederal system of government. But we spurn the supranationalism promulgated by certain groups who build themselves up at the expense of others, as this can only lead to the breakdown of our country.

The Canada Week theme, "Canada — Think about it!", invites Canadians to examine ways in which they can understand one another. This is the rationale for Canada Week, not blind patriotism but respect and reflection; respect for all the diverse elements that make up this community of people and reflection about the institutions that have enabled them to live in harmony.

ENCOURAGE OUR YOUTH TO CÉLÉBRATE CANADA WEEK

- Plan a parade for youngsters with decorated bikes — local shopping centres could provide the space.
- Organize a public ceremony for the mayor's proclamation of Canada Week, such as a flag-raising ceremony at City Hall.
- Involve young people by organizing activities such as band concerts, sports events or picnics.
- All mayors are requested to advise the schools in their communities of Canada Week and to encourage them to participate.
- Send material of **your** activities for Canada Week to all the news media.
- Promote Canada Week in your bulletins.
- Show a film on Canada; organize a symposium or conference around a Canadian theme.
- Plan a Canada Week outing to local or historical sites.
- Arrange art and essay contests as well as handicrafts with a Canadian theme at campsites or outings.

Training Talk



FOR TRAINERS / SERVICE SCOUTERS

Edited by Al Craig for the
Adult Training Subcommittee

No. 15

THE SESSION PLAN

Rarely is an impromptu session a successful one. Of the many factors which contribute to a successful session, thorough, advance planning is undoubtedly the most important.

THE PLAN

Most session plans are divided into four main parts.

- a) **Preamble** — This part contains general information which the instructor will use in preparing his presentation. The title or topic, the objectives, a list of training aids required and references are all included in the preamble. It gives direction to the instructor and is not used during the session.
- b) **Introduction** — The main purpose of the introduction is to arouse interest in, show the need for and set the stage for the knowledge, skills and attitudes which will be presented to the participants during the session. Having heard your introduction, your participants should be "eager" to proceed with the learning.

Normally, an introduction has four divisions:

- i) **Aim** — a clear, concise statement of the target.
- ii) **Motivation** — the participants are told and, if possible, shown why the session is important to them.
- iii) **Link** — the participants are told where and how the material fits with past and future instruction or experience.
- iv) **Outline** — in the outline the participants are shown how you have organized their activities so that the session objectives will be achieved.

These four sections of a normal introduction may appear in any order.

- c) **Presentation** — The presentation is the body of the session. It shows *what* to teach and *how* to teach it. Normally, it consists of main headings, subheadings and support material. The presentation should reveal at a glance:
 - i) The organization or sequence of the material.
 - ii) A delineation between important "must know" material and support "nice to know" material.
 - iii) What method of presentation will be used.
 - iv) The questions that will be asked.
 - v) Directions and reminders to the instructor in the form of underlining or action blocks.
 - vi) Blackboard, flannel board, layout sheet, etc.
- d) **Application** — This is the driving home of the body of the session. Here the participants answer oral or writ-

ten questions. They work problems. They perform a skill. They ask questions. The participant activity will be determined by the nature of the session. Finally, the instructor summarizes the main points.

Using the Plan

After it has been drawn up, the session plan must be looked over before the period starts and not pigeon-holed until the last minute. Such a review refreshes the instructor's memory and ensures a smooth, lively presentation. Awkward pauses will thus be avoided.

No two teaching situations are identical. Before re-using a plan, study it carefully, prepare to vary the material and its method of presentation according to experience gained from its previous use and according to the ability of the participants.

During the session, remember that the session plan is only a guide, and as such its purpose is to keep the pertinent material before you so that you will not be side-tracked. It is neither a crutch nor a substitute for thinking; it is to be used for quick reference and not read to the participants. You must be able to fill in the details from memory once the plan has supplied you with the heading.

Advantages of Planning

- a) Planning results in an orderly arrangement of material.
- b) Planning ensures thorough coverage of the material.
- c) Planning helps to guarantee better use of time.
- d) Planning keeps you on track.
- e) Planning adds to confidence.
- f) Planning helps stimulate the causes of learning.

Points to Note

- a) The plan must show the time to be spent on each of the three stages of the session.
- b) The training aids and references (author, title, pages) should be listed in the appropriate sections.
- c) When drawing up the plan, remember that participants learn best when the session proceeds from the known to the unknown, from the easy to the difficult.
- d) The plan need not be limited to one sheet of paper.

Conclusion

If a session plan is prepared and used properly, it is of inestimable value to all concerned. However, it does not release you from the obligation of knowing your background material thoroughly and presenting it in a manner acceptable to the participants.

SESSION PLAN CHECKLIST

- a) **In the preamble, have you included:**
 - Subject, length of session, and place?
 - List of tools, equipment and aids?
 - References?
 - Statement of aim and session objectives?
 - Other information dictated by personal desires?
- b) **Does the INTRODUCTION:**
 - Tie this session with previous session(s) or previous participant experience?
 - Provide for review where desirable?
 - Show value of learning this material?
 - Serve as an interest-arousing factor?
 - Contain a clear, precise aim for the lesson?
 - Give the outline?
- c) **Does the PRESENTATION provide:**
 - Pockets of new material arranged in logical order?
 - Development from known to unknown; from simple to complex?
 - For level of knowledge of participants?
 - Complete outline for demonstrations and performance, if any?

Examples, illustrations and devices for clarification of difficult areas?

Integration, where possible, with other training?

Directions for use of aids?

Key questions and desired answers?

For recaps, between pockets of learning?

d) **Does the APPLICATION:**

Provide for participant practise?

Contain prearranged questions?

Tie this session with one(s) to follow?

Summarize important points and state conclusions reached?

Here's a New Twist

When I heard about using a bank-loan idea to put across the Cub or Scout Law and Promise, I was puzzled, but interested.

This may not be a new idea, but I am indebted to Scouter Doug French of Hamilton, Ontario, who, in answer to my query, supplied the details of how he had used this innovative idea.

How can Scouters help boys to understand the Cub or Scout Law and Promise?

This question formed the basis of a training session which included both Cub and Scout leaders who were seeking practical suggestions on how to instill in boys the important meaning of the Law and Promise. Hopefully, the Cubs and Scouts would accept their Law and Promise as guidelines for everyday living rather than just some words recited at a meeting.

The first step was to remind the participants of the precise subject matter to be considered. The participants referred to the wall charts on display to review the specific wording of the Cub and Scout Law and Promise. The leaders then examined a bank-loan promisory note which was used to introduce a simple way of explaining to boys (in an interesting way) many of the aspects of their Cub or Scout Promise.

The following outline was used to make a comparison of the bank-loan contract and the Cub or Scout Promise for the various items listed:

(An overhead projector was used to show this outline but wall charts would serve the same purpose.)

In using this approach with boys, the Scouter could use appropriate questions to involve the boys in providing information for the comparison. Although the idea of a bank loan is familiar to most boys, overuse of technical

ILLUSTRATION	LOAN CONTRACT	CUB/SCOUT PROMISE
1. What is it?	Agreement that bank and borrower will do certain things.	The boy must DO certain things. (ACTION)
2. Is it necessary?	Won't get loan from bank without it.	To be a Cub/Scout, a boy must agree to the Promise.
3. What is its purpose?	It allows borrower to get money from the bank.	The Promise gives an ideal to constantly strive for.
4. What is penalty for not fulfilling promise exactly as agreed?	Bad for borrower if he doesn't repay loan to bank.	Boys must understand that they cannot live up to the Promise 100%. Do Your Best! Our failure should drive us to try even harder.
5. What are the terms?	Amount of loan, interest rate, method of repayment, etc.	To love and serve God, country, other people.
6. When is it in effect?	From date of loan until date repaid.	When the boy understands and wants to keep Promise. When older, influence of Promise on his life may still be there.
7. What makes it binding?	Signatures on the contract.	Boy shows his agreement by saying his Promise and trying to live up to it. Saying Promise regularly reminds the boy of what he has agreed to do and urges him to do better.
8. Who are the parties concerned?	Bank representative and borrower.	The boy is directed to love and serve beyond himself (God, country, others). Anyone who knows that the boy has made the promise (other boys, leaders, parents) may be responsible for the boy keeping Promise. Self-responsibility for keeping promise should develop.



Following the success of early gatherings of Scouts from different parts of the British Isles, Baden-Powell felt that it would be of great value to the new Movement to call Scouts of the world together, on a regular basis, for some spectacular activity. His plan was interrupted by World War I but, in 1916, he began to think of peace and appointed a committee to prepare a plan on the subject.

The terms "rally" or "exhibition," as the early gatherings were called, no longer seemed satisfactory to B.-P. He felt something more picturesque was required and suggested "Jamboree."

"But you can't use that word for a Scout event," someone told him.

"Why not?" Baden-Powell wanted to know.

"Have you looked it up in the dictionary?"

B.P. hadn't but now he did.

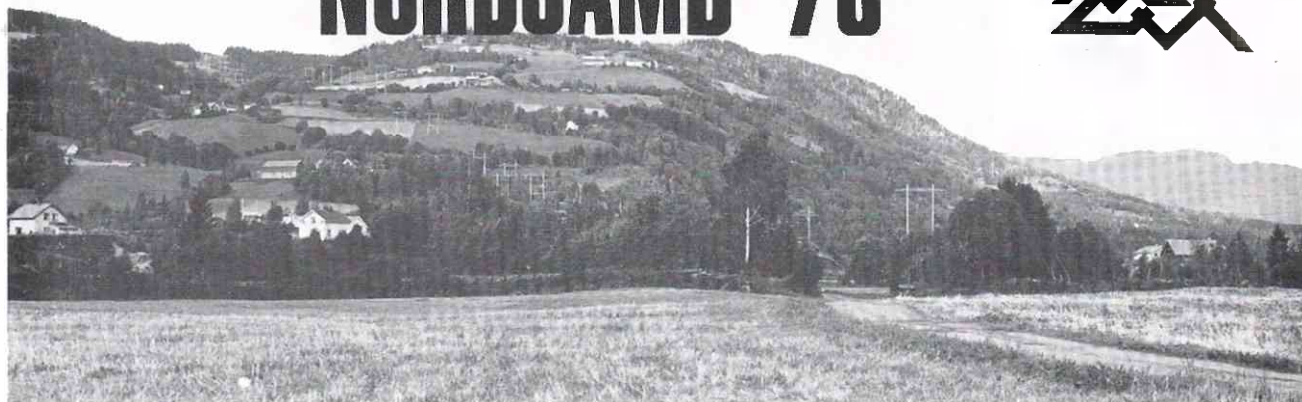
jamboree (jam-bo-ree), n. (A slang word, prob. arbitrary)

A carousel; a noisy drinking bout; a spree, hence, any noisy merrymaking (slang)

Although its dictionary definition wasn't particularly inspiring, B.-P. happened to like the word and, with no better suggestions forthcoming, "Jamboree" it was! Today, the original definition remains but a second meaning is shown: "A large festive gathering; a national or international camping assembly of Boy Scouts."

The 1st World Jamboree was held in 1920. The 14th World Jamboree will be held in 1975 and you and your Scouts and Venturers are cordially invited to attend —

NORDJAMB-75



Nordjamb-75 site, Norway

Where and When?

The Canadian contingent will leave for Europe about July 19 but, at this time, all dates and locations (with the exception of the actual jamboree) are tentative. Exact information will depend on final arrangements, now in process, with chartering airlines and the Central Jamboree Committee. As more definite information becomes available, it will be published in *The Canadian Leader* and your local council bulletin.

The 14th World Scout Jamboree is being hosted by the five Nordic countries of Denmark, Finland, Iceland, Norway and Sweden, and will be held in Norway from July 29 to August 7, 1975.

The actual campsite is located about 120 miles north of the Norwegian capital of Oslo, in a beautiful river valley close to Lake Mjosa, in a place called Jorstadsmoen. It is within a few minutes of the famous winter-resort town of Lillehammer.

Canadian Contingent Leader

The Deputy Chief Scout, Major-General William K. Carr, will be the Canadian Contingent Leader, with J.A. "Al" Craig, of the National Office, as Contingent Administrator. Other contingent appointments will be made in the near future.

Who Can Attend?

Scouters, and Scouts and Venturers who have reached the age of 14 but not 18 years on August 1, 1975. All ap-

plications must be submitted in duplicate to your local Scout council in time to be received at the National Office, Ottawa, by December 31, 1974.

Prejamboree Conference

Previously called "pre-jamboree camp," the Conference will be held in the historic capital of Denmark, Copenhagen, from July 19 to 22. The contingent will be housed in three schools and, in addition to being briefed on the jamboree, Canada's participation, local customs, rules and regulations, will have an opportunity to tour Copenhagen and visit local attractions, including the world-famous Tivoli Gardens Amusement Park.

Home Hospitality

In order to provide the opportunity to experience the Nordic way of living, all jamboree participants will be offered five to seven days' hospitality, as far as possible, in Scout homes, immediately before the camp. (Board and lodging will be free, with the cost of transportation included in the jamboree fee.) Present plans call for the Canadian contingent to be hosted in the city of Gothenburg, Sweden. Gothenburg traces its history back to the 13th century and has many historic castles, churches and buildings.

Jamboree Fee

With the recent increases in travel costs, the Jamboree Committee is still working on the final fee and this will be available through your local Scout council in the near future.

14th World Jamboree

Arranged by Scouts of Norden: Denmark - Finland - Iceland - Norway - Sweden
Lillehammer, Norway 29.7 - 7.8.1975





Postjamboree Tours

A number of tour options are now being studied and further information will be available shortly. Tour costs would be in addition to the Jamboree fee.

Camp Program and Activities

In August, 1973, a seminar for Nordic Scouts was arranged at the Nordjamb '75 campsite. One hundred senior Scouts, Rovers and Rangers participated. The main objective of this seminar was to discuss and plan the Nordjamb '75 program.

The following principles were laid down:

- only a few joint activities for the whole camp (opening, evening meeting, religious service and closing);
- The main part of the program will be decentralized, with the objective being to give each participant as much activity as possible;
- the activities will, when possible, be carried out in patrols of mixed nationalities;
- the program is drawn up by the Central Camp Staff so that the activities will circulate in the sub-camps;
- no central exhibitions will be arranged;
- the following activities will be emphasized —
 - outdoor life
 - sports
 - nature and wildlife
 - water activities
 - activities with technical and cultural aspects
 - international understanding

The focus of the program will be a 24-hour hike along routes of varying length and difficulty. International patrols of eight Scouts will share food, fun and fellowship with an experienced mountain hiker from one of the Nordic countries.

What About Your Boys?

Actual cases are known, from past jamborees, where Scouters have decided, because of the amount of money involved, that their boys could **not possibly** be interested in attending, and have not even bothered to give the boys, or their parents, the opportunity to make up their **own** MINDS.

Don't deprive **your** Scouts or Venturers of this experience of a lifetime. Put up the full-colour poster in a prominent place and review the details and requirements with your section.

If you find one or more interested, why not suggest ways and means of helping them raise the necessary dollars.

Here are a few suggestions:

- your local Scout councils: have they funds or schemes?
- support from your sponsor, ladies' auxiliary or church;
- local service clubs: they have been most generous in the past;
- provincial or civic government grants;
- snow shovelling contracts with neighbours;
- lawn and garden contracts with neighbours;
- car washes
- Christmas-card sales



Main street of Gothenburg



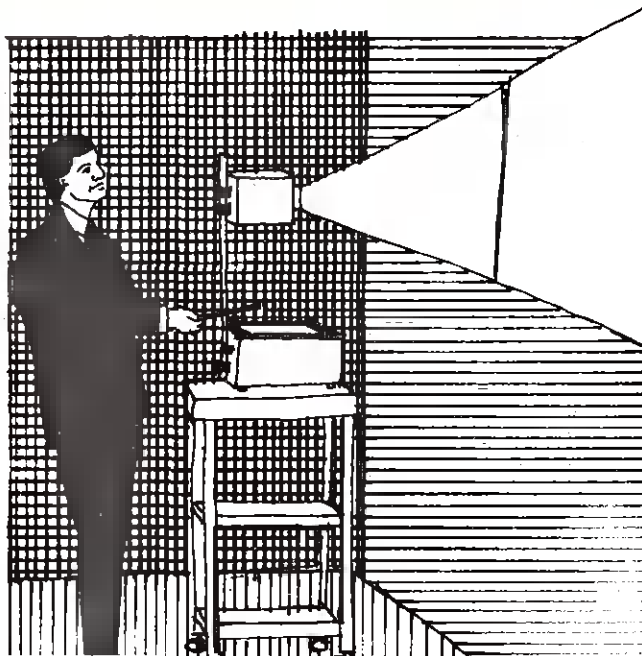
Hans Christian Andersen's Little Mermaid, Copenhagen

- Christmas-tree sales
- odd jobs
- book sales
- paper, coathanger and bottle drives
- car parking at neighbourhood events
- flyer distributions
- phone book distributions
- coat checking
- and you can probably think of many more ways.



14th WORLD JAMBOREE NORDEN

FOR MORE INFORMATION ON NORDJAM '75, CONTACT YOUR LOCAL COUNCIL OFFICE AND WATCH FOR ADDITIONAL ARTICLES AND ITEMS IN FUTURE ISSUES OF THE CANADIAN LEADER MAGAZINE.



banking terms or unnecessary explanations might confuse them. Keep it simple.

The second phase of the training session with the participants was to examine the Cub and Scout Laws which were viewed as an extension of the Promise to give further direction to influence the boy's life. In this case the comparison was with the Traffic Code which has various rules to encourage orderly progress. Similarly, the Cub and Scout Laws provide a general code of conduct to cover many varied situations. The working of the Law suits the level of understanding of boys. For Cubs, the Jungle theme is prominent while the Scout Law is more specific, containing key words (e.g. trustworthy, considerate) in order to provide broad guidelines for boys to follow.

The participants formed small discussion groups to list some practical suggestions about the leader's role in helping boys live up to the Promise and Law. Groups of Cub leaders were assigned one of the following:

"How can you as a Scouter help a Cub to live up to his Promise to:

- a) do his duty to God
- b) do his duty to the Queen
- c) keep the law of the Wolf Cub pack?"

The discussion groups of troop Scouters came up with some useful ideas in response to the questions:

"How would you as a Scouter explain to a new Scout that a Scout is

- a) helpful, trustworthy, kind, cheerful;
- b) considerate, clean, and wise in the use of his resources?"

After the discussion, the lists of ideas were shared and considered further.

The final phase of the training session stressed the extreme importance of the Scouter's role in influencing boys to try to live up to their Law and Promise by means of the leader's **personal example** which the boys are constantly observing. This message was conveyed by viewing a film entitled "The Purse" (National Film Board, 12 minutes) which dramatizes the discovery of a lost purse containing a large amount of money. There is an opportunity to see the events through the eyes of a number of people.

The brief discussion following the film underlined the fact that the Cubs and Scouts see enough of their leaders to determine whether **they** do their best to follow the Law and Promise in their own lives.

PUTTING WORDS TO WORK — 96-040

This handy reference booklet has been made into a Training Note and printed in a different style and format. The conversion to a printed form on better paper caused the retail price to increase to \$1.25.

DISCUSSION GROUP GUIDE (was 20-457 — NOW 96-105)

Another of the invaluable resource booklets that has been made into a Training Note.

Revised, edited and with new material added, the "guide" has many applications for all Scouters, and trainers/service Scouters in particular.

Additions to the "guide," and the more expensive printing process, have caused the retail price to increase to \$2.

FOR THOSE WHO HELP OTHERS — 96-104

This "Learning Guide for Service Scouters" (of which only 1,000 were originally duplicated) has been field tested since its introduction in May, 1972.

Our thanks to all those who sent in their comments and suggestions for improving this book. Depending on merit and practicability, this feedback has been incorporated into this new, revised, edition.

While many of your suggestions were acted on, **the basic concepts, ideas and chapter areas have not been changed.**

Production by the printing process, inclusion of clipper art and the better quality of paper have caused the retail price to rise to \$4.25.



There once was a Scouter you see,
Said, "Training is not here for me."
His boys it would seem
Made a floor hockey team
And the rest of the time, they ran free.
This same old Scouter was sure,
For the program he had his own cure,
Till he looked at the hall,
Empty, fit for a ball,
He, no boys to the meeting could lure.
This Scouter to Training did go,
He came back with thoughts all aglow.
His program was good.
He did what he should,
And his section proceeded to grow.
In this little limerick we try,
To get you to wondering why
You do not partake
Of the courses we make,
And become a much cleverer guy.
So take this limerick to heart
And your education can start,
With the very next course.
So get on your horse,
And in our Training program take part!

From the *TOTEM*, Oshawa

COURSE EVALUATION

A tool to measure the participant's reactions to training programs.

Our sincere thanks to Mr. Gerald R. Brown, Head, Evaluation and Research Unit, Staff Training Division, Department of Manpower and Immigration, who developed this instrument he calls the Semantic Differential to evaluate the training of new Manpower Counsellors in his department. His article appeared in "Canadian Training Methods" and he has kindly given us permission to adapt it and use it in "Training Talk."

Twenty-five pairs of adjectives (of basically opposite meanings) are arranged on either side of a seven-space scale. Note that the "favourable" adjectives are placed randomly on either the right or left side of the scale.

Participants are asked to rate the training by placing an "X" somewhere along the scale. If they feel that one of the adjectives **very closely** describes their training experience, an "X" is placed in the space closest to that adjective. If the adjective **quite closely** describes the training, the "X" should be placed one space over. If the adjective is **slightly descriptive** of the training, two spaces over. If both adjectives are **equally descriptive** of the training, or both adjectives **completely irrelevant**, the "X" should be placed in the middle space of the scale.

Participants should be asked to work at fairly high speed without worrying or puzzling over individual items. They should also be asked not to look back to previous items.

When the surveys are completed, ratings are converted to numerical values using the following scale:

An **average value** for each pair of adjectives can be calculated by totalling the score and dividing by the number

of participants. However, a more accurate rating is obtained by calculating the **median** (or mean) value for each set of adjectives thusly:

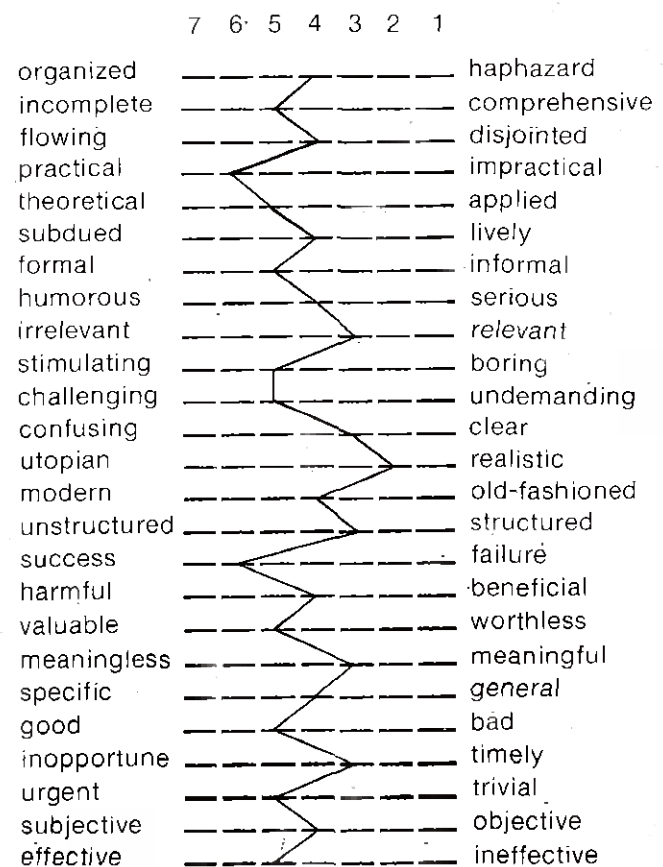
Say the pair of adjectives, organized ——— haphazard, were rated by 16 people as follows:

organized 3 3 0 4 3 2 1
 7 6 5 4 3 2 1 haphazard

three ratings of 7; three ratings of 6; no ratings of 5; four ratings of 4; three ratings of 3; two ratings of 2 and one rating of 1. The **median** (or mean) rating is 4 because 6 participants rated over 4 and 6 participants rated under 4. The **median** or **mean** rating lies where there is an equal number of ratings over it and an equal number of ratings below it.

Once the **median** ratings for each set of adjectives are calculated, plot the results, (Figure B).

Figure B



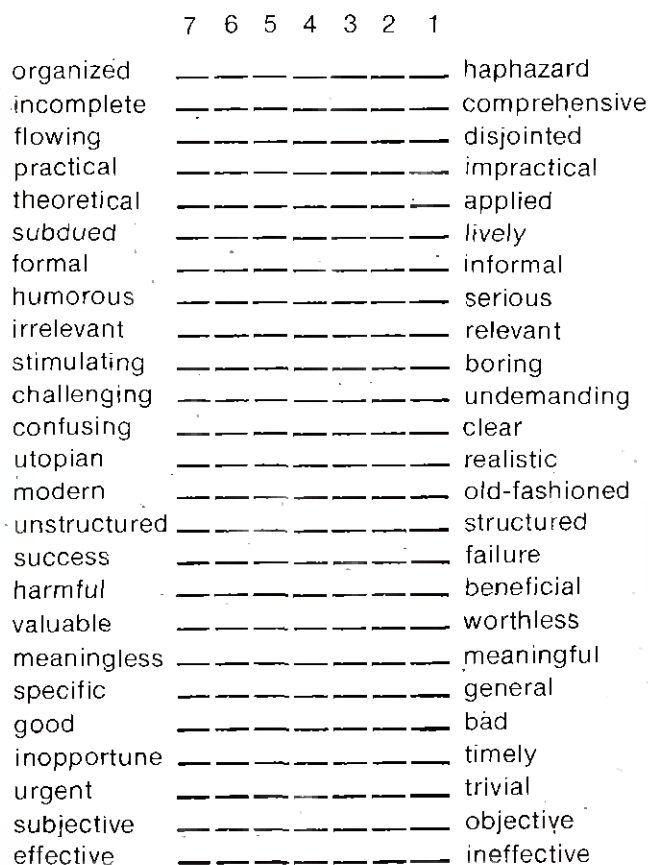
You now have a graphic picture of the response to the training you have given. Areas of strength and areas of weakness are emphasized and corrective action (if necessary) can be taken.

Use of this instrument on several different courses, where the background, length of service and Scouting position of the participants is known, can yield interesting information for comparison of how different courses react to the training offered.

This technique is standardized, easily repeatable (at each course, or even at intervals during a course), quite reliable, and stereotyped responses are avoided.

Flexibility can be introduced by using descriptive nouns or phrases in addition to (or in place of) simple, one-word adjectives.

Figure A





And now, with compliments and best wishes (especially to those kind readers who have gone to the trouble and expense of writing to us), a few oddments for your consideration.

TEST YOUR REFLEXES Attach a coin to a string with cellulose tape. Rest your elbow on a 12-inch ruler balanced on a table-top and try to hold the coin inside a drinking glass without allowing it to touch the sides of the glass.

NERVE TEST To be carried out while blindfolded. Walk six paces forward and drive a large tent peg lightly into the ground. Return to starting point, then — still blindfolded — walk back and drive in the tent peg. No groping or fumbling allowed.

LINE-SHOOTING Weight the end of a ball of sailtwine with a pebble (best done with cellulose tape). Attach a string of 4-inch elastic bands to two loops of sisal twine. Lie on your back, loop the sisal round your feet, load the pebble into the elastic and let fly. You will find that the line can be shot with great accuracy more than twice the distance it could possibly be thrown.

CONSERVATION Collect and label samples of soil from selected spots in the locality — your own garden, the public park, the forest, the rhododendron belt, the river bank — and, with agricultural litmus paper, test them for acidity and tabulate the results.

SHALLOW-WATER RAFTING Build a trimaran by parcelling a number of large cardboard cartons in polythene sacks or sheets and mounting them in a frame of Scout staves or bamboo rods.

FORESTRY FOR BEGINNERS Borrow a section of aluminum ladder and, with lashings, blocks and tackle, rig up a perpendicular hoist fitted with a reliable safety harness which will enable an inexperienced woodsman to do a job of tree surgery (e.g., undercutting a diseased branch) in reasonable comfort and safety at a much higher level than might otherwise be considered practicable.

THE WALKING TENT Erect a patrol tent on a frame of light bamboo so that it can be picked up from inside and moved from place to place during the night.

DRAWING-BOARD PIONEERING Design a self-supporting, transportable, swinging derrick, capable of lifting a Scout well clear of the ground and swinging him through an arc of at least 180°. Send us a copy of your drawing.

PEDAL-DRIVEN GO-CART In suitable terrain (NOT a busy traffic route) frame two cycles to make a single, four-wheeled, vehicle carrying a third man amidship as steersman.

LIP READING Work out a scheme of progressive training to enable Scouts to lip read with increasing facility. (A little mirror research will convince you that such a training course is a practical possibility. Don't forget to send us a copy of your syllabus.)

My favourite reading at the moment is *The Penguin Book of Quotations* which I got for Christmas from my friend Ron Jeffries of London's *SCOUTING Magazine*.

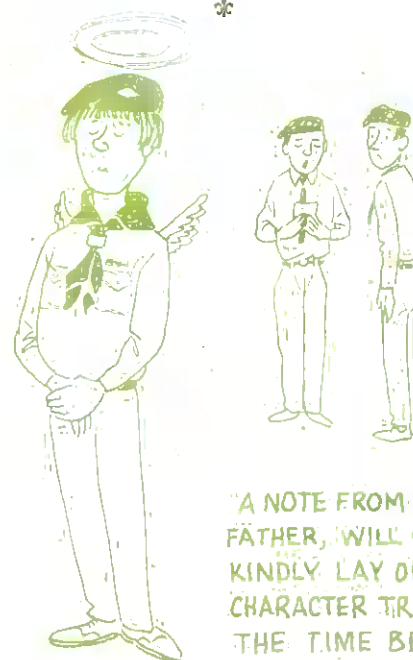
Browsing through its pages in bed this a.m., I came upon a long list of the utterances of Arthur, Duke of Wellington, who, as you may recall, was strutting around Europe during the first half of the nineteenth century, winning battles and passing snide remarks about his own soldiers. Candidly, I don't think I would have cared much for this Arthur. His practice was to praise his enemies while denigrating his own men, whom he described as "the scum of the earth." Charming! "I don't know what effect they will have on the enemy," he once remarked, "but by God they terrify me." At the same time, he generously acknowledged that Napoleon's presence on the field made the difference of forty thousand men. Quite obviously, the whole thing was just a crude p.r. exercise so that, if he won, he could take credit for an even greater victory than mere numbers would seem to indicate while, if he lost, he could always put the blame on the "scum" who fought for him. Then, to crown all, when this same "scum" (with some assistance from Blucher's cohorts) had knocked Napoleon for six at Waterloo, this great leader of men roundly declared that the battle had been won on the playing fields of his old school. That particular remark has always struck me as the peak of English arrogance, jingoism and downright snobbishness. Not that I have anything against Eton College (except that my parents couldn't afford to send me there) but, honestly, words fail me.

(EDITORIAL INTERJECTION: That makes a nice change, John, but what's it all in aid of?

SWEET: I've got toothache, my party came bottom in the General Election, and the neighbour's cat has just murdered one of our bluetits.

EDITOR: I see . . . well, carry on with the character assassination if it's any consolation to you but don't let it drag, there's a good fellow.

Exit SWEET, muttering, in search of another subject.)



"A NOTE FROM CYRIL'S FATHER, WILL WE KINDLY LAY OFF THE CHARACTER TRAINING FOR THE TIME BEING"

We must apologize for inflicting yet another ancient British-type Roman ballista on the readership but, the fact is, the way things are going in Europe at the moment, we probably shall have to flog all our conventional weapons to the Russians to restore the balance of payments, and it may be only a matter of time before we are forced back on the quarterstaff and cudgel.

Anyhow, everybody knows that boys, being aggressive by nature, thoroughly enjoy hurling things at each other, and as long as you have reasonable control over the actual missiles and keep out of the danger zone yourself, no great harm to person or property will occur... at least, let us hope not.

The principle of the Mark IV ballista will be familiar to all good Rugger men in the audience. When kicking for touch or lofting the ball for a surging up-and-under, it's the snap-at-the-knee that does the trick.

The mechanics of the thing will be clear from the diagram. Note, please, that this is **precision** pioneering. Everything will depend on careful measurement and timing so that the knee-joint jerks over the moment the femur smacks against the check plate. Angles are important, too. If the tibia is allowed to swing too far over before it is checked by the restraining rope, the missile will either bury itself in the ground at the foot of the ballista or shoot backward and wipe out the gun crew.

Another thing that occurs to us is that the main part of the limb may be on the heavy side, which would increase the problem of initial inertia. You might be able to overcome this by using a single spar with a warhead consisting of two shorter spars lashed on to carry the hinged joint at the end.

Lots of problems. Do let us know how you hope to solve them.

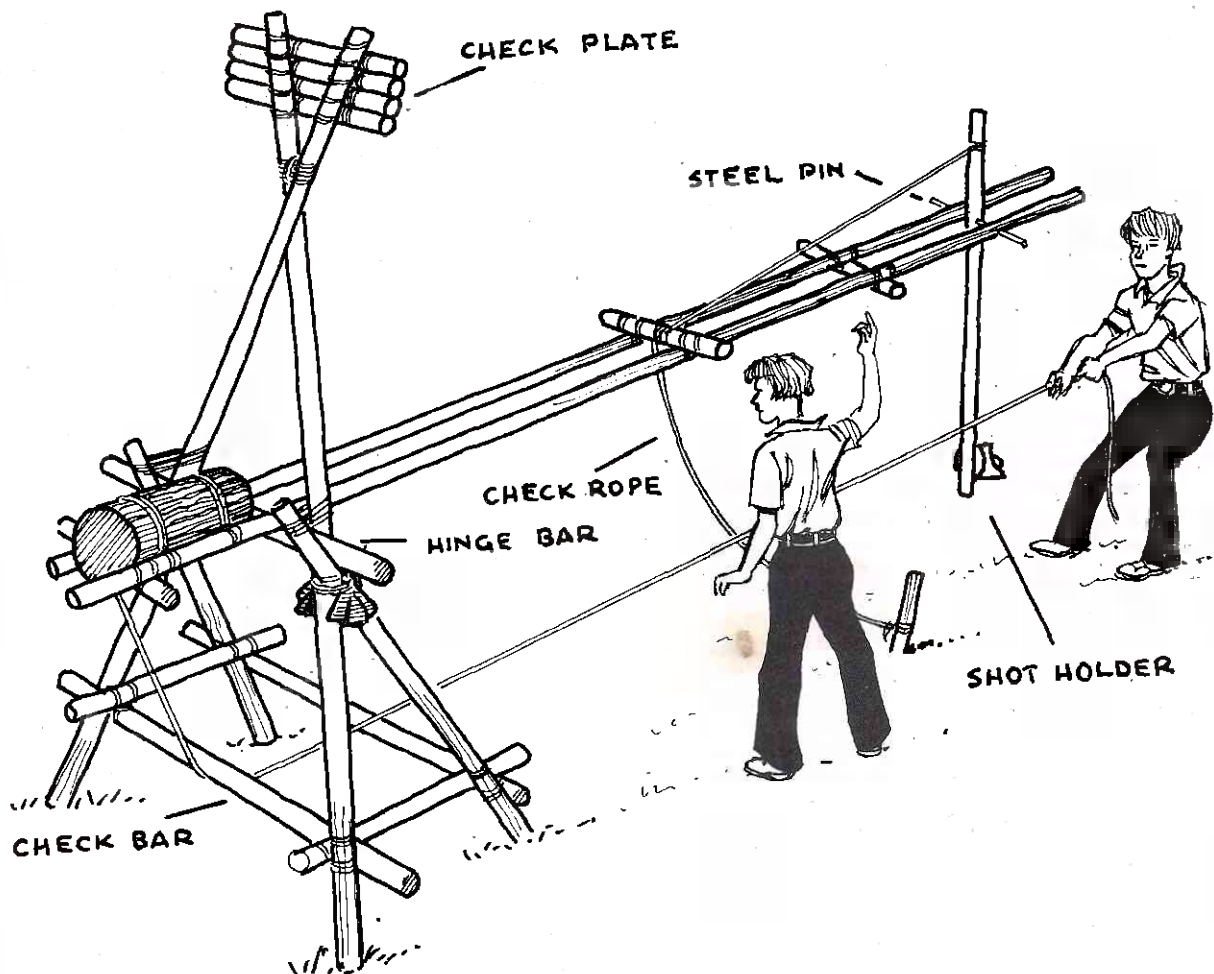
Another idea in light pioneering now ripe for investigation is the Eric Colley Laminated Scout Staff Construction Unit, which was suggested to us by the aforementioned Eric (then Training Instructor at Gilwell Park) on April Fool's Day some years back. I have just knocked together a test model with four 4-foot garden canes, a block of polystyrene and a few turns of tarred hemp spun-yarn, and it certainly seems to have possibilities.

Eric's idea is to sheerlash both ends of four Scout staves together, then spring them apart at the centre and insert a softwood block. The block should be notched to prevent it slipping and should be wide enough to strain the staves considerably. The unit then is bound tightly with a zigzag of sisal twine. Eric's theory was that this would more than quadruple the strength of the four components, and our theory is that any theory of young Colley's probably is sound.

The next move is for someone to invent a structure in which the ECLSSU (pronounced exactly as spelt) can be used to advantage, and let us have it for possible publication. Photographs of actual structures will be particularly welcome.



Campfire stunts (skits to you, brother) have always been popular with Scouts in the U.K. — much more so than singing, which seems to have struck an all-time low at the moment; yet, though many campfire songbooks have been published over the years, we have yet to come across a book of stunts. This is because the official policy has always been that if you put a stunt in print you kill it stone dead. (Those two famous chestnuts from the States: "Hot News" and "The Family Secret" — "there ain't no Santa Claus" — are invariably quoted in evidence.) Such



nonsense. The fact is that stunts don't have to be new to go down well at the campfire. We must have seen "The Park Bench" a score of times (that's the one about the tramp who pretends to have fleas and so gets the whole of the bench to himself) and it always creases us with innocent mirth and merriment.

Anyhow, our purpose in raising this matter is to ask all interested parties in the Western world to subscribe to a symposium of **Skits and Stunts** which are currently popular with their own mobs. We will then pass them on to the readers of *SCOUTING Magazine* in the U.K. (always depending, of course, on editorial approval) and, no doubt, you'll get a *quid pro quo* from us Brits in due course. This will help to activate the spirit of *cameraderie* which, we feel sure, is mutual on both sides of the North Atlantic, in spite of the Duke of Wellington and the way you lot keep devaluing our currency in favour of the dollar.

*

It may be that telling Canadians anything about canoes is like taking coals to Newcastle, but have you ever thought of building an all-paper craft?

This remarkable feat was accomplished by a giggle of primary-school girls in Lincolnshire not long ago. Later, their 168-pound headmaster was seen (on television) cruising proudly around the school swimming pool in perfect safety.

Subsequently, a Venture Scout unit in Essex tried to build one themselves but made the mistake of modelling their craft around a hewn log, expecting that the paper hull would contract inward upon itself as it dried out, instead of which it just welded itself around the log and could only be peeled off in pieces.

Serves them jolly well right. When I heard what they were planning to do, I offered to put them in touch with the pony-tailed experts in the fens but, being Venture Scouts, they thought this would be *infra dignitatem*.

Please excuse my ill-natured laughter.

*

On a fine spring evening almost any excuse is good enough to get your patrols out of the troop room. The important thing is to give them something to do; and, whatever it is, it must at least call for the exercise of some intelligence on their part, even *though* it may not be exactly sensible in itself, if you know what I mean.

Here are a few suggestions —

1. Mark the wheel of a bicycle in such a way that it can be used to measure a distance of not less than half a mile in a very short time. Check the result by any method other than by direct measurement.
2. With heel and brown paper, make rubbings of three manhole covers in the neighbourhood and draw a sketch map to show their exact location.
3. Choose any well-grown tree and carry out a detailed tree survey — e.g., name, type, leaf classification, main dimensions, estimated age, general condition, seasonal development, defects, callouses, parasitic growth, possible uses as timber, largest baulk of squared timber obtainable from the main bole, etc. Illustrate with bark rubbings and carbon-paper leaf prints.
4. Carry out a traffic census with a view to listing makes of car in order of popularity. Scouts work in pairs — one pair to visit *local* parking lot, other to man strategic traffic lights. A tabulated report to be presented at the end of the exercise.
5. "Who is doing what, when and where?" From a list of names provided by the Scouter (who will, of course, have done his homework in advance), be prepared to state where six named people were, and what they were doing, at a given time — e.g., at 8.25 p.m. the district

commissioner was changing a tire on his car in front of Scout Headquarters; Miss Clutterbuck, the Guide captain, was practising Rachmaninov's *Prelude in C-Sharp Minor* on the piano in the living room of 14 Acadia Avenue; and so on.

6. Hold a competition to see who can reach the highest point above sea level within a mile of the Scout hall, in the time allotted.

7. Convey a message a given distance in not less than six laps, each lap to be covered by a different method — e.g., on foot, by piggyback, by bicycle, by telephone, by public transport, by air, by water. The patrol using the most ingenious methods are the winners.

8. Each patrol to be provided with an egg which they must cook while on the move, non-stop, along a specified route — e.g., three times around the church property. Sufficient time must be allowed at the outset for preparation of the *modus operandi*.

9. Patrols are provided with bamboo canes, sisal, and sent off to different points of the compass, equidistant from the headquarters, to build a stretcher and race back in the quickest time, carrying their patrol leader at shoulder height.

*

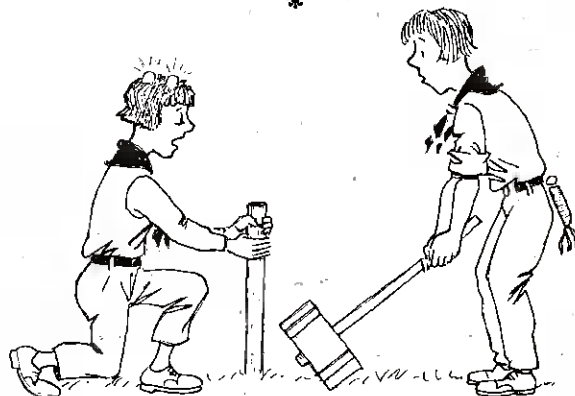
Despite all evidence to the contrary (and I should mention that I have four brothers and three sisters) I can't help thinking that I must, after all, have been quite a *nice* little boy when young. Thoughtful. Sensitive. Always mindful of the needs of others. Because I clearly remember waking in green twilight on the morning of my first day in camp to hear the rain bombarding the stretched canvas an inch or two above my head, and feeling dreadfully sorry, not for myself but for my patrol leader, Jack Friar, who was still blissfully asleep and would be so disappointed when he awoke to find that all his plans for the day had been rendered nul and void by the dirty trick the weather had played on us.

I often wonder what happened to that nice little boy. He can't have lasted long because, just three or four years later, I myself was patrol leader of the Woodpigeons in the 2nd Wallsend Scout Troop and have a shame-making recollection of lying in bed on just such a morning at Robsheugh farm in Northumberland and ordering young Freddie Mellidew to tumble out into the pouring rain to light the fire.

Make no mistake. The same sort of thing is happening to the character, personality and attitude of every single boy in your troop at the moment. Change is inevitable. Up or down, which way are they moving under your leadership?

It's quite a responsibility. One can only hope for the best and, perhaps, pray a little.

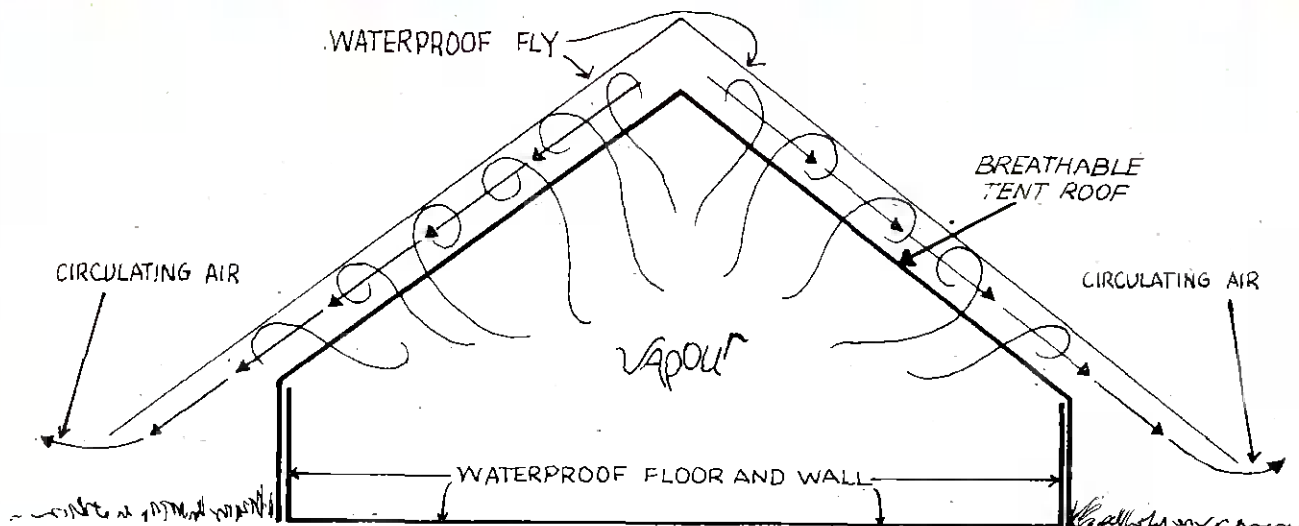
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KEEP TRYING. THIRD TIME LUCKY!

Camp Practices

Reflection of Ideals



By Don Swanson, Director, Camping & Outdoor Activities

Three key areas of camping practice can tell a great deal about the skill and the attitude of a camper toward the outdoors. The three areas are shelter, use of fire and sanitation.

Let's look at **shelter** first. A good camper selects his tent with care as it will provide warmth, security and protection from wind, rain and insects. Construction, weight and size are critical.

Ideally, a tent should be windproof and waterproof. But this will create problems with condensation. A more effective way to keep rain and wind out is to build an inner tent of breathable material with an outer, waterproof, "umbrella" or fly. This creates a space between the inner tent and the fly which allows moisture from inside to pass through the tent ceiling. The free passage of air between the tent and the fly evaporates the moisture. Doors should be large enough to permit entry and exit without undue difficulty. Zippers should be large, with ample pull tabs. Doors and windows should be capable of being closed securely to keep out blowing rain and must have mosquito netting.

Side walls and floor should be waterproof. The fly which fits over the tent should come down close to the ground on the sides and provide a canopy or porch over the door. The weight of a tent should be kept to three pounds or less per person. This affects the size. All too often a tent is purchased with the view that, in the event of inclement weather, everybody will stay in his tent. A better approach would be to use dining flies for activities and reserve tents for sleeping.

Trenching is unnecessary with a tent that has a sewn-in, waterproof floor. If the camp is of two nights' duration, the tent floor should be raised during the day (or the tent moved) to allow the sun to reach the vegetation under the tent. Drooping canvas and crooked, sagging, guy lines reflect a careless camper.

Fire — man's friend and man's enemy... unfortunately, we often abuse the friendship. Remnants of half-burned logs litter deserted fireplaces. Small fires, well-laid, encourage you to draw nearer. How often do we see flames leaping high and the heat driving everyone away. What a waste of wood and what a reflection on the skill of the camper. Fires should be small, all wood split. Breaking camp should include restoring the fireplace. Return rocks to their original location.

Use of the various types of camp stoves should be encouraged. Here's a stove built by a troop and tested during the winter.

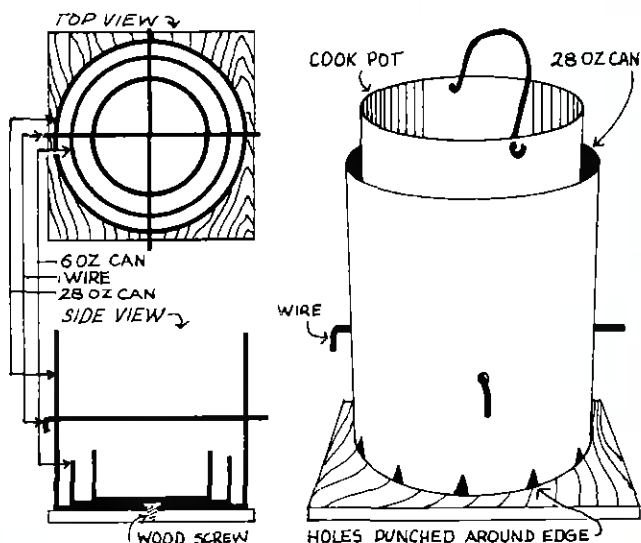
Materials required:

- 1 28-oz. can (the type pumpkin comes in)
- 1 6-oz. can (the type tuna comes in)
- 1 wire clotheshanger
- 1 piece of 1/2" plywood
- 1 1/4" - 1/2" wood screw
- 1 small can of a commercial heat such as Sterno*

Assembly

- 1) From the coat hanger, cut two lengths of wire: each six inches long. Bend one end of each to form an "L" shape.
- 2) Punch six to eight holes around the bottom edge of the 28-oz. can. (Use the type of can opener that punches a triangular opening.)
- 3) In the centre of the bottom of the two cans, punch a hole for the wood screw.
- 4) Centre the two cans (the tuna can inside the larger one) on the plywood and fasten to the wood with the screw.
- 5) Punch four holes at right angles to each in the sides of the large, outer, can. The holes should be just above the small tuna can. These will hold the wires in the form of a cross.

- 6) Remove the lid from the Sterno* and place the can of heat inside the tuna can.
- 7) Light the Sterno*, and slide the two "L"-shaped wires into place.
- 8) To extinguish — remove the two wires and drop the lid back onto the can of heat.
- 9) To cook — a small pot can be made from a soup can. This is placed inside the large, outer, can and rests on the crossed wires.



This little stove is inexpensive, reasonably efficient and creates no ugly scars on the trail.

Sanitation — critical to health and a reflection of the person. A good camper's attitude and skills are reflected in his actions. A minimal amount of waste to dispose of, appropriate methods of human waste disposal used and personal cleanliness are indicators of a good camper.

What do your troop's camping practices reflect? A "with-it" troop of Scouts whose skills and knowledge are a reflection of Scouting's ideas?

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Rover Jottings

By R. J. Roberts

Every other month or so an article on one subject or another is written in this magazine and directed specifically to the Rovers and their advisors. In most cases, the person who receives the magazine is an active adult, working with a crew and, therefore, can be expected to share the material with the members of his crew; or an adult working at the district, region or provincial level of Rovering and, therefore, able to share the material with the advisors of many crews. The third group who would read these articles are a small group of Rovers who receive the magazine as individual subscribers.

The point of the foregoing is that the people who write the articles for Rovers all share the same fond hope: that the articles will be shared with as many Rovers as possible, that they will serve some useful purpose, that they provide interesting thoughts or ideas, and that they might stimulate the readers into sharing experiences of their own through these pages.

The latter hope, that of some tangible response, seldom is fulfilled; very few Rover people reply to any of the requests for feedback, articles, answers to questionnaires, or information about what Rovers are doing. The disconcerting aspect of all this is that, as I travel around Canada and meet with Rovers, the thing I hear most is how neglected Rovering is and how nobody really cares about the Rover section.

Obviously, a lot of people do care what is going on in Rovering; otherwise, articles would not be written, and advice, information and comment would not be solicited. *The feelings of Rovers across the country are important and the future of the program is a matter of concern.*

Some of this concern is reflected in the following item, written by a member of the National Rover Subcommittee who is also an active Rover in a crew and an active worker on behalf of all Rovers. Her name is Susan Pearson and she lives in Toronto.

Susan writes: "A functional scheme at Regional Rovering seems to be the dream of many of the people involved in the administrative aspects of the Rover section. The idea for Rovers to function on a regional level is a good one but much of the information published about Rovering seems to contradict this.

"The major guide that Rovers have is the handbook, *Rovers 71*, and to quote from the 'Objectives of the Rover Section,' item number 3 on page 8 —

'To become aware and understand the needs of the community, participate in community affairs and actively aid in the development of a better society.'

"This objective intends to involve the crew in the affairs of the community immediately surrounding the den or the area in which the Rovers live. This in itself is worthwhile as many service projects and activities are available for crew involvement. But what this tends to do is to narrow the scope of the members and they soon become *unwilling to operate outside the area where they know people and what is expected of them.*

"This situation can be seen to some degree in all levels of Scouting. Each pack or troop knows what is going on

in their own immediate vicinity but not much farther than that. Camps may be held but these are usually on a district basis and seldom involve people from outside the original area.

"This is also true of Rover crews. Their interest runs down through the Movement to Scouts and Cubs, especially since this is where they hope to gain their members in later years. Again, this interest is seldom outside their district since, for the sake of future members, efforts are concentrated in the district and rarely farther afield.

"Another problem in a crew is that the members are usually from the same school, age group, grade or street, or have something else in common that tends to have them form a clique. The crew then turns inward and, while keeping involved in their own area, they have little interest in meeting with or joining activities of other Rovers outside their district. This inward togetherness is hard to break through to get them involved with Rovers from other areas.

"Things like moots or rallies may appeal to them because they can still compete as a crew unit and are strong because of it, but any suggestion of individual competition doesn't appeal to them at all.

"This same situation seems to develop when trying to organize Rovers on a regional level. They seem to have an aversion to working as individuals with other Rovers from other areas to try to unify Rovering.

"Rovers seem to be a very stubborn group and very resistant to change. It is difficult to try to recommend measures that would move crews away from a solely district- or community-based orientation. But if Rovers themselves are willing to make amends, changes may occur.

"It is, of course, important to keep up the individual crew spirit. This can be achieved by keeping in touch with former crew members who could become resource people, provide encouragement for further crew activities and even come back as crew advisors.

"It can also be achieved through the many activities in which Rovers participate and the service that crews provide to their communities.

"It seems to me, though, that much of Rovering's strength lies in the fact that it is a brotherhood and that suggests we have ties not only within our own crew but also with all crews in our district, our region, our country and all across the world.

"If that is so, then a Rover who is proud of his crew and secure in the knowledge of being supported by his fellow members should have no hesitation in suggesting that his crew broaden their horizon and become more involved in Rovering beyond their own district or community level.

"If more Rovers felt this way and were prepared to work together with Rovers other than those in their crew or district, then, maybe, the dream of Regional Rovering could become a reality."

You may wish to respond to what Susan has written or to comment on some other aspect of Rovering. If so, please write to me, c/o this magazine.

ATTENTION ROVERS!!



FOR MORE INFORMATION, WRITE:

**Brother Hood, Boy Scouts of Canada
Ontario Provincial Headquarters
9 Jackes Avenue, Toronto, Ont. M4T 1E2**

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.

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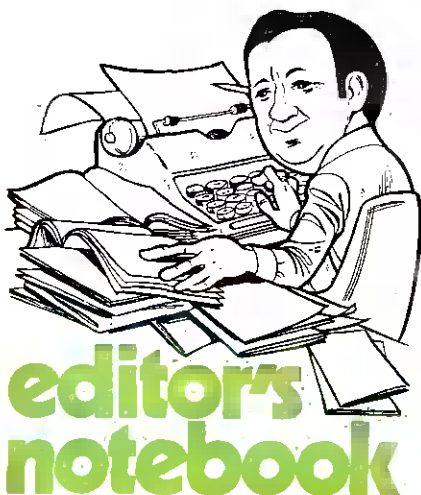
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Nordjamb '75 will probably have the widest range of amateur radio activity ever offered to World Jamboree participants. It is expected that there will be amateur radio stations operating around the clock to contact "join-in-Jamboree" camps and other Scouts around the world.

Consideration is also being given to the operation of an "electronics workshop" at the Jamboree, where a Scout, in one or two hours, could build his own Morse Code trainer, crystal radio receiver or similar electronic equipment. In addition, the increasingly popular "fox hunting" may be introduced. In this activity, a Scout with a portable, direction-indicating, radio receiver tries to find a hidden radio transmitter. Radio experts of the five host countries will meet later this year to make final plans.

Nordjamb '75 will provide a once-in-a-lifetime opportunity for Canadian Scouts. Give your boys the opportunity to decide whether the Jamboree might be within their reach. Don't say to yourself, "It's too expensive," and forget about it.

Look for the special, four-page, pull-out on the Jamboree, in the centre of this issue, which includes a full-colour poster suitable for display in your meeting place.

This week's mail brought a very pleasant surprise and honour in the form of the **Prince Edward Island Centennial Medal**, presented by the Provincial Council on behalf of the **P.E.I. Centennial Commission** for our support, through *The Canadian Leader*, of their 1973 Centennial Jamboree. Shown below, it is gold in colour and is worn around the neck on a tri-coloured ribbon. Just another example of the thoughtfulness and generosity of the people of *The Island*. My sincere thanks.

Speaking of medals, congratulations to **Mike Roberts**, chairman of the National Council's Communications Board, on being awarded the **Silver Acorn**. Mike was at one time a member of the executive staff in the Greater Toronto Region and is presently Development Officer of Carleton University in Ottawa.

In the April issue, **Reg Roberts** reported on a number of adventure trips taken by Venturers over the last year but the latest trip that has come to our attention is the momentous journey of the **27th Ormand Beach (Sarnia) Venturer Company** who conquered nearly 250 miles of currents, rapids, bush and seven portages to follow the original route of the Hudson Bay pioneers to James Bay.

The group consisted of two advisors (a bank manager and a doctor) and eight boys, aged fourteen to seventeen.

Enroute a canoe was holed and had to be repaired with spruce gum while another became wedged on rocks in a rapid and had to be freed by one of the advisors, who was submerged in rushing water most of the time he conducted the rescue mission. For nearly seven miles (one total day), the five canoes and 50-pound packs had to be carried through wilderness, which in places was almost impassable. It was during this trek that the group discovered four lost Americans and were able to set them on the right track.

On the eighth day of the journey, the group met a trapper who had lived in the bush for 40 years and he told them that James Bay was "just around the point."

"Just around the point" turned out to be nearly seventeen miles but, that night, the group camped in Tidewater Provincial Park on James Bay, under a brilliant display of Northern Lights.

On arrival at James Bay, the group found that a railstrike was in progress and, with no possibility of getting out,

even by air, they made the most of the situation. They visited Moosonee, Moose Factory, went by canoe to an Indian Village and were invited by the RCMP to visit their post. In Moose Factory they visited a museum and went to a Sunday-morning service in a Cree Indian church.

Eight days after their arrival at James Bay, the first post-strike *Polar Bear Express* left for the south with the Venturers aboard. They arrived home in Sarnia 2½ weeks after their departure.

From World Scouting's **NEWS-LETTER** . . . When a local service station burnt in Werris Creek, **Australia**, the leaders of the local Scout group contacted the owner and offered to clean up the debris. He accepted the offer and Cubs, Scouts, leaders and family members descended on the site with shovels, wheelbarrows, trailers, trucks and a crane to tackle the project. Some 120 work-hours later the site was spick and span, the group received a cheque for \$210., and news media gave the group extensive coverage for their community service . . . When a toy company in **Denver** rejected certain parts of a plastic toy called "Noah's Ark," Cub Pack 570 heard about it and investigated. They discovered that one part, the deck cabin, could be converted into a birdhouse. Altogether they built 300 birdhouses from the scrap which they hung near homes for the elderly . . . Living in one of the six countries affected by the severe drought in the Sahelian zone, the Scouts of **Upper Volta** have adopted "The Sahel" as their program theme this year. Each patrol is collecting information about the drought and planning a project. In July a large "Camp Sahel" will be held to undertake such projects as tree and shrub planting and digging wells . . . In **Uruguay**, the country's first Air Scout unit is being organized and will be sponsored by the School for Military Aeronautics.



Attention, photographers and painters! This summer the **10th World Scout Photo and Painting Contest** is being held in Arco, Italy. Organized by Professor Ferruccio Bolognani, the competition has grown each year and many prizes await the 1974 entrants. All boy and adult members of the Movement are eligible to enter. The basic rules follow.

1. Photos may be entered in black and white (8" x 10"), colour (5" x 7" or coloured slide categories. Any paintings done by free techniques may be entered, but should be based on Scouting life or activities.

2. Entries should be sent to: **Segretaria Premi Scouts, 39062 ARCO (Trento), Italy to arrive no later than August 31, 1974.** Enclose \$1 US or its equivalent for each entry.

3. The title should be written on the back of each work, with an identifying mark which should also appear on the envelope, along with the name, age, exact address and Scout group of the sender. Technical details should be included with photos. Paintings must have a rigid support.

4. The judging panel will select the winners and pictures to be exhibited.

5. It is understood that the works entered into the competition will be freely available for reproduction by the World Scout Movement.

6. Entries will be divided into categories by age of entrant, and most will be placed on exhibit following the judging.

The **36th Halifax Scout Troop** did some experimentation recently with fire starters for use under wet or winter weather conditions. A.P.L. **David Tilley** reported the following results: "To make a firestarter you will need newspapers, parowax and matches. First, melt the parowax, then tear the paper into four- to five-inch strips. Then you take the strips, one at a time, and dip them in the parowax. They are then rolled tightly and, when you are down to about the last roll, you dip two matches in the wax (to waterproof them), put them in the firestarter and then apply the final strips of paper. The completed job is then dipped in the wax and you have your firestarter."

Other methods were tried by the 36th but the way described above gave the best results under actual winter conditions. Thanks to Troop Scouter **Allen Smith** for sending along David's report.

The **46th Ottawa Group Committee, Canadian Forces Base, Uplands**, is attempting to compile a history of

their group, which they plan to put into a special binder that can be displayed at group events.

They are looking for anecdotes, stories, photographs (with people identified, if possible), group badges, crests and, for that matter, anything that will give them as complete a history of their group as possible.

The 46th was chartered in June, 1953. Because of the transient nature of the boys and Scouters who were members over the years, this is naturally a much more difficult task than it would be for some groups.

If you can help, or know anyone who can assist, please write to Chris Moore, 3119 Southmore Drive, East, Ottawa K1V 6Z6. Your help will be appreciated.

Thirteen new Cubs were invested into the **St. Augustine's Church Pack of Moncton, N.B.**, recently, in a unique ceremony. **Provincial Court Judge P. C. Brian** presided over the investiture in open court, with the basic theme of the investiture being to teach the Cubs that the courts and the police are a citizen's true friend. **Constable F. L. Lyle** represented the RCMP at the ceremony, which was organized through the office of **C. J. Gillespie**, judicial administrator for the judicial district of Moncton, himself a Cubmaster.

The Moncton Transcript photo by **Arnold's Studio**

Hai-Etluk, the newsletter of the **Islands Region, Nanaimo, B.C.**, reports that the **Youbou** group had a *family-and-son banquet* in February where the whole family was invited to attend — mothers, fathers, sisters, brothers, grandparents — a situation that could well remind one of the parable of the five loaves and two fishes. But it sounds like a great idea. How about letting us know how it worked out, Youbou?

Members of the **17th Port Arthur Venturer Company** have adopted eight-year-old **Chayya Sadanand Pawar of Bombay, India**, through the **Canadian-Save-the-Children Plan**. The young men, through their Company, have pledged nine dollars a month to help this girl to further her schooling and general support for the other seven members of the Pawar family. The mother, employed as a maid, earns 60 Ruples a month and this, with the money from the Canadian Venturers, is the entire monthly income of the family.

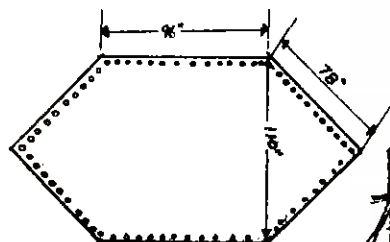
The adoption idea came about after a member of Cansave visited a local high school to outline the needs of the people of India. Each member of the Company will donate 50¢ a month to meet the nine-dollar monthly adoption charge.



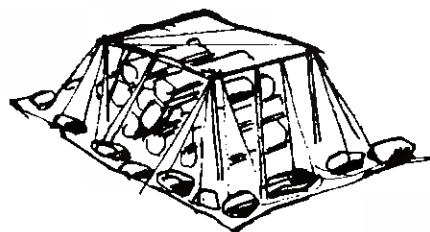
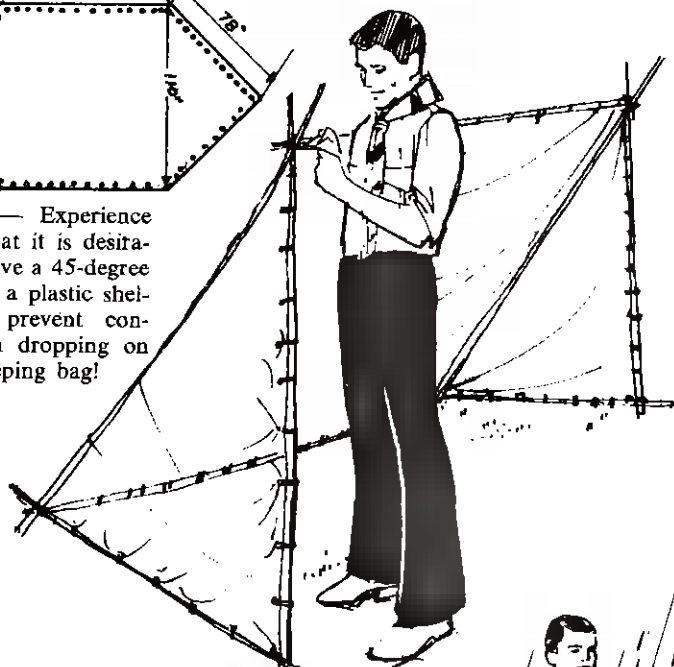
PLASTIC GOES CAMPING

Two-man tents, unless the group is relatively rich, can be expensive — and heavy for long canoe trips or trail packing.

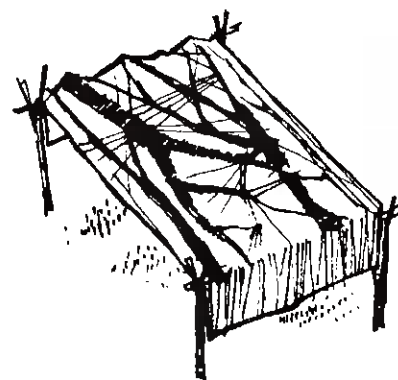
Plastic sheeting is relatively light and inexpensive. With a little preparation and normal care and maintenance, plastic shelters, flies and groundsheets can be used for many trips.



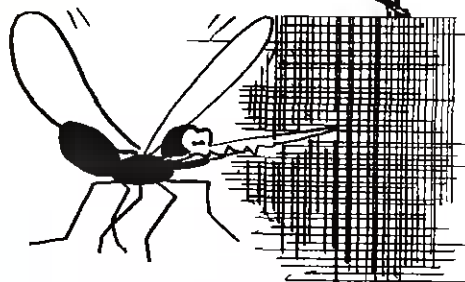
Shelter — Experience shows that it is desirable to have a 45-degree slope on a plastic shelter, to prevent condensation dropping on your sleeping bag!



Protect your Woodpile



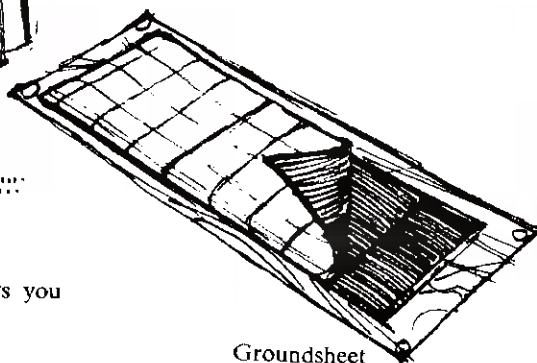
Bivouac — sandwich plastic between branches on roof



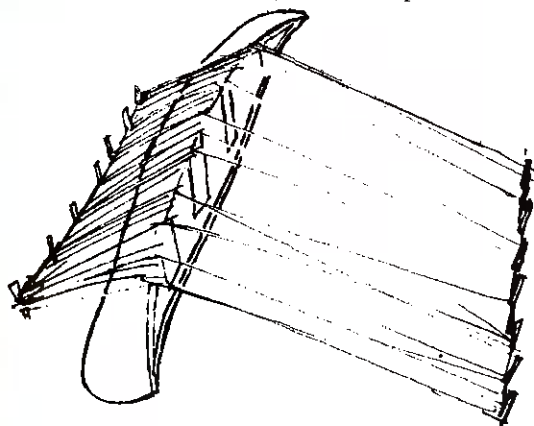
Fly-bars — Fine nylon mesh can be used in a fly-bar (or mosquito netting), or hanging from the front of your shelter. Light in weight, it can mean many more comfortable hours of peaceful sleep!



Poncho — covers you and your pack!



Groundsheet



Emergency shelter — over canoe

Buy, if possible, nylon thread reinforced plastic sheets for shelters. Use a grommet-setting kit and grommets for ties. Experiment with using woven tape on the edges where grommets are set in, for additional strength!

packsack

By Barbara Hannah, Chairman
Wolf Cub Subcommittee

More questions and answers from the Wolf Cub Survey NO INTEREST FROM LEADERS

I must interpret this statement to mean a pack leader is having problems interesting his/her assistants in the program. This may indicate one of the necessities of a good program is being overlooked — INVOLVEMENT — coupled with use of leaders in planning the programs (which is a MUST if they are to be interested in them).

Not only should assistants help plan programs (well ahead, of course) but they should be given specific assignments to carry out during each meeting, or outing, or camping expedition. To present oneself at a meeting hall and be assigned a duty, without opportunity to prepare, would kill any interest within an assistant worth having.

Give other leaders every opportunity to plan and to run meetings of their own choosing. Each assistant leader should be trained and fully capable of running a pack as well as the pack leader (Akela), thus providing continuity on the loss or sickness of a leader — and also preparing for the opportunity to begin more packs.

A REQUEST FOR A BOOK ON "WHAT TO DO AND HOW TO DO IT"

Hopefully, the updating of books within the next year will give this information. It has come to light through training courses and service-team visits that some of the "how to's" and the "whys" of training have been missing — both from books and training. This was not the intent when Unit Training was introduced but, as with many new things, in their zeal to "put it across" many trainers threw the baby out with the bath water and ignored the how to's and whys.

Until these books are available, should you have any specific items or questions that are troubling you and you feel you cannot find the answer in your locale, write to the Wolf Cub Subcommittee c/o this magazine and we will do our best to help. The above also is applicable to the request to "up-date handbooks for pack Scouters — or re-introduce the old one."

We also have a request for: "a good leaders' manual for

all sections of Scouting." The best leader's manual that one could recommend is *Scouting for Boys* by B.-P. This book may be "dated" in its printing, its language, and not deal with the program as it is today, but it is as timely as tomorrow with regard to leadership, example and how to work with boys. *The Wolf Cub Handbook* and *The Pack Scouters' Series* are very good books when looking for specific references to packs and boys of Cub age. These publications are valuable tools if used properly.

This is an answer to the suggestion SEND QUESTIONNAIRES TO EACH PACK AND HAVE SIXERS AND SECONDS FILL IT OUT FOR THEIR EVALUATION OF PROGRAM.

It would be a pity to feel that Cubs might not enjoy a program presented by leaders who have the boys' interests at heart! Boys of Cub age may not quite understand the aim of one program that does not particularly appeal to them and, thus, the assessment of their program might be an unfair assessment (if they understood what was expected of them at all).

True, should a leader be satisfied with the program solely as presented in *The Cub Book*, then he/she is completely unnecessary! Especially as *The Cub Book* is meant for the boy — simply to spell out the necessary requirement for Star and Badge work — with a few creative activities thrown in to encourage him to look wider. We fully realize that *The Cub Book* is being used by the leaders as far as references to Star and Badge work are concerned — and we know this will continue, but to use it as the **only** reference for leaders is wrong.

A leader **must** change, challenge, dare, enjoy and test the many different ways of presentation; **must** take Cubs out of doors and, if necessary, learn with them the many ways/whims of weather, trees, birds, water, height, depth, brotherhood, defense, joy, animals, wonder of nature, God, health, fish, music, stories, swimming. This is programming and should be done with and for the boy by asking, listening, watching individual reactions. The leader who honestly attempts giving this type of programming to boys, and who takes training whenever possible to further help with understanding of the program and the boy, is a QUALIFIED LEADER.

If there are packs with qualified leaders, it certainly should not be necessary for Cubs to evaluate the program. The leader would assess the program through the boys' progress and enjoyment — and probably by using the checklist of things to use as a "ruler" found on page 51 of Book 3, *The Pack Scouters' Series*.

31



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stories & games

THE SONG HE SINGS

The man who wins is the man who goes
Ahead with his work each day;
Who's never struck by his adverse luck,
But makes of his labours play;
From early dawn he will toil on,
And know that the world's alright.
And he sings a song as he goes along,
For it sharpens his appetite.

The man who wins is the man who smiles
And sees that the sky is blue;
He is always there with a great big share
Of smiles and of sunshine, too;
He never growls, and he never howls
That the world is out of gear —
But he meets the shocks and the jealous
knocks
With a great, broad smile of cheer.

— Author Unknown

Are We Indispensable?

Sometime when you're feeling important,
Sometime when your ego is in bloom,
Sometime when you take it for granted
You're the best qualified in the room,
Sometime when you fear that your going
Would leave an unfillable hole,
Just follow this simple instruction
And see how it humbles your soul.

Take a bucket and fill it with water,
Put your hand in it up to the wrist;
Pull it out, and the hole that's remaining
Is a measure of how you'll be missed.
You may splash as you please when you enter,
You can stir up the water galore . . .
But stop and you'll find in a minute
That it looks quite the same as before.

The moral of this quaint example
Is "Do just the best you can;
Be proud of yourself, but remember
There is no indispensable man."

— Anonymous

From the *Girl Guide Courier* of Western Australia

FOOL BALL

Very good, quiet, "action" game.

Equipment required: volley ball.

Troop forms a circle and clasps their hands
behind their backs. One Scout is the "Fooler"
and he stands in the middle of the circle with
the ball.

The "Fooler" tries to fool the Scouts in the
circle by faking a throw to them. If a Scout in
the circle moves his hands from behind his
back on a fake throw, he is eliminated from
the circle. If the ball is thrown to him he must
move his hands to catch it; if he fails to do so,
he is eliminated.

Winner: the last Scout standing in the circle
receives points or is the "Fooler" for the next
game.

GUARD THE PIN

A great steam-off game.

*Equipment required: one empty detergent
bottle or a plastic bowling pin, and one soccer
or volley ball.*

Have Scouts form a circle. One Scout is se-
lected to be "It". The bottle or pin is placed in
the centre of the circle. The Scouts in the cir-
cle pass the ball around and shoot at the bot-
tle, trying to knock it down while "It" protects
the pin at all times.

The Scouts may pass the ball around or
shoot it across the circle in an effort to con-
fuse the guard. The guard may use only his
feet to protect the pin.

If someone knocks down the pin, he be-
comes the guard, and if the guard knocks over
the pin himself he forfeits his position to
another Scout, selected by the leaders.

Canadian Cancer Society



It is now known that over half the people who will have cancer diagnosed this year will be alive and well five years from now. They will fight cancer successfully with early action and their doctor's help. The Canadian Cancer Society is a good source of information about cancer, and most communities have an office of the Society in their area.

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BERET

A good, steam-off game . . . split troop or pack into teams who line up, shoulder to shoulder, one team at each end of the hall — 20 to 30 feet apart. Each boy is assigned a number, from one to infinity. One team has the **highest number** at its **start** of the line and the other team has the **lowest number** at the **start** of the line. Place a Scout beret or Cub cap in the middle of the area, between the two teams.

When the leader calls a number, both boys having that number run for the beret or cap, trying to "out-fox" the other for possession in order to fetch and carry the beret or cap across his own team line, without being tagged by the other boy before getting across the line.

If a boy makes it across his team line, his team receives a point.

A new number then is called and a time limit of 30 seconds set to gain possession of beret or cap.

The team with the most points in allotted time of play is declared the winner.

ENDLESS STORY CHAIN

Good, all-round, action and fun.

Troop forms a circle — the leader chooses a Scout to start a story — anything of his own imagination. He must talk for 30 seconds, then he touches the next Scout who continues the story, and so on, around the circle.

Everyone enjoys this game because it is appealing to the imagination and to one's sense of humour — loads of laughs for the kids!

For this month's games we are deeply grateful to **John Van Hooydonk**, Troop Scouter,
2nd Peterborough, St. Luke's Scout Troop.

TROUBLES

A crowd of troubles passed him by
As he with courage waited;
He said, "Where do you troubles fly
When you are thus belated?"
"We go," they said, "to those who mope,
Who look on life dejected,
Who meekly say 'good-bye' to hope.
We go where we're expected."

— F. J. Allison
in the Tecumseh, Ont., Pack Letter

SUCCESS

Success is not in getting rich or rising high to fame;
It's not alone in winning goals which all men hope to claim;
It's in the man you are each day, through happiness or care;
It's in the cheery words you speak and in the smile you wear.

Success is in the way you walk the paths of life each day;
It's the little things you do and in the things you say;
Success is in the glad hello you give your fellow man;
It's in the laughter of your home and all the joys you plan.

Success is being big of heart and clean and broad of mind;
It's being faithful to your friends, and to the stranger kind;
It's in the children whom you love, and all they learn from you;
Success depends on character and everything you do.

— Author Unknown

Home-and-school Sponsorship (cont'd from page 13)

stances across the country. However, if a Scout committee is established by a H&S association, that association will consider this matter as one of its responsibilities of sponsorship.

Regulations concerning the use of school facilities may vary from one board of education jurisdiction to another, and an association will endeavour to resolve this question to the satisfaction of all concerned according to existing local circumstances.

In some areas, Scout units meet just prior to an H&S meeting, thus the need to open a school is reduced by one evening. Continuing use of schools by associations and Scout units for their activities depends, in large measure, on the responsible use of public facilities, and a conscientious endeavour to leave the building in good condition after each session will contribute to good public relations with all concerned. CHSPTF and BSC, as responsible organizations, have supported this concept over the years, and there should be no problem in this regard. I like your suggestion of including the building custodian as part of the team — welcomed as the parent he may be — perhaps recruited as a special resource person — the occasional late night or debris from a special event will not be a cause for complaint, especially when many hands are available and, cheerfully, prepared to put everything in order.

Horan: *How does the Home-and-School/Parent-Teacher Federation feel about the growing community-education thrust to make the school the focal point of the community and readily accessible to*

all community groups including Scouts and Guides?

Priddle: In the early years of public education, schools in Canada were the centre of community activities. In more recent years, this role tended to fade but, even more recently, we are observing the use of schools as community-resource centres. CHSPTF policy endorses this move, and development of this policy was greatly influenced by the highly publicized experience in Flint, Michigan. Community use of schools avoids duplication of community facilities such as swimming pools, gymnasiums, libraries and workshops. The use of such facilities by community groups after school hours is hard to dispute, from both economic and cultural points of view.

Continuing education in its broadest sense for adults of all ages — academically as well as in the development of new skills and hobbies — is an important need as leisure time increases. Training sessions for leaders of community organizations such as H&S, Scouts and Guides fall into this category as well as groups interested in promotion of the arts.

The community use of schools is moving ahead gradually as needs arise and are identified by community groups, and schools as community-resource centres will contribute greatly to education in Canada.

Horan: *Thank you, Mrs. Priddle, for taking time to meet with us and share so enthusiastically your thoughts on this very important and growing area of relationships between the H&S/PTA and Scouting.*



Most colonies in Canada have a Cub helping at the colony as "Keo," with great success. Seeing Keo in his Cub uniform shows the Beavers a possible activity for them when they are about eight. Having someone around who is close to the age of the Beavers, and who will be a familiar face when the Beavers go to Cubs, is very important to the young boys.

We have also stressed that a Scout, a Venturer and a Rover should be involved in a colony so that a colony becomes a family in Scouting. Many colonies have a Scout or Venturer or Rover but not representation from two or all three sections.

While I visited the first Beaver colony in Richmond, B.C., I participated in the colony meeting with five leaders (four parents and a Venturer), a Scout and two Cubs. This was the first colony I had attended with Cubs, Scouts and Venturers involved. It is the closest colony I know of to a complete Scouting family — all they need is a Rover. All the leaders and Cubs worked well together and the fun they were having was obvious. The good cross-section of age is a real asset. Well done!

It might be of interest to know that the two Cubs are named "Keo" and "Kao" and that they attended the first Sharing Session of Vancouver Region. It was a real pleasure to have them share with us. We learned a lot from them.



Twenty-one cats, 33 dogs, four guinea pigs and a goldfish were assembled in St. John's Church Hall, Halifax, as the Cubs and Beavers of Armview District staged their annual Pet Show.

The weatherman also got into the act as it rained cats and dogs outside, despite the late-January date.

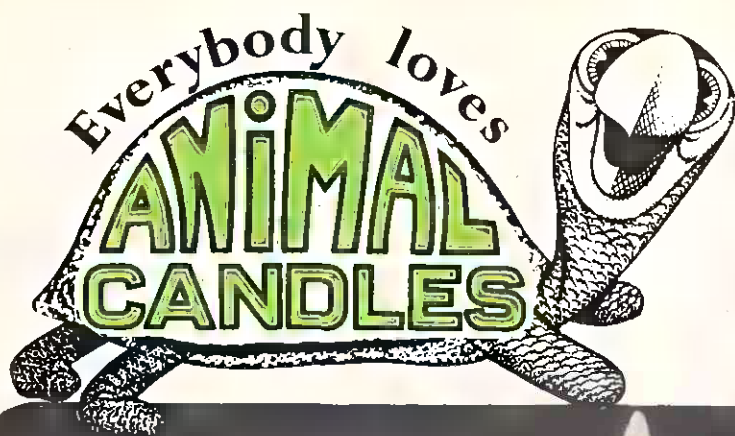
Ribbons were awarded for a large variety of categories, including such things as biggest, smallest, best-dressed, longest tail, most tricks.

It seemed the smaller the Beaver, the bigger the dog he had.

The gleam in the boys' eyes showed how much they enjoyed the opportunity to come forward and to show off their pets. Of course, there were dogs who were not interested in parading in front of all those people and the boys doggedly dragged these animals along behind them. And then there were those dogs who knew where they wanted to go and doggedly dragged the boys behind them.

There were no dog-cat or dog-dog fights during the show, despite the close proximity of the animals. A few newspapers scattered around the area where the dogs were waiting made cleaning up an easy chore.

— From Art Burton, District Beaver Coordinator for Armview and M.C. for the Pet Show.



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