THE CANADIAN MARCH 1975

leader

DEADLY FOE "HYPOTHERMIA

p.28

pak-sak

By Robert E. (Bob) Jackson

Jungle animals were on the loose at the Peterborough District Cuboree. Each group attending brought with them a jungle animal — that is, a wooden replica of a jungle animal.

The 1974 Cuboree, held at Peterborough District's Langley Park on June 1, began at noon. After the flag break and Grand Howl, the action-packed afternoon of events got underway. All the Cubs were given a coloured ribbon to wear. There were five colours and each colour group consisted of one out of every five boys from every pack. They participated together at each of the rotating events. This gave the Cubs a chance to make friends with Cubs from other packs. Eighteen packs attended, with a total of 450 boys.

The events consisted of an Obstable Course (better known as the Chicken Run), Nature Study, Tug of War, Treasure Hunt and a craft. There was something of interest for every boy. The Cuboree was not directed entirely at sport-type games and contests. There was no competition between packs, thus eliminating the advantage of larger packs over smaller packs and older packs over packs with younger boys. In a survey after the Cuboree, most packs indicated they favoured a non-competitive day of events.

The Chicken Run was novel — some of the obstacles along it included ladders, catwalks, a big puddle and a man-made cave called "The Last Chance Mine."

The craft replaced a need for Cuboree crests. Branches approximately one inch in diameter were cut on a forty-five degree angle into pieces about a quarter-of-an-inch thick. A hole was drilled in them. The Cubs sanded these pieces lightly and then, with a fine-point marking pen, wrote their names on one side and "Cuboree 1974" on the reverse. A piece of lacing then was put through the hole and the wooden section sprayed with lacquer. After a few minutes in the sun, these treasures were to be found around their owners' necks.

Before having their supper, the Cubs did a Good Turn for Langley Park by collecting caterpillar nests. The collected nests were piled in a central location where they could be destroyed later. Before they started the project, the Cubs were told about the damage that caterpillars would do to the trees and bushes if left.

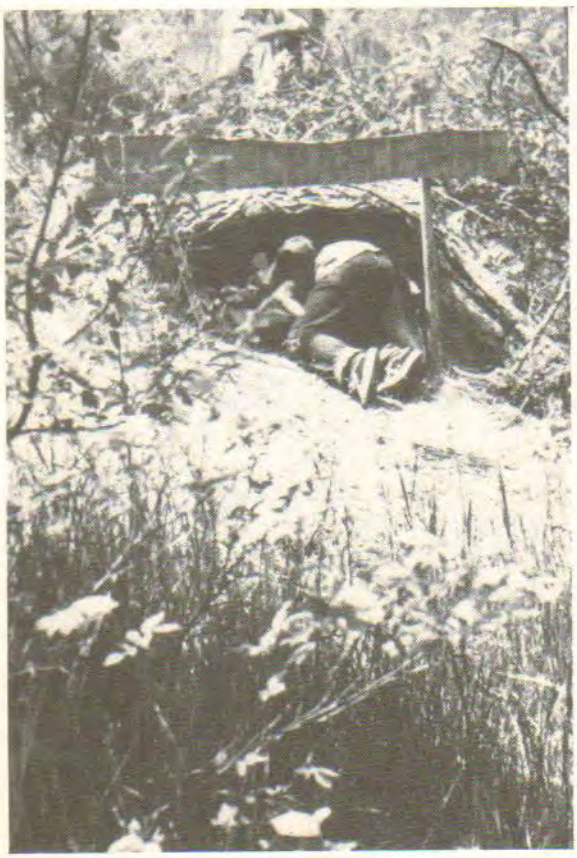
After supper the Cubs all formed a huge circle to do something with those jungle animals that had been loose all afternoon. Each pack had been asked to bring replicas approximately eight inches by twelve inches. No one knew why they were to bring them. One by one, a Cub from each pack brought his pack's wooden replica to the centre of the circle. The replicas were nailed to a long pole. A small metal plate with the group's name stamped on it was affixed to the pole below each group's contribution. After the last spike had been driven in by retiring District Commissioner John Kitney, the Jungle Totem Pole was raised carefully into place beside the monument. It was a very stirring moment. A jungle atmosphere seemed to descend on the park and touch everyone there. The faces of the Cubs radiated with pride.

The Cuboree closed with the Grand Howl, lowering of the flag and a jungle departing verse.

As a result of the exposure everyone had with the jungle aspects of the Cuboree, it is hoped the jungle theme will be revived in Peterborough.

You may find it interesting that this Cuboree was organized without any meetings. As coordinator for the event, I secured staff and each staff member was asked to look after a particular event. This meant making all necessary arrangements for running that event, including finding people to assist where needed. The actual scope and interpretation of each activity was left to the staff member. If the staff member had problems, he or she would contact the coordinator.

This system appears to have worked exceptionally well. It also left the door wide open for a variety of interesting and original ideas and concepts. Need proof? Just ask any one of those smiling-faced Cubs who was there!



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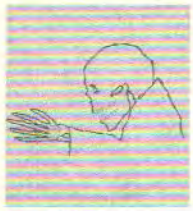
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JAMES F. MACKIE, Editor

BEATRICE LAMBIE, Assistant Editor **MICHEL PLANT**, Editorial and Advertising

COVER

The cover of a magazine usually promotes one, if not *the,* major story contained in the publication. This month, the editorial staff found it too difficult to choose one story over all the others for the place of honour because they're all so good! So we asked Designer **Rae Chalmers** to put together a composite cover featuring a number of the stories we hope you will read. As usual, there's something for everyone, with a few general-interest features mixed in with the popular "how-to" items. So, please, read on!

THE CANADIAN LEADER magazine is published monthly, except for combined issues of June-July and August-September by Canyouth Publications Ltd., P.O. Box 5112, Stn "F," Ottawa, Ontario K2C 3G7. Second class mail registration number 2405. Yearly subscription prices: to registered members of Boy Scouts of Canada, in Canada and with Canadian Forces overseas, $2.00; non-members and outside Canada, $3.50. Address manuscripts to the Editor. **THE CANADIAN LEADER** magazine, P.O. Box 5112, Stn. "F," Ottawa, Ontario K2C 3G7. The publishers will take all reasonable care but will not be responsible for the loss of manuscripts, photographs or drawings. Recommended by Boy Scouts of Canada.

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SUPPLY SERVICES NEWS

By H.R.C. (Bob) Crouch

The season for **Kub Kar rallies** is fast approaching and now is the time for your group to prepare for this growing sport. Order kits for your boys NOW. Price per kit is .79¢, catalogue number: 71-100. When ordering, do not overlook the **Kub Kar Karnival Crests** (catalogue 03-336; price .40¢) or **Kub Kar Ribbons** (catalogue 61-556; price .85¢ per doz. assorted), available in FIRST (red), SECOND (blue) and DRIVER (yellow).

Since their introduction almost a year ago, the **Swiss Chalet Birdhouse Kit** (catalogue 71-291; price $7.49) and the **Diamond Birdhouse Kit** (catalogue 71-294; price $3.79) have proved very popular items — these are illustrated in Supply Services' advertisement on page 40. Not to be forgotten is the low-priced, popular, **Birdhouse Kit** by Outdoor Craft (cat. 71-106; price $1.99), our biggest seller. With so much emphasis on conservation and preservation, building birdhouses would make an excellent spring project for your boys.

Louis Men's and Boys' Wear in **Orillia** is now an official dealer in Scout supplies for Orlllia area.

"Canada's Happy Team" is the title of the print of Supply Services' advertisement which appeared on the back page of the January *Canadian Leader* magazine. It depicts members of Canada's Scouting family in uniform, with a message from the Deputy Chief Scout, Lieutenant General W.K. Carr. If you can utilize a few reprints, for such uses as posters or program covers, ask your Scout office for a supply. They are free.

At the time of going to press we are still experiencing procurement problems with **Cub jerseys, Cub hose, neckerchiefs, Scout and leader whistles.** Please do not blame your Scout dealer or office if you cannot get these items immediately — our suppliers are doing their best in the face of shortages of suitable materials. We have temporarily discontinued the Scout and the leader whistles as their future is still uncertain.

Scouting on

By Jim Mackie

During 1974, Canadian Scouting people were on the move, and boys and adults alike travelled many thousands of miles in this country and abroad.

During the summer months, groups from Ottawa, Oshawa and Burnaby, B.C., did some particularly exciting things, and their stories are worth telling, not only for general interest but to prove that long-distance travel by Scouts and Venturers is possible, and thus to encourage others to get out on the travel trail — on this continent and in Europe.

What follows is information gathered from personal diaries, post-trip accounts, newspaper clippings and itineraries. Our special thanks go to Scouters Don Winston, Oshawa; Wally Edwards, Ottawa; and Pat Connell, Burnaby, who contributed their recollections of Scouting on the Move!

THIRTEEN VENTURERS AND TWO ADVISORS of the 5th Burnaby Burrard Venturer Company were the first of the three groups to leave Canada, and they followed an itinerary that took them through ten European countries from June 23 to August 4.

The trip idea was born during the winter of '72-'73 and work to raise the necessary funds began at once. A budget of $12,500 was agreed upon, with each traveller contributing $420 to cover his air fare and a portion of other expenses. The remainder of the money was raised by the Company and their parents through dances, bottle and paper drives, delivery of flyers, shovelling manure, repairing buildings, and the rather momentous project of building a 125-foot railway to raise and lower a boat from the Pacific Ocean to a summer cottage. This project alone took more than 450 man-hours. During all this, correspondence was being carried on with the countries to be visited to make the many arrangements for housing, feeding and transportation.

The hard work paid off for, on the afternoon of June 23, 1974, the entire Venturer Company boarded a 747 at Vancouver International Airport for the flight over the North Pole to London, England!

Loading van outside Baden-Powell House, London.

After three days in London, where they stayed at Baden-Powell House, the Company split up for tours of England and Scotland and visits to relatives, with all returning to London by June 30 for departure for the Continent.

Early on July 1, the group picked up their rental mini-bus and headed east for Dover and the Channel ferry to Belgium. Enroute to Dover, the first of a number of mechanical mishaps occurred when the bus broke down and had to be exchanged for another. The first night on the Continent they camped near Bruges, Belgium, and the next day, after a blown tire was replaced, headed for Amsterdam, Holland. A Scout hostel was home that night and entertainment included a tour of the famous Dutch city.

Then it was on to Copenhagen, where they were met by Danish Scouts who accommodated them in another Scout hostel. Here again, one of the Venturers was able to visit relatives.

On July 8, the group set out for Germany but, once again, engine gremlins were at work on the mini-bus. This necessitated a stopover in Hanover for repairs that eventually required ordering a replacement vehicle from Britain.

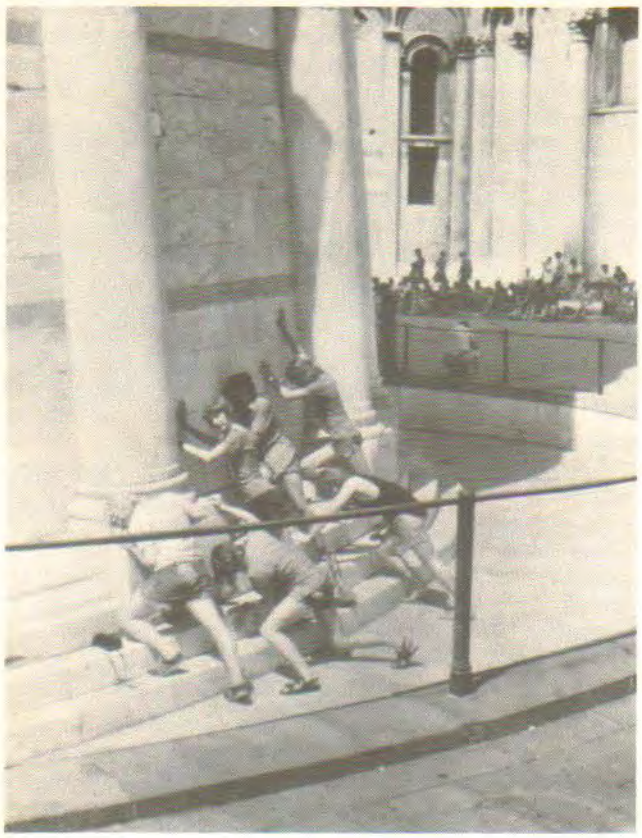
With the hope of "third-time lucky," the Company successfully passed the border crossing into East Germany and then through famous "Checkpoint Charlie" into West Berlin. Here they were hosted by British Scouts whose fathers are stationed at the Royal Air Force station, Gatow. In addition to being camped near the Berlin Wall, the Venturers were interviewed by the British Broadcasting System and toured the Olympic Stadium, the Brandenburg Gate, the Reichstag and Spandau Prison. Then it was safely back through the various East German border points and on to Lahr for a visit with Canada's Maple Leaf Region.

After a 3½-day visit to Lahr, which allowed time for rest and repairs, it was on to Dachau to visit the infamous World War II concentration camp. . . then to Munich and into Austria. The weather had turned wet and, rather than set up camp, they decided to drive through the night. Zurich, Switzerland, was reached on the morning of July 18 and then they headed for the World Scout chalet of Kandersteg where two days were spent hiking in the Alps.

July 21 was spent driving through beautiful Swiss countryside and, after crossing the Italian border at dusk, camp was made alongside the highway. Target next morning was Arzene, a town north of Venice, where more relatives were visited, then on to the city of canals.

Next came a short stay in Florence and then on to the small town of Chivitanova, some 120 miles south of Rome, where more relatives were located and a three-day rest was enjoyed. During this time a number of boys took the train to Rome and spent the night. The advisors also had an unexpected trip

the Move



The leaning tower of Pizza

to Rome, when one of the Venturers took sick and arrangements had to be made to send him home. A second problem arose when another boy lost his passport, and he and another Venturer had to be left in Rome to await a replacement, with instructions to meet the main body four days later in Paris.

The night of July 29, the group camped along the Italian Riviera and the following day drove through France to Monaco and then on to camp for the night near Nice. After a morning swim in the Mediterranean, it was on to Marseilles.

Within a hundred miles of Paris, the engine of bus #3 blew up and had to be towed to a nearby town, where the decision was made to continue the trip by train.

A full day was spent in Paris and, next morning, the group boarded a train for Calais to take them to the Dover Ferry. That evening, to quote the report, "We were back at good old Baden-Powell House."

Two more days in London and then they were aboard a 747 for the flight home to Vancouver.

The trip was a great success and accomplished with a minimum of trouble, except for the adventures with the three mini-buses. The Venturers and advisors lived and worked together, sometimes at very close quarters, for 42 days with very few personality problems — a tremendous experience for all.

IN THE FALL OF 1973, a group of Oshawa Scouts and Venturers were making plans to attend the British Columbia Provincial Jamboree the following summer when they were informed: if they wished, they could represent Canada at the 14th Scottish International Patrol Jamborette, to be held at Blair Atholl in the highlands of Scotland.

After much discussion and a close vote, the boys made the decision to go for Scotland.

What seemed a fairly simple summer expedition across Canada was now a major international project, and meant thousands of hours of planning, training, briefings and fund-raising projects. From October on, there were monthly planning and briefing sessions of boys, advisors and parents' committee, and lengthy correspondence back and forth across Canada and the Atlantic.

Necessary funds were raised with part-time jobs and such group activities as car washes, a snowshoe-a-thon and the door-to-door sale of pens and mixed nuts.

In order to give the boys the opportunity to work in their overseas patrols, training camps were held in April, May and June, where emphasis was on camping skills, use of equipment, rigorous inspections and competitions. This preparation paid off at Blair Atholl.

Departure was from Toronto International Airport on July 14, with arrival at London's Heathrow Airport at 8.26 a.m. the next day. Following a whirlwind tour of London, it was onto a train for Scotland.

As dawn broke on July 16, a weary group of Canadians detrained at the Blair Atholl station and were marched through the town to the nearby estate of the Duke of Argyle, where the camp was located.

On arrival, patrols were assigned to their subcamps: Stewart, MacDonald, Murray and MacLean. Here they met their host patrols with whom they would be spending the next ten days.

Most camp activities were organized on a patrol basis and activities included a five-mile incident journey, orienteering, hill climbs, rope making, kite flying, pioneering, and radio fox-hunting. Throughout the Jamborette, the camp, as well as the surrounding

Pre-Jamborette camp, Oshawa

Highland pipe band leading contingent

Jamboree event

Campfire, Blair Atholl

Off to Stockholm

countryside, was literally covered by Scouts and Venturers from seventeen countries. There were tours of Blair Castle, Pitlochry Dam, a fish research lab and hydro station. The greatest challenges were offered by the individual activities: the Dawn Patrol, deer-stalking, overnight camp, twenty-four-hour hike, day climbs and pony trekking — all full day and/or overnight experiences. Canada was well represented on all activities. For free time there was swimming, instructional sessions, games, film shows, a live theatre, a folkfest, barbecue and the amateur radio station.

The camp closed on July 26 and the Canadians left for all parts of Scotland for a week of hospitality and rest with their Scottish hosts.

On August 2, the contingent reunited in the Edinburgh railway station and was off on the *Flying Scotsman* for London where initial housing was at the Scout hostel of Roland House. Then began another tour of London, and the Tower of London, St. Paul's, St. James Park, Madam Tussaud's, Piccadilly Circus were all visited, with the boys even managing to get inside the fence at Buckingham Palace to watch the Changing of the Guard.

Following church on Sunday, gear was packed and the group moved to Baden-Powell House for the remainder of their stay.

Finally, it was time to fly home from the great adventure. The last paragraph of Don Winston's report can be used to sum up the story: "The Canadians fitted in very well with the boys in the camp and in the hospitality homes. From the letters we have received from Scotland, we know that Canadian Scouting left a very favourable impression. The time of the entire undertaking will be recalled by all as a great adventure in the true spirit of Scouting, with memories that will last a lifetime."

A LITTLE OVER TWO YEARS AGO, the 113th Riverside Troop of Ottawa decided to attend an international Scout camp in Sweden in 1974. Sponsored by The Swedish Guide and Scout Union, it was to be held west of Stockholm, with an expected attendance of some 1600 boys and girls from eleven countries.

With the decision made, fund-raising events were begun at once. These included car washes, lawn mowing, bottle and newspaper collections, and the delivery of telephone books. Each participant also made a personal contribution to the fund.

Early in '74, the Scouter who had made the preliminary arrangements was posted away from Ottawa by the Canadian Armed Forces and a parents' committee had to step in to ensure the completion of the final arrangements. One father, Wally Edwards, agreed to accompany the party to Europe.

On August 5, twelve Scouts and two leaders left Ottawa for Sweden via Montreal and Copenhagen. On arrival in Stockholm, the group was met and transported by mini-bus to the campsite. The event, officially called DUST '74 (after the district's county letters) was located at Osjonas, Tiveden.

The camp was divided into three subcamps and, within the subcamps, into smaller units called towns and villages. The program consisted of separate activities for the different subcamps, together with common activities, including opening ceremonies, campfires and closing ceremonies.

Most events were the normal type of jamboree activity but emphasis was placed on the outdoors,

Camp gathering

nature, conservation, hiking, climbing and adventure courses.

Prior to leaving Canada, the 113th not only had trained in Scouting activities but had taken a photographic course so that their pictures could be pooled at the end of the event and a souvenir album made for each boy. They were also instructed in keeping a daily log and were provided with preprinted sheets for the purpose. The logs were used in the preparation of this report and, a little later, we will quote directly from the boys' writings.

Campfires were not forgotten in pre-camp plans and, in addition to putting together a repertoire of skits, the boys practised songs, including a couple in Swedish. Thus it was when they were first asked to sing, the Canadians burst forth, not in English but in the language of the host country. This endeared them to all the Swedes and, to quote from the log of one of the Canadians, "We sung a Swedish song and were an instant success!"

Following the camp closing, the boys spent a week of home hospitality with Swedish families and were treated to car and boat trips, visits to museums, castles, zoos, historic sites and even went to school with their host "brothers and sisters." School began in Sweden on August 20. A highlight of the final week was an official reception at the Embassy given by the Canadian Ambassador to Sweden.

Now for some of the impressions of the boys and their comments which cover the complete span of the trip: "An exquisite and cheap lunch was eaten at the Montreal airport"; "I had a nice plane ride to Copenhagen but Keith lost his bag and threw up"; "Sweden looks a lot like Canada"; "We took a bus ride on a bus that bends in the middle"; "We went swimming in 60 degree water and nearly froze to death"; "We made and rode a unicycle"; "We had a session on Swedish fauna, the only one I could identify was a dandelion"; "When we had to estimate the height of a tree, I could only give my answers in feet and yards. Darn Metric!!"; "On the hike we ate bread spread with caviar and cheese"; "I relaxed after the hike and washed myself, a little"; "I was happy to hear that the hike was only two miles long, then I was miserable to hear it was two **Swedish** miles which equals 20 kilometers, which equals 12 Canadian miles, which equals tired feet!"; "On my birthday they gave me a crown of flowers and I was proclaimed king for the day"; "Got up at 6 a.m. and was tired as a log"; "Although the prices in Stockholm made me choke, I enjoyed the day very much"; "I had non-alcoholic beer, it is harmless unless you drink 30 glasses straight. I only had one"; "I visited an old peoples' home with my Swedish family and met a former prime minister of Sweden. He gave me his autograph."

Our final quote sums up the feeling of most of the boys: "Went home today — my Swedish family was so nice to me, I didn't want to leave."

THREE EXPEDITIONS IN INTERNATIONAL FRIENDSHIP, and memories that will last a lifetime. . . for those involved a lot of work and worry but to quote Burnaby Advisor Pat Connell: "The experience gained in working with many different people, currencies, languages, customs, foods, transportation and roads will never be forgotten by those who took part."

Overnight hike

We are partners in Cubbing

By Liz Daniels

That five-word statement does have a nice ring to it, doesn't it? But it somehow reminds me of a pamphlet I once had on refinishing old furniture. The opening sentence read: "First take off old finish." And **those** five words, tossed off so lightly, represented at least three weeks of very hard work!

Few would argue that parent participation in the pack is important and valuable but, judging from the frequency with which this matter comes up among pack Scouters, getting and keeping it is a problem for many.

Let's go back to the business of refinishing old furniture. Taking off the old finish means starting from scratch. Then you apply the colour you want, and lock it in with a good finish that will stand up to reasonable wear for a long time. The rest is appropriate use and maintenance. All these steps are necessary to the quality of the end result, even if it does take a lot of effort. But now we have something beautiful and useful. So, shall we apply the formula and see what we get? We have to assume you have the necessary equipment to do the job, such as sufficient leadership. If not, you may have to improvise.

Step One — Take Off Old Finish

This means removing all old failures from the mind — they will only hinder you. Anyway, something that didn't work before might the second time around, with a slight change of approach.

Step Two — Apply Colour — or make the initial approach

You start when the would-be Cub first enters the pack. You, as Akela, inform him that, for this evening, he is the guest of the pack, and that you and he will have a talk afterward. During that talk, you will find out if he enjoyed himself and if he still wants to be a Cub. If so, you invite him to return next week *with his parents.* You may get only one, but you aim for both. Then you contact the parents to confirm the invitation and arrange for someone else to run the early part of next week's program. The latter is necessary because you need sufficient time to talk with the parents in a relaxed atmosphere, away from the pack, and this is better done at the beginning rather than at the end of the meeting. The parents will probably bring their son to the meeting, and they may not want, or be able, to remain until the end. Consequently, your consideration in receiving them promptly will be appreciated, and the choice of staying to see the pack in action will be theirs.

During the initial conversation with the parents, you will learn,

not only useful information about their son, but also something about their interests and personalities. This can often be achieved by revealing a little of your own, and by a few well-directed questions. Now you outline briefly the aim of Cubbing, and how it is implemented through the eight-element program largely through play, the requirements for investiture, and facts about the uniform. Then, using the *We Are Partners in Cubbing* pamphlet, you make your approach. Explain to the parents that there are three types of partnership: active leadership, membership on group committee/ladies' auxiliary, Friend of the Pack. You may not be overwhelmed with offers for the first two, but you might be lucky! More likely, you will be asked what "Friend of the Pack" entails. So you explain all the areas where you feel they can be most helpful, both to their own son and the life of "our" pack — things like support and encouragement at home; familiarization with the star and badge requirements so that, if their son completes any during family activity, informing you will ensure that he gets credit for his achievement; offering to share their skills when required; participation at camp, outings, parties, etc. After receiving a commitment to one of the three categories of partnership, however tentative, you give them your name, address and telephone number, invite them to see the pack in action, thank them warmly for coming, and let them know you will be in touch with them shortly.

Some Tips

1. Arm yourself with every piece of printed material that will be of assistance to the parents in the proposed partnership (including *The Cub Book*, if you can) in a prepared package, and offer it to the parents to read at home. (It can be returned later.)
2. Be friendly, cheerful and positive — no crying about lack of help — no air of desperation — just an expression of a continuing need in Scouting for interested people like them, with a knowledge and understanding of children.
3. Your response to, "I'm a busy person," is *"Ah, that's good; busy people are the ones who get things done!"* It's true — they have the know-how.
4. Don't, at any time, suggest that commitment to any of the three types of partnership is mandatory, **or even that it isn't.** Just operate from the premise that the parents' concern for their son's development has a high priority in this particular growing phase. If they ask, tell the truth — that the program works better with their help.
5. Make mental notes of special skills and interests revealed in conversation — to be recorded later.
6. Make sure **you** know what you want from the parents — make a list of ways to help and have it with you.

Step Three — Apply Finish — or follow through

You have already told the parents you will be in touch with them again soon, and that is when their son is ready to be invested. So contact the parents again and invite them to the ceremony. It might be a good idea to include a few remarks on the importance of parents in the life of the pack at these and other ceremonial occasions, to which you will also be inviting parents. It goes without saying, of course, that you do not delay ceremonies and awards in the event that parents cannot or will not attend.

Use and Maintenance

Once you have convinced the parents you need them — **use them!** You have already conveyed the impression that Scouting is rewarding and fun, or you wouldn't be in it. Now you have to prove it. You do so by consciously building in adult-appeal as well as boy-appeal whenever parents are involved in a pack activity. You do it by choosing the parents to fit the particular activity after consulting your file on skills and interests — a natural history buff for nature outings, enthusiastic outdoor chefs for cook-outs, dedicated fishermen for the fish-fry, and so on.

Now that you have the partnership idea firmly established, you can build on it. An occasional parents' meeting is a good idea — to assess results — to spark new ideas. The next logical step is to have a parent-planned special activity. It could become an annual event and start a pack tradition, and traditions form the cement that holds a family together. One successful joint venture and you've got 'em hooked! There is no longer any temptation to unload your problems — they already know — and now they're "our" problems! With a pinch of persuasion, one or two parents may now accept active leadership.

Some tips

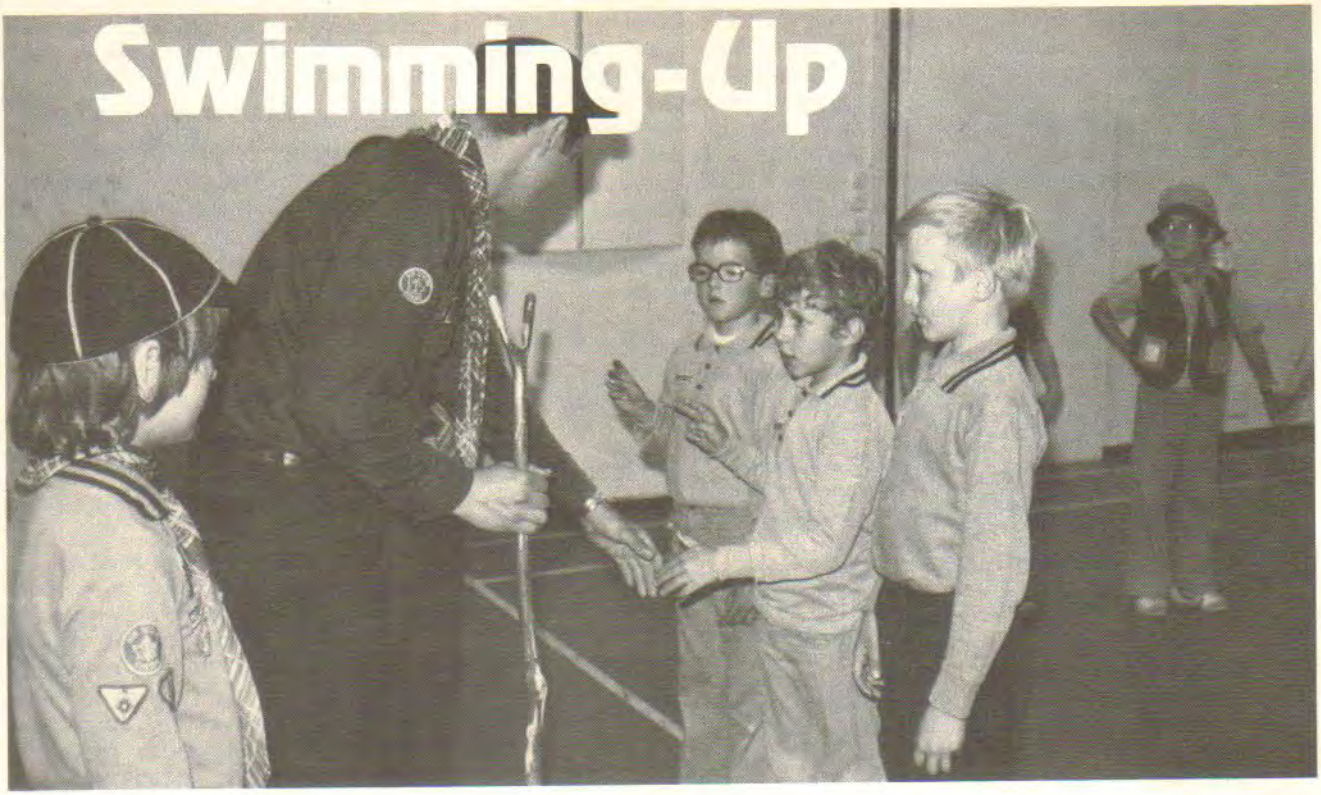
1. Keep the lines of communication open. There are three main ways to do this: personal visits, phone calls or friendly form letters — in that order of preference.
2. When parents are invited to the pack — Parents' Night, parties or ceremonies — don't keep them sitting (or worse still, standing around) passively watching. The program should include them as an integral part of the fun and fellowship. These are active partners, not just casual help for necessary chores.
3. Don't overwork the "willing horse." Spread the fun as widely as you can. Save your most valued partners for their special talents and when reliability is vital. Use the less interested parent for less involving tasks, like providing transport or specific materials (such as goodies for a party).
4. Accord them the same courtesies as you would all outside resource people — consult them well ahead — suit their convenience — be generous with your thanks.

This, then, is the basic formula for "refinishing" the partners-in-Cubbing idea, which can be adapted to fit your particular needs. It is not "pie-in-the sky" — it is not even new — it has been tried — it does work. One hundred percent success — no. There will always be parents who do not care enough. But increased awareness, interest and understanding help — yes.

One last thing: organizing yourself to handle the visits to parents and the meetings with them is obviously going to take a little time, and often that's something you never seem to have enough of. But if you are able to get the services of at least some of the parents, they can relieve you of some of your other tasks.

It is also possible that one of your assistants may have a flair for this PR job or that one of the parents themselves would like to do it. So, if it isn't your bag, don't discard the idea. Do it yourself if you can but, if you can't, look for someone who will. Parents as Partners make more things possible for the pack, and the boys benefit from a richer program. Isn't that worth the effort?

Swimming-Up



By R. J. Roberts

"The twin beavers hardly knew whether to be excited or sad. In fact, they were a little bit of both. They knew they were leaving the colony that afternoon. It had been such a wonderful time being with their friends, so they were a little sad to say goodbye to them, but they were extremely excited about going out into a much bigger and wider world, to learn new things and to meet new friends!"

This statement opens chapter eight of the Beaver story, *Friends of the Forest,* and I am sure the feelings expressed are those that have been felt by tens of thousands of boys down through the years as they have prepared to move up from one section of Scouting to another.

Happily, in most cases, a boy will be going along with some of his friends and, most often, he will know someone in the new section he is about to join but, in every case, he should be encouraged to make this move in a cheerful and positive way, and be welcomed by his new leaders and friends in such a way as to make him feel at home.

For a Beaver, the swimming-up ceremony is a special occasion in his young life. This is the moment when he joins the pack and takes the first big step toward becoming a Wolf Cub. This is the time when Beaver and Cub leaders must work together to make a successful and impressive ceremony for all those involved.

It is important that Beaver leaders ensure this is a happy occasion for boys leaving the colony and that a feeling of expectancy for the new experience is generated rather than sadness at leaving the colony.

Usually this preparation begins a little in advance of the actual ceremony, with the older Beavers either visiting the pack, or meeting some of the Cub leaders or by having Keeo, the Cub who works with the colony, explain some of the things that take place in the pack. It can be a combination of all these.

Keeo can explain a little about the *Jungle Story,* the names of the Old Wolves and why they have such names, and also outline some of the exciting aspects of the Cubbing program. Keeo should also be the one who introduces the Beavers to the pack prior to swimming-up.

Keeo could also read the first chapter of the *Jungle Story* to the Beavers before they swim up and have the boys ask questions about the story. This, however, should be agreed upon with Akela as, in some packs, it is part of the Cub's introduction to the pack and handled by the Old Wolves. The Law and Promise, of course, are handled by Akela and usually come after the boys have joined the pack.

Parents of the boys swimming-up should be invited to the ceremony and should take part in it as outlined further in this story. Parents should also be encouraged to have the Cub uniform on hand for their sons as the change of uniform is intended to be an integral part of the ceremony.

THE CEREMONY

The swimming-up ceremony should begin with the Beaver colony in the river formation and the pack in the parade circle, with an opening facing the colony. Parents of the Beavers who are swimming-up should be asked to stand in position as shown in the diagram. With everyone in position, a Beaver leader steps into the centre of the river and leads the colony in the opening ceremony. Following this, the Beavers return to the river formation.

Another Beaver leader calls out the names of the boys who are swimming-up and each of them comes forward and stands facing the Beaver leaders (see position #1).

Yet another Beaver leader then says: "Busy Beavers, I hope you will always remember your Prom-

ise and I ask you now to join me in repeating it once more." Together with the leader, the Beavers reaffirm their Promise: "I promise to love God and help take care of the world."

Another Beaver leader then says: "Busy Beavers, we wish you a merry life and a happy, new, sharing time as you try to do your best in the Cub pack."

After shaking hands with all the Beaver leaders, the Beavers, escorted by Keeo, walk up the river formed by their colony and stand in a straight line in front of Akela (see position #2).

The parents (who have been briefed beforehand) now come forward and stand behind their sons. When they are in position, the lights are put off, then flicked on briefly, then off again to simulate the bolt of lightning in the story, *Friends of the Forest.*

While the lights are off, the parents help their boys remove their Beaver uniform and put on their Wolf Cub jersey. Having done this, and with the lights on again, the parents return to their original positions.

Akela now greets the new chums, shakes hands with each of them and welcomes them to the pack. If white neckerchiefs are used in the pack, they could be put on each boy at this time. Akela asks the boys to make the Beaver sign for the last time and, as they do, Akela then asks that the boys straighten out the fingers and make the Cub salute.

After returning the salute, Akela calls the sixers to come forward and take the new chums to their place in the parade circle with their six. This is followed by a Grand Howl which could be led by Wolf Cub Keeo because of his special relationship with both the pack and the colony.

The formal ceremony is now over and is, as you can see, short and simple and should be done in a sincere manner. The evening could be continued with a singsong, a campfire or both, and some light refreshments before heading home.

While the ceremony described is one carried out indoors, it could be done outside just as easily and with as much impact. Naturally, some other effect would have to be used to simulate the lightning bolt or the scene would have to be briefly described so that all would know of the significance of the change from Beaver to Cub.

These details can easily be worked out with the pack leaders, and some imagination by both Beaver and Cub leaders can make an outdoor ceremony very impressive.

The question of when is the best time for a swim-up ceremony depends on a number of factors. The age of the boys is naturally one of these, as is the degree to which the Beavers are ready to move on. The stated age for swimming-up is from about 7½ years of age onward.

The most logical time for boys to swim-up is in September, as packs and colonies are reforming and beginning a new round of activities; however, this is usually the time when both Beaver and Cub leaders are quite busy with their own organizing procedures and so the swim-up often gets squeezed in as an afterthought.

The best time is in February. At this time, both colony and pack have settled into their programs and things are running quite smoothly. Also, the Beaver leaders have had time to enthuse the Busy Beavers about the move they are about to make. February is also the time that tail changes are made in the colony. Those boys who received a white tail in the fall will have been looking forward to this time and, hopefully, would have been learning something of the pack in the previous month.

Boys may also move up if they are old enough (about 7½) and showing signs of being restless in the colony. The new challenges of Cubbing should be more than enough to hold these boys' interest.

Finally, the summer camp period for those packs that have one is another good time to have the Beavers swim-up. Just before the Cub camp is due to end, the Busy Beavers could go up for the day, participate in a swim-up ceremony, stay overnight with their six and return home the next day with the rest of the pack.

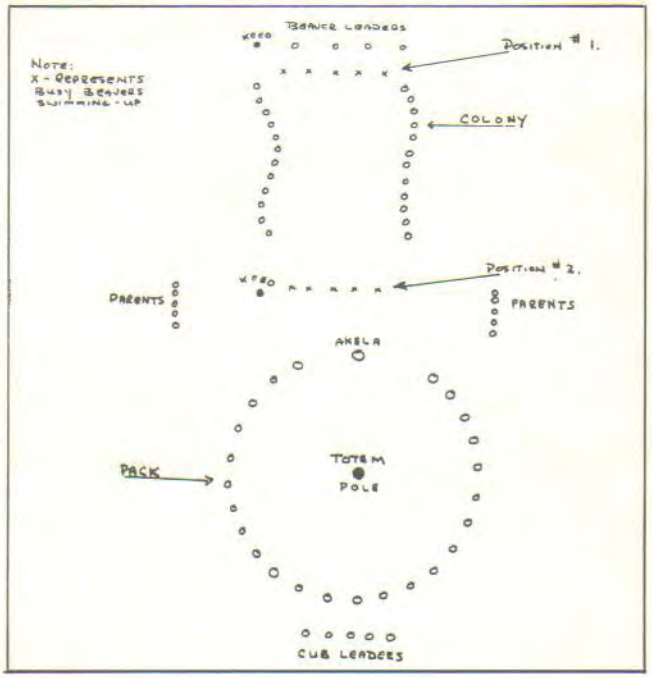
When to hold a swim-up is something each pack and colony must work out together but, no matter when it does take place, it should be with the age and readiness of each Beaver in mind, and it should be done well.

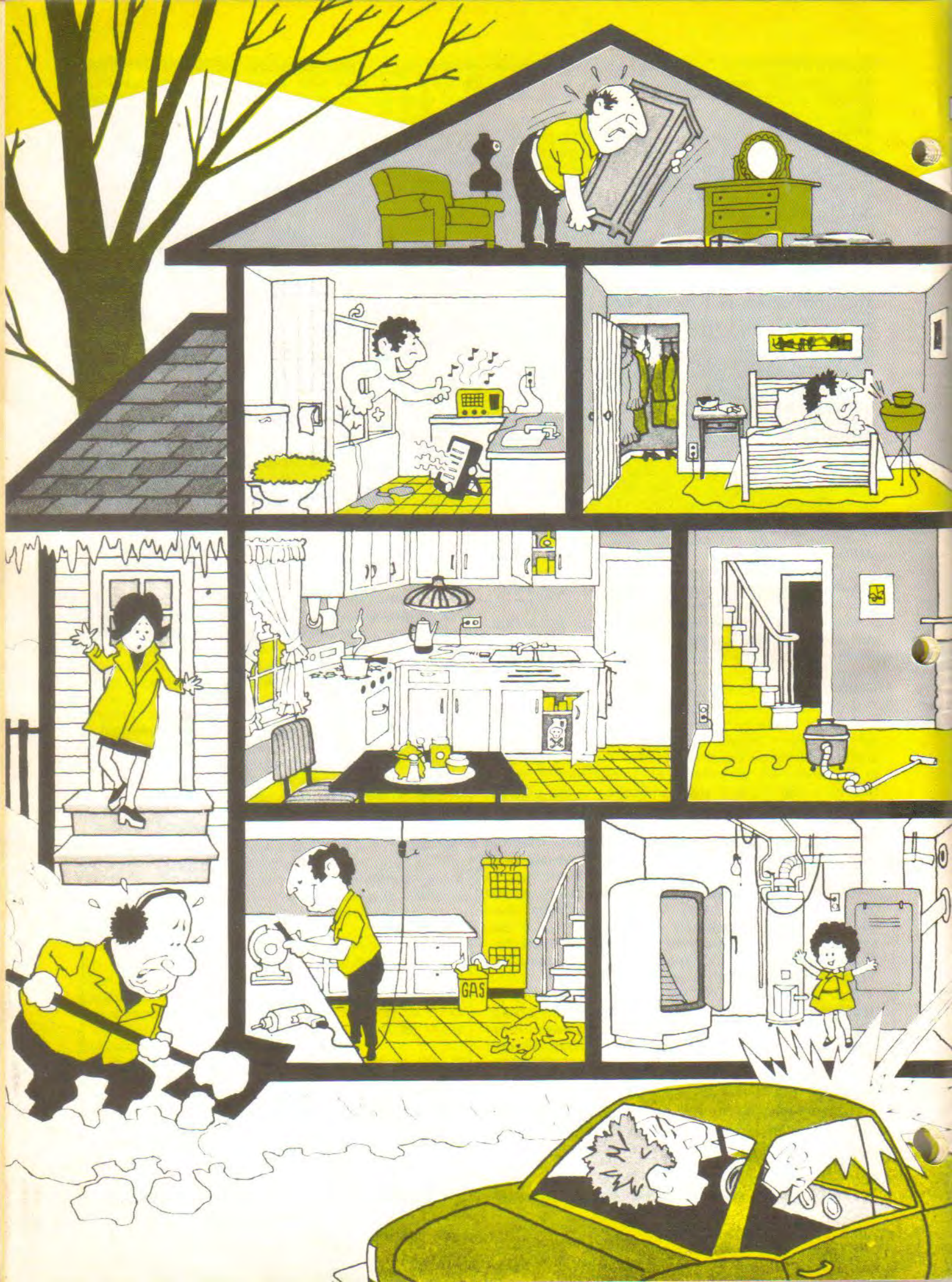
When a boy has been a Beaver and swims-up to the pack, he is entitled to wear the Beaver-Cub Link Badge on his Cub sweater. The badge is diamond shaped with brown chain links and border on a yellow background: the two predominant colours of each section.

When to present the badge is really up to the colony and pack leaders to decide. Often it is presented at the swim-up ceremony; however, some leaders like to make the presentation when the boy is officially brought into Cubs at his investiture.

Regardless of when it's done (and swim-up or investiture are both appropriate), it should happen as soon as possible after the boy leaves the colony and it should be presented by a Beaver leader. It is probably the last official contact a Beaver has with his colony though, hopefully, he will return to the colony as a visitor from time to time or even become a Keeo in a couple of years' time.

Ceremonies are important parts of a boy's growing up. Make sure your swim-up ceremonies recognize the importance of the change and that each boy leaves the colony with a happy feeling for the past and an eager anticipation for the future.

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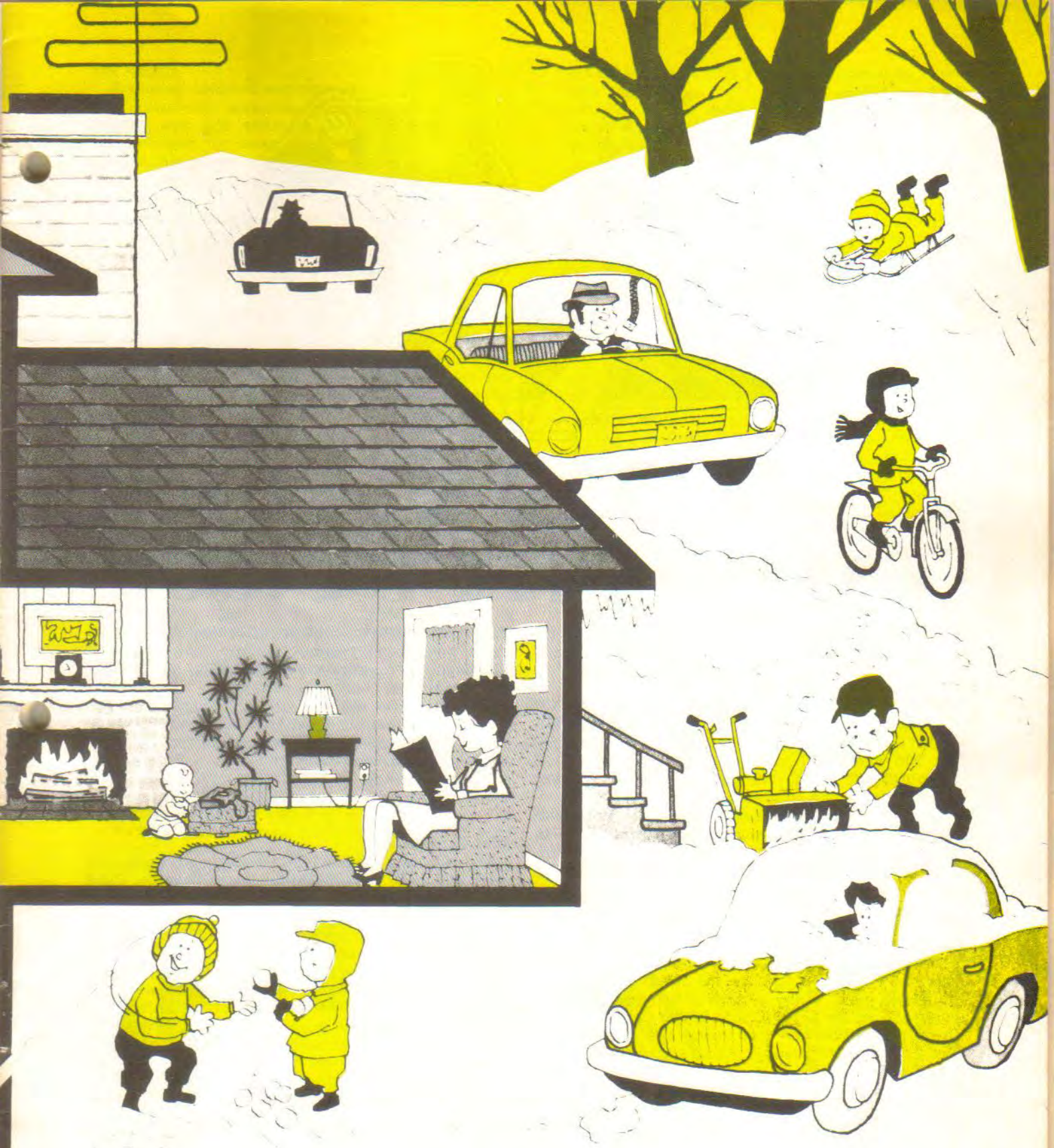
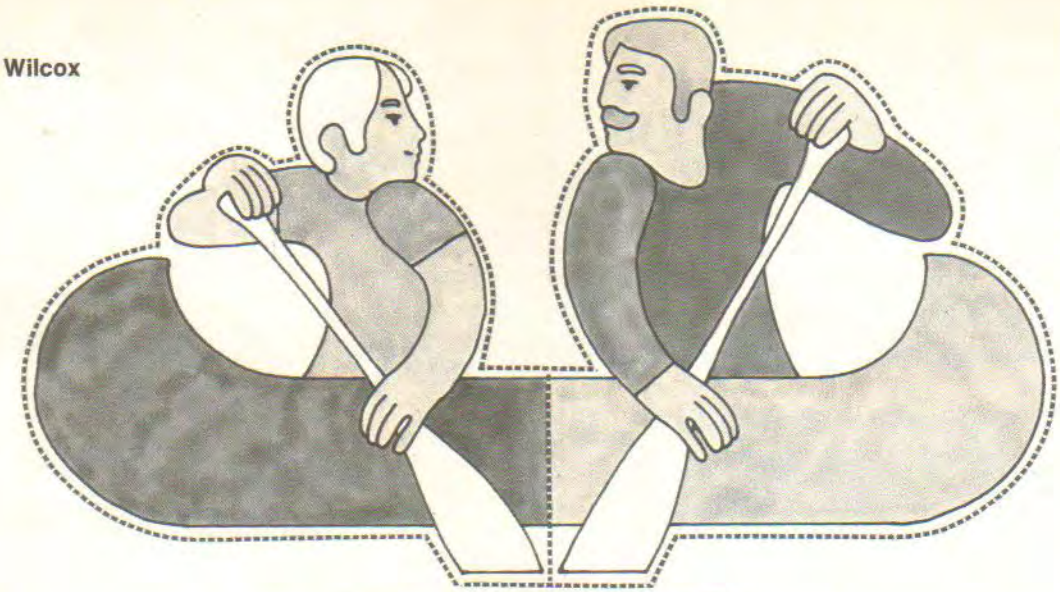


Pick the Perils in This Picture

Reproduced with permission from **FAMILY SAFETY**

Perils there are—and many of them—in this house and its surroundings. Walk through the house room by room and note down the hazardous things and practices you see. Do the same outside. Then turn to page 39 and find out if your safety savvy will make your family a winter winner.

By Larry Wilcox



WHO PADDLES THE CANOE?

Here it is mid-January — it's been a great winter so far and the days are getting a little longer — and some time ago I promised to write an article for new Scouters or those tackling their first camp.

What should I write that would be really helpful? A "step-by-step" approach to planning a camp, listing all the considerations? It seemed to me the Camping and Outdoors Subcommittee's booklet, *ABOUT CAMPING,* did a first-rate job of this. A quick check confirmed my view.

Then, last night, my son, Mike, with no forewarning said, "This might be a good summer for us to do some canoeing."

"Sounds O.K. to me, Mike, what d'you have in mind?"

"Well, there're some new places I'd like to go and I'd kinda like to do some portaging — you know, some real rugged stuff!"

There I was — faced with several propositions: how to help him experience the things he wants to do. *(Hey, great, Mike, let's go!)*; some real rugged stuff *(oh, oh, am I really up to it?)*; plans would have to be made *(how can I approach this with Mike so that he learns and grows?).* And there was the answer to what I really want to share with new Scouters. What are some of the ways you can approach camp planning to help the kids in your section grow?

Baden-Powell saw camping as the Scouter's foremost opportunity for working with boys and had great belief in its possibilities to help them grow in individuality, resourcefulness and responsibility. But young people do not learn to be responsible by being told, "You be responsible!" They learn responsibility by doing. By trying. By experimenting. Yes, by failing and making mistakes and then trying again. Thinking then about camp planning, it is not only necessary to decide **what** needs to be done but, of equal importance, **who will do it.**

ABOUT CAMPING provides excellent guidance to the **what** of camp planning. From where to go, to site selection, transportation, equipment, menus, program planning, camp administration, health and safety, all the basics are covered. Chapters in *The Canadian Venturer Handbook, Pack Scouters' Series No. 5,* or *The Canadian Scout Handbook* will complete the basic information you require on the **what** of camp planning.

The **who does it** of camp planning is, for a number of reasons, not quite so easily written about.

First Consideration

The age and abilities of the boys or youth you work with must be considered first. Obviously, Cubs are not going to be able to undertake as much of the planning for a camp as Venturers. A new Venturer company without previous experience in Scouting and camping will need more adult help than a company whose members have an extensive camping background. A first task, then, in camp planning is to ask yourself what the members of the section are capable of doing for themselves? What things can they do now and, with some adult support and help, what things can they now learn to do? Consider how some of the badge work might be achieved through tying related requirements to camp planning.

For Cubs

Involve Cubs in preparing the camp first-aid kits or a camp games' box. Some Cubs could prepare a simple menu for one meal, in preparation for cooking the meal at camp. Cubs can prepare simple program events, such as prior gathering of the materials to build a camp obstacle course. These ideas are related to the following requirements: Green Star #3, #10; Red Star #14; Tawny Star #13. Some of the requirements for the Woodsman Badge give direction to some excellent pre-camp training.

For Scouts

Preparing personal and patrol equipment lists, making equipment, preparing menus, purchasing food, helping with site selection, and preparing projects and activities for camp programs are related to the Anchor, Arrowhead, Campcraft, Conservation, Exploring and Safety badges.

For Venturers

Review the requirements of the Exploration Activity Award and the Outdoorsman Award for the many Venturer requirements that can be achieved by involving Venturers in camp planning.

A Second Consideration

A second important consideration in deciding who will do what is to ask yourself, *"What sort of person am I?"* Do you tend to be an "if you want something done, best do it yourself" sort of person? Or are you the sort of person who believes in delegating some or all of the planning to the members?

Taking the first approach means you always know what is done, when and how well it is done. It can mean a heavy work load for you. It does not provide the chance for the boys to learn.

On the other hand, if you take the latter approach, you have to live with the possibility that the boys may not produce, that some things may not be done as you would do them, or that others may not be done at all. I regularly have found myself caught between these two approaches. I like to see things well planned and organized. I also believe in involving others as being important to their learning. Both are important, and the way you go about delegating responsibility can have a good deal to do with the outcome.

Some of the important considerations in having boys undertake tasks of camp planning include:

— the job must be within the ability of the boys involved. Either they now have the skill to do the job or you teach them as they go along.

— the job must appeal to them — they see it as important and want to do it.

— building in a check-out point. For example, if each patrol takes the job of getting transportation for themselves for Friday night's troop outing, the p.l.'s could be asked to report progress by Thursday at 8 p.m.

— recognizing that individuals can have all good intentions and be most responsible but run into a problem that means the job isn't done. Having a check-out point provides the chance for further guidance before the deadline for completion.

— sometimes, despite the best leadership you provide, boys will "goof-off." There's no simple answer to this. Basically, I believe in facing the members with the consequences of their action or non-action and having them live with it. For example, the Owls and transportation: Thursday 8 p.m. passed without the Owl p.l. phoning. The same thing happened last time he had a task. I phoned him on that occasion. This time when the patrols took on the job, I really made a point of impressing the need to report. What to do? Phone now and thereby take the responsibility away from the Owl p.l. or wait until Friday night? If I wait 'til Friday, what will I do if they have not arranged their transport? Will I be prepared to say, "As a result of the Owls not doing their job, they do not have transportation for tonight." Should the Owls forego the trip? What will parents think? My decision will be based on not taking the responsibility away from the boys and their living with the consequences.

— giving recognition for a job well done. A pat on the back — a "well done" is always appreciated.

A number of other ways occur to me to give section members opportunities to grow:

- have them identify the sort of things they want to do at camp — things to achieve — fun things.
- negotiate the camp schedule. What time will we rise? What time will we eat, sleep, etc.?
- what ground rules are required at camp? Work out the expectations around cleanliness, proper use of the camp grounds, lights out.

I really hope you see preparing for camp as providing many chances to help boys grow to responsible behaviour, and that camping '75 is filled with good fun and adventure for you and your section.

For me, I'm off canoeing!

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The Farewell London Gang Show

By Colin McKay

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They had come in their thousands from every corner of the land during those closing weeks of October — the famous and the ordinary folk, the young and the old, some following the regular date they had kept for nearly half a century, others attending for the very first time.

It was London's Farewell Gang Show and the end of a venture that B.-P., our Founder, once described as "the greatest shop window for Scouting" . . .

The fortnight had been radiant and nostalgic. Every night the theatre had been crammed to the doors.

The Prime Minister, the Rt. Hon. Harold Wilson, had been present one evening and, as an ex-King's Scout, he took a lively interest in the Show and met the cast during the interval. Lord Rowallan, Lord Maclean and our present Chief Scout, Sir William Gladstone, joined the packed audiences during the run of the Show. Famous names in the Youth Service, including Major Sir Michael Hawkins, Secretary of the King George's Jubilee Trust, were there. The world of entertainment was represented by Sir Joseph Lockwood, Chairman of E.M.I., and Leslie Grade, the theatrical impressario, and almost every night a famous name of the stage, radio or television was among the audience.

There had been presentations to Ralph Reader — a gold medallion from the Rank Organization, the Ceres Medal from the United Nations, a lifetime coloured television rental from the cast, the original Scout Laws written in the Founder's own hand from the Committee of the Council on behalf of the Association.

There had been recordings for television and radio, press interviews and a hundred and one other things to make those fourteen days memorable.

But now it was the last night — the closing Saturday — the final curtain after four-hundred-and-twenty-three performances. . .

In the crowded upstairs foyer of Kilburn's Gaumont State Theatre, the air hummed with excited conversation. Those who were older happily recalled bygone days while the younger ones, like 14-year-old Mark Andrew, still looked ahead: "It's a shame that this is the last London Gang Show 'though we shall probably continue in Northampton using material we have used before in previous Shows. I've been in the Northampton Show for the last three years and I want to go on being a member of the Gang."

Close by, 13-year-old Neil Payne of the 2nd Brighton, on his first visit to the London Gang Show, was also looking forward rather than back: "The Brighton Gang Show goes on later this year and we all hope our Show will continue although this is the Farewell London Show."

By now the foyer was clearing. People took their seats with a sense of urgency. The Musical Director raised his baton. The lights lowered. The Show was about to begin.

Echoes — from a distant stage. . .

Backstage Ralph Reader sat quietly in his dressing room as the opening choruses echoed from a distant stage.

"I don't think I've ever been more moved than by the fabulous presentations that have been made to me and more than anything by that wonderful gift from The Scout Association of the framed, handwritten, original Scout Laws. It's not what they are worth in money but the fact that I've got B.-P.'s laws, in his own writing, as he WANTED them to be and how, I believe, they STILL should be.

"It's so strange because only yesterday I had the most wonderful letter from Lady B.-P. and when I write to tell her what I have just had given to me she will be as proud as I am, if that's possible for anybody to be. It was a terrific presentation, a fabulous thought, and something to me that will be as precious as anything that has ever been given to me in my life.

"During the two weeks of our run I've kept thinking to myself that at last I won't have to meet a deadline to write twenty-six numbers but this afternoon it suddenly struck me that this really was the finale, or at least my finale. I hope the Gang Shows will carry on all over the world.

"There's enough material at Headquarters for the next six years at least. They may have to change some of it, but I don't mind.

"I hope they will understand — especially some of the producers — that the Gang Show is just a small part of the great game of Scouting and that it should never be regarded as the beginning and end of everything. I hope the Gang Shows go on; I believe they will, but one thing I do know — I'm going to be the saddest guy in the world tonight when I say 'so-long' to my girls and boys."

Enthusiasm

By now the Show was gathering pace as item followed item to applause which carried beyond and behind the scenes to where the back-room team were about their business — people like Geoff Birch, the Managing Director of Scout Shops Ltd.

"I was Stage Manager of the first London Show and I've been with it in one capacity or another ever since. It's hard to put one's feelings into words on a night like this and hard to realise it is the end. There is a very sick feeling in the stomach from the fact this is the end of something that has been with you for forty-two years.

"At the very beginning when the first Gang came together Ralph instilled tremendous enthusiasm in everyone who was there and he has continued to instil that enthusiasm throughout. Youngsters have come and gone and they still come and go but tonight, well, it's a sad night, very sad indeed."

Not far away in the girls' dressing room Vanessa Kent and Lorraine Fitch, appearing in their first Gang Show, spoke also of that last-night atmosphere: "It's a warm and marvellous feeling — something you have to be in the Show to experience. Ralph is a wonderful person, he really does love the Gang, and it's nice to be in it and to know that he really does love you."

A few doors away, in the juniors' dressing room, 13-year-old Scott Clark of the 18th Epping Forest South paused from his costume changing to add his comments: "I've been in two London Shows and they have both been great. I am sorry this is the last Show but I'll remember them a long time, especially Ralph Reader — he is terrific."

"Fantastic experience. . ."

As the interval of the Show drew near, the backstage tea ladies became busier and busier, under the diligent supervision of Edna Biddlecombe: "We've used twenty-four loaves of bread tonight and it's been the same most nights. We arrive at the theatre at five and just get cracking.

"My son came into the Show twenty-three years ago and my husband immediately started helping backstage. Then my youngest son came into the cast and I became involved.

"It's been a fantastic experience and I owe an awful lot to Ralph for the friendships he has brought me and my family; friendships that have been with us when we have had our troubles. We are going to miss it so very, very much but, one good thing, we shan't lose our friendships. You see, these are our type of people, and they will always be our friends."

The Rt. Hon. Harold Wilson, Prime Minister of Britain, (right) *backstage with Ralph Reader and members of the cast.*

R.A.F. Gang Shows

But now the curtain was falling on the First Act and the audience streamed out into the foyers and bars.

Some, like Jack Healy, headed backstage: "I have known Ralph for thirty-eight years through Scouting and the war. I joined the Royal Air Force with Ralph and helped to start the R.A.F. Gang Shows that went all over the world. After demob., I stayed in show business and toured with Ralph. I met my wife in the summer show at Blackpool that Ralph produced; we had nineteen weeks there in 1947.

"We have had some wonderful, wonderful times with Ralph Reader. We have our R.A.F. Gang Show reunion tomorrow night at the Centre Hotel, London Airport, and that's going to be quite something

Lord Rowallan, a former Chief Scout of the Commonwealth, and his daughter enter the theatre.

Photos: Jack Olden, The Scout Association (UK)
Handford Ltd., Croydon, England

with one or two things laid on for the Guv'nor. You know, he's really got something special about him and he's had it all his life. There is nobody quite like him."

Hooked!

Richard Shotke was visiting the London Gang Show from the United States and expressed his sentiments: "I've been to every London Gang Show since 1957 when I first brought a Chicago boy over to be part of the Gang and to appear in the Royal Command Performance. I guess I got hooked then.

"The Gang Show in America is not much different to that in England in that it teaches the elements that should be taught in our Movement — particularly discipline, teamwork, and the joy of doing something for fun rather than as a test requirement. It also gives some youngsters who have very particular abilities a chance to use those abilities, not only in the major Shows but also in the spin-off, smaller, district and group Shows.

"My feelings on this last night are very mixed; it's like watching your mother-in-law go over the cliff in your new Rolls Royce. I do feel Ralph is retiring at the right time, at the very crest of the wave. His contribution as a labour of love has been tremendous.

"I feel the Shows will go on with old material, and Ralph is demonstrating that with this Show tonight. After all, many of the best artists in your country and mine used the same material over again, knowing that people are waiting to hear the particular way something is done. I saw *The Doctor with the Little Black Bag* fifteen years ago and in this Show it's just as fresh and interesting. I wanted to see how they would do it again and I enjoyed it all the more because I was anticipating it."

On stage the *Chinese Legend,* Act Two, Scene Five, was drawing to its close and the stage hands were moving forward with the complex set for the naval number, *Midshipman Easy.* In the wings Eddie Gregory awaited his entrance: "This is my eighteenth year in the Show. Tonight is sad, very sad, but we keep on smiling, as we were taught to do in the old days — smile and whistle under all difficulties.

"I don't think, however, that the Gang Shows will ever die because Ralph will never die. Ralph is Ralph and his enthusiasm and contribution will live forever. Enthusiasm, comradeship, self-sacrifice — these are the things B.-P. gave us and which Ralph has epitomised."

As Eddie left to make his entrance, Stage Manager Tony Cook paused for a breather: "I've been on the stage crew for twenty-three years and have been Stage Manager for the last seven. We are going to miss this Show more than anything, and nothing will ever replace it. The success of the Show has been fostered by the team spirit, friendships and the fact we have learnt to be professional amateurs."

Thunderous applause. . .

But now the opening bars of the Finale of the Farewell London Gang Show were being played.

The end really was upon us.

When Ralph Reader made his entrance onto an empty stage the applause was thunderous.

When he sang *"I wouldn't change for a man with a million, 'cos I've had a million blessings more,"* front and backstage fell silent.

When the Gang joined him on stage and he moved down to take his bow, the theatre burst into a tremendous standing ovation and that vast auditorium rang to the sound of continuous applause for no less than ten minutes. This was surely the total acclaim to Ralph and all that he stood for!

In one part of the theatre stood the representatives of the theatrical profession — Dame Anna Neagle, Herbert Wilcox, Graham Stark; in another, fifty members of the R.A.F. Gang Shows — many now household names; and in another, members of Scout Gang Shows from all over the country.

Finally, the National Anthem struck up and the house curtain slowly closed — but that would not suffice! The audience remained in their places — standing, clapping, cheering, demanding more.

The curtains opened — as they had to — and the applause went on and on and on!

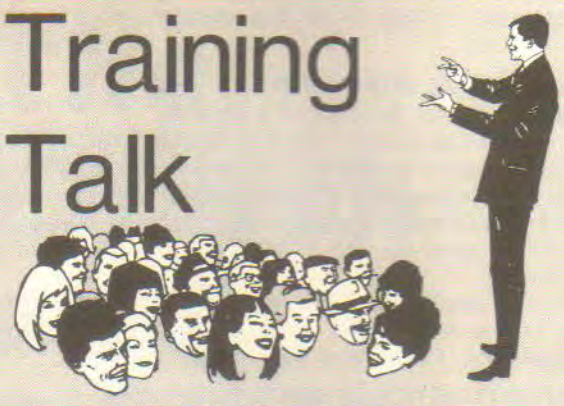
Ralph faced it quietly and humbly, then slowly moved toward the wings. The Show now was over.

Yet it can never be the end for the spirit will live on for time immemorial and, wherever Scouting is, you will find Gang Shows, for they are synonymous and neither can ever die.

B.-P.'s gift of Scouting has held fast for sixty-seven years and will go on. Ralph Reader's gift of Gang Show has held fast for forty-two years and will go on.

On stage before members of the cast, Sir William Gladstone, Chief Scout of Great Britain, (right) *presents Ralph Reader with the Ceres Medal of the Food and Agriculture Organization of the United Nations.*

Training Talk



FOR TRAINERS / SERVICE SCOUTERS

Edited by Al Craig for the Adult Training Subcommittee

No. 18

TRAINING METHODS

Whether we like it or not, part of our duty to candidates is to instruct and, through the method of our instruction, show them how they, in turn, can lead and help the boys in their own sections. While we may assume that it is willing followers whom we are seeking to instruct, inspire and enthuse, who have come together of their own free will because they want to learn, this does not give us license to use anything but the best instructional methods.

Effective use of these methods will not only make your work and theirs more productive but more satisfying as well.

This article deals with the four standard methods of instruction: the lecture, the developmental, the discussion, and demonstration-performance. We propose to comment briefly on what they are, when and how they can be used, together with some practical consideration which should be taken into account in their use.

LECTURE

INTRODUCTION

The lecture is the most widely used method of instruction, and is often the most abused method as well. In this method the instructor does nearly all the work involved. It is extremely portable and can be delivered anywhere, and can be used for a whole period or be part of a session.

ADVANTAGES AND SPECIAL USES OF THE LECTURE

1. It can be used to present many ideas to a large group in a short time.
2. Lecturing, like speech making, can have stronger emotional appeal than any other method of teaching. This is important, as a good deal of learning is accomplished through emotions.
3. It should be used for certain occasions only, e.g., the introduction of new material, theory, and the introduction to subjects.
4. It can be used as part of a session, as in the case of the introduction to discussion and demonstration, or as a summary.

LIMITATIONS

1. Some instructors tend to stimulate one sense only.
2. There is often a failure to vitalize the yarn.
3. The candidates are passive.
4. Being essentially a one-way process of communication, there may be little evaluation of the learning accomplished.

Most of these limitations can be overcome.

HOW TO GIVE AN EFFECTIVE LECTURE

A) Preparation

Know your subject thoroughly. Rehearse but don't memorize. Check the room and candidates' comfort.

There are six basic steps to follow when preparing material of a lecture for presentation. Each of these can be built around one key word, **P-E-O-P-L-E**.

P inpoint the exact objective(s) to be achieved.
E xamine the candidates to see what sort of people the lecture will be given to.
O rient the material to the candidates' knowledge and interests.
P artition your material into groups of related ideas.
L imit your material to what the candidates can absorb.
E xamples — use lots of them to illustrate every point.

The key to preparing a successful lecture lies in tailoring it to the **P-E-O-P-L-E** involved.

B) Gain the attention of your course by using

1. The silent treatment.
2. A rhetorical question.
3. A story that ties in with the subject matter.
4. A startling remark.
5. A gimmick, e.g., a whistle.

C) Hold attention

The instructor must consider these three areas:

1. **What the candidates see:**
   a proper bearing
   a neat appearance
   your attitude (enthusiasm is something you see as well as feel)
   no distractions, e.g., unnecessary training aids and charts
2. **What they hear**
   The instructor's voice, of course. Therefore, it must be easy to listen to. Remember, the key here is to have variety in rate, pitch and volume and, as mentioned, quality and clear speech are important factors to be considered.
3. **What they understand**
   It is impossible to hold the interest of any group if they can't follow what you are talking about. Therefore, it is important to keep certain factors in mind.
   a) **Introduce the topic**
      State what the session is about.
      Show the importance of the session to the group.
      Link the session with previous experience.
   b) **Present the main material**
      Follow a logical order.
      Adapt material to group level.
      Introduce variety.
      Use simple words.
      Make important points stand out.
      Summarize frequently.
   c) **Follow-up the lecture**
      Ask for questions.
      Ask questions.
      Initiate a discussion.
      Summarize.

CONCLUSION

Remember, the lecture is the most widely used of all training methods. It can be extremely interesting, informative and entertaining but you have to work at it. Instead of presenting dry facts and statistics, give life to your lectures with examples and incidents.

DEVELOPMENTAL

INTRODUCTION

The "developmental" is a method of teaching whereby the instructor develops the session step by step (usually on the blackboard or chart) by asking the candidates reasoning questions. There is a two-way process of communication, but this method is more rigidly controlled than the discussion. This method can be used for a whole period or be part of a session.

HOW TO USE THE DEVELOPMENTAL METHOD

A) Preparation

1. Know the subject thoroughly.
2. Prepare your material for P-E-O-P-L-E.
3. Prepare a plan with a notation of the points to be obtained from the candidates.

B) Introduce the topic

1. State the aim, motive, outline and link.
   NOTE — this is particularly important if the candidates are to build up the session themselves.

C) Presentation

1. Ask the group reasoning questions to get them to discover points for themselves. See **oral questions.**
2. Write key points on the blackboard or chart.
3. Tell the candidates points they cannot be expected to reason out.
4. Don't persist in asking candidates who obviously don't know the answer. This may entail asking half a dozen candidates before the correct answer is finally dragged out.
5. Don't allow call-out answers.

WHEN TO USE THE DEVELOPMENTAL METHOD

Use it when the candidates have sufficient background of the material to enable them to discover further points for themselves, under the guidance of the instructor.

CONCLUSION

The "developmental" is a good method for teaching because it ensures that candidates take part in the session. Progress is geared to their ability. Remember, when candidates themselves reason out points, the material sticks.

ORAL QUESTIONS

INTRODUCTION

People learn most when they are mentally active. Properly used questions stir up mental activity because they:

a) provoke thought. Often the candidates can reason out points and you don't have to tell them.
b) gain attention. They bring a daydreaming candidate back to the session.
c) arouse interest. Never expect a course to sit back, just listen and be interested for 50 minutes.
d) direct the thoughts of the course. "Warm up" candidates in the introduction by asking questions.
e) discover individual and group weaknesses. Then discover how much has been absorbed, and what has been omitted from the session.
f) give the candidate the next best thing to practical experience. If you pose interesting problems, you take the course from the session to an actual situation.

WHEN TO USE QUESTIONS

Use questions throughout a session.

a) In the introduction, you can review knowledge already gained and which is to be utilized later on.
b) In the presentation you can review a step and get the candidates to reason the next one. Questions can be used here to watch progress and maintain interest.
c) In the application you can test and summarize. Give the candidates a chance to ask their own questions. Pause and ask if they have any.

CHARACTERISTICS OF GOOD QUESTIONS

All good questions arouse interest. They must therefore be:

a) clearly pronounced — an answer cannot be expected if the question has not been heard.
b) to the point — there must be no doubt of the nature of the problem.
c) brief — if a candidate has too much to remember, he/she will soon be lost.
d) within the candidate's vocabulary — if a term is not understood, neither is the question.
e) challenging — questions which are too easy give the candidates the idea they are being looked down upon.
f) able to bring about the desired results — vague questions can bring dozens of correct answers before the arrival of the desired one.
g) stimulating — they must cause the thought and reasoning processes to go into action.

Avoid questions which demand from the course:

a) obvious answers — they irritate.
b) guessing — "yes" or "no" — they do not test.
c) lengthy explanations — it is better to break up your questions to have shorter answers.

METHODS OF ASKING

The following technique of asking a question should be followed if questions are to be of value:

a) presuppose a previous experience.
b) put a question to the whole course, allowing sufficient pause for the course to think, and then select one person to answer. For example, "What does the bead signify, (pause) Bill?"
c) "call-out" answers should be avoided.
d) complete and clearly stated answers should be insisted upon.
e) questions should be dispersed around the group.
f) too much time should not be spent dragging an answer from one candidate.

CONCLUSION

Questions are an invaluable method of provoking useful activity. The candidate must know what the instructor is after, and the answer required must demand the use of reasoning. The question should be put to all the candidates and, after a pause, one individual selected to give the answer.

DISCUSSION

INTRODUCTION

The discussion method provides the opportunity for a free exchange of ideas and opinions in order to get a better understanding of a topic. It can be a whole period or be part of a session. When the subject demands reasoning and understanding, use the discussion method.

Canadian Leader PULL-OUT

The Church and Scouting

The purpose of *The Church and Scouting* bulletin is to acquaint clergy, leaders, chaplains and sponsor representatives with developments in strengthening the partnership between churches and Scouting. Comments, suggestions, reactions and news items will be welcomed. Please address all correspondence to Boy Scouts of Canada, P.O. Box 5151, Station F, Ottawa K2C 3G7.

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

Working together to serve the needs of youth and their families

WE ARE OUR BROTHER'S KEEPER. . .

On Oct. 21, 1974, the Deputy Chief Scout, Lieut. General W. K. Carr, acting on behalf of the Chief Scout, His Excellency the Governor-General, presented the following awards.

*

1. THE GOLD CROSS For gallantry with special heroism and extraordinary risk.

SCOUT ROBERT DALE EADE, aged 12, of the 11th Niagara Falls (Ont.) Group, sponsored by **St. Martin's Anglican Church.**

For his courageous and gallant action in an endeavour to save his nine-year-old brother, Michael, from a burning tent in their parents' garden. During his rescue attempt, Robert received severe burns to his face, body and limbs.

In spite of Scout Eade's heroic and persistent efforts, Michael unfortunately lost his life.

*

2. THE SILVER CROSS For gallantry with considerable risk.

SIXER MARK DOUGLAS SMORONG, aged 10, of the 1st Assiniboia "D" Pack, sponsored by **Kirkfield United Church,** St. James-Assiniboia, Man.

For his gallantry and the prompt action he took in going to the rescue of Kenneth M. Vincent, aged 15, who got into difficulty while swimming in Brokenhead River and was in danger of drowning.

*

SCOUT BRUCE ALTON STAIRS, aged 12, of the 2nd Nashwaaksis (N.B.) Scout Group, sponsored by the **Christian Education Committee** of **Nashwaaksis United Church.**

When Richard Cole broke through the ice on the Nashwaaksis River, his brother, Malcolm Todd Cole, aged 11, skated to his aid but he, too, fell through the ice. Another boy, Steven Jensen, lay down on the ice to help the victim but the ice again cracked under the would-be rescuer.

Scout Bruce Stairs, then aged 11, realizing the danger, grasped Steven's skates and, by a tremendous effort, succeeded in holding onto Steven long enough for the latter to pull Malcolm to safety.

*

SCOUT KARL HENDRICK VROOM, aged 12, of the 2nd Nashwaaksis (N.B.) Scout Group, sponsored by the **Christian Education Committee** of **Nashwaaksis United Church.**

For his presence of mind and quick action when nine-year-old Richard Allen Cole broke through the ice on the Nashwaaksis River. Karl stretched himself on the ice surface and extended his hockey stick to the younger boy who grasped it and was pulled to safety by his rescuer.

*

3. THE BRONZE CROSS For gallantry with moderate risk.

PATROL LEADER MARK GERARD GIASSON, aged 14, of the 5th Wallaceburg (Ont.) Venturer Co., sponsored by **Our Lady of Help Roman Catholic Church.**

During construction work upon a wall at the edge of their property fronting the Sydenham River, Mark's father misdirected a blow from his sledgehammer, knocking himself out and falling into the river, at that point eight feet deep.

At the call of his mother, Mark ran to the building site and, diving into the water fully clothed, succeeded in bringing his father to the surface. Working Mr. Giasson toward the wall, Mark pulled his father partially over it and applied artificial respiration which successfully restored breathing to his injured parent.

*

SCOUTS GARY ALLEN KRYSCHUK, aged 14, **TODD MARVIN JOHN QUINN,** aged 14, and **WILLIAM EDWARD WOLDEN,** aged 15, all of the 1st Flin Flon (Man.) Scout Group, sponsored by the **Knights of Columbus.**

When Scott Wasylenchuk, aged 11, a non-swimmer, jumped from a dock into Lake Athapapuskow, he found himself in water over his head and began to thrash around. At first his companions did not realize Scott was in trouble but, upon recognizing the danger, Billie Wolden and Todd Quinn quickly swam to his aid. Unable to handle the situation, they were joined by Gary Kryschuk and, between them, Scott was brought back to the safety of the dock.

The three boys are commended for their teamwork.

published by National Council, Boy Scouts of Canada, Ottawa
March 1975, Number 4 *(The Canadian Leader)*

SENIOR SCOUT WAYNE HOWARD, aged 15, of the 3rd Kenora (Ont.) Scout Group, sponsored by the **United Church of Canada.**

For his gallant action in jumping into the water to save his five-year-old brother, Douglas, from possible drowning when the younger boy missed his footing while trying to board the canoe in which Wayne was paddling.

*

4. THE MEDAL FOR MERITORIOUS CONDUCT For especially meritorious acts, not involving heroism or risk of life.

CUB BRIAN DOUGLAS OGDEN, aged 10, of the 73rd Winnipeg (Man.) Group, sponsored by the **Salvation Army.**

For his presence of mind and the quick action he took with another Cub to pull six-year-old Michael Bayers from a water-filled ditch into which he had tumbled and was in danger of drowning.

*

SECOND JEFFREY ROSE, aged 10, of **St. Matthew's Anglican Church Scout Group,** Victoria, B.C.

For his presence of mind and the prompt action he took in pulling to safety three-year-old Brent Allan James Ormsby who had slipped from a log boom in water six-feet deep in Shoen Lake and was in danger of drowning.

*

ASSISTANT PATROL LEADER CHARLES WARREN SCHUYLER HUNT, aged 13, of the 12th Calgary (Alta.) Group, sponsored by **Wesley United Church.**

For the prompt and effective action he took when his father was badly injured in a skiing accident. His cool-headedness led to an early rescue attempt which had the effect of lessening the shock caused by the mishap.

*

PATROL LEADER ROBIN C. BROWN, aged 14, of the 6th Penticton (B.C.) Scout Group, sponsored by the **Penticton United Church.**

For his presence of mind and the quick action he took to smother the flaming trouser leg of 12-year-old Paul D'Aoust which resulted from an accident involving a gas-filled balloon.

SHARING

SCOUTS ON THE MOON

Now that the present program of lunar exploration by the U.S.A. has been completed, it may not be known generally that, of the 65 astronauts appointed, 52 were Scouts and, of these, eight were Eagle Scouts.

Of the 27 flights flown — 26 had Scouts aboard.

Of the 34 men who flew the 59 missions, 30 were Scouts.

Of the 24 men who flew Apollo Moon Missions — 21 were Scouts.

Of the 12 "moon walkers" — 11 were Scouts.

The last mission to the moon, Apollo 17, launched on December 6, 1972, carried an all-Scout crew.

Visitors to the Boy Scouts World Bureau office in Geneva may see the World Scout Badge carried to the moon by Eagle Scout Neil Armstrong — the first man to walk on the moon.

The Sept. '74 Program Supplement for the Knights of Columbus said: "Do more than throw up your hands in despair over what's wrong with the world. Charity 'begins at home' where it can be seen, be felt, be judged for its time worth. *Look for something you can do* — organize a Columbian Squires circle, sponsor a Scouting unit, establish a scholarship fund for youth, aid the orphans, fight drug abuse — *develop a plan that will work in your community, with your council members and then their families, your needs and your resources.*"

CHRISTOPHER NEWS NOTES — well-done monthly brochures on contemporary issues (education, the aged, the handicapped, communications, prayers, fatherhood, childhood) available free per copy, with small charge for bulk, from The Christophers, 12 East 48th St., New York, N.Y. 10017.

THE CHANGE AGENT / THE STRATEGY OF INNOVATIVE LEADERSHIP, by Lyle E. Schaller, Abingdon Original Paperback, 1972, $2.95. Starting from the point that "relatively little is known about how to achieve predictable change" and "much of what is known will not work," Mr. Schaller advocates a systematic and antioipatory approach to planned social change which would emphasize the need for the change agent to know the potentials and the pitfalls of institutional change and to build in a supporting group to carry it out.

PERSPECTIVE CANADA — a compendium of social statistics prepared by Statistics Canada and containing a wealth of material for those concerned about trends in population, work, health, education, religions, work, family, native people, and cultural diversity.

OUR MINISTRY WITH HANDICAPPED ADULTS — prepared by Genevieve Carter and available from United Church House, 85 St. Clair Ave. East, Toronto 7: a kit containing a good assortment of aids and brochures collected in consultation with handicapped persons and designed to help groups and congregations work more effectively with the handicapped.

AN APPRECIATION TO A SPONSOR — The 2nd St. Edward's Scout Group, St. John's, Newfoundland, expressed their thanks to their sponsor, St. Patrick's School, by donating a $100 scholarship to the school principal at the group's annual Father-and-Son Banquet. It will be a yearly project.

SCOUTING DISPLAYS ADD TO ANNUAL TEA — As a welcome addition to and attraction for their annual tea, the Ladies' Auxiliary of the Edmonton Regional Council arranged for local Beaver colonies, Cub packs and Scout troops to set up and man a variety of displays, including campcraft, backpacking, rope making, wrestling, kub-kar racing, Beaver doings, artwork, and so on.

Visitors and friends of Scouting thus were provided with an opportunity to see **Scouts** in action and **Scouts** had a chance to help the Ladies' Auxiliary and demonstrate some skills.

SHARING TRAINING FACILITIES—

1. Forty-four officer cadets from the Salvation Army Training College attended a one-day training session at Blue Springs, the training centre for Ontario Scouting. This day of training in the Scout Movement is a recognized part of their training as officers.

2. Conference centres of the United Church of Canada were used in B.C. and Nfld. as bases for provincial sessions of the National Training Institute of Boy Scouts of Canada.

WHAT'S HAPPENING NATIONALLY AND OUT THERE!

The first meeting of the **National Advisory Committee on Scouting in the United Church** was held on November 21, 1974. A pilot project was developed tentatively whereby, working together, the Hamilton Conference of the United Church and certain Scout regions within that Conference would bring their people together to explore ways and means of strengthening and expanding the Church-Scouting partnership.

The National Committee of Presbyterian Men has been given the mandate by its Board of Congregational Life to establish effective liaison with Boy Scouts of Canada and other youth programs. National Director Gordon J. Young will be meeting with national Scout staff personnel to look at the overall Scouting program so that, as he travels across the country, he may speak with groups and encourage them to take on leadership roles.

The **church-centred filmstrips** appear to be meeting a real need. It was necessary to reorder *The United Church and Scouting* filmstrip.

Work is on schedule for two new filmstrips: *Administering Scouting,* which will provide a logical "where-do-we-go-from-here" follow-up to any of the church filmstrips, and *The Religion-in-Life Program,* a comprehensive how-to-do-it for chaplains and leaders.

Plans for the **18th National Church Relationships Conference** (April 23-24, 1975, National Office, Ottawa) were reviewed by a small group of Toronto-based delegates to the 17th Conference. It is likely the event will be themed around "The Family and Scouting."

Scout personnel were involved in the planning and conduct of two workshops dealing with church, mid-week, youth programs. One was sponsored by the United Church and held at their Five Oaks Training Centre in Ontario. The other was sponsored by the Maritime section of The Baptist Federation of Canada and held at Amherst, Nova Scotia, October 18-20.

In addition, the Taber Presbytery of the United Church in Alberta convened a United Church and Scouting Conference. Rev. John Anderson of United Church House and Rev. Don Laing of Saskatoon, author of *Let's Celebrate,* were two of the resource people involved. The planners used *Let's Celebrate* as a key resource.

At the end of the year, the Deputy Chief Scout, Lieut. General W. K. Carr, wrote to the heads of all partner organizations to express the thanks of Boy Scouts of Canada for their cooperation during 1974 and to offer further ways and means of support whereby, together, we may be able to better serve youth in local communities.

MIRROR FOR CHRISTIANS

A lot of Christians are like wheelbarrows — not good unless pushed. Some are canoes — need to be paddled. Some are like kites — if you don't keep a string on them, they fly away. Some are like footballs — you can't tell where they'll bounce next. Some are like balloons — full of air and ready to blow up. Some are like trailers — they have to be pulled. Some are like Neon lights — keep going on and off. BUT SOME ARE LIKE A GOOD WATCH — open of face, pure gold, quietly busy and full of good works.

Which of these are you?

1 In collaboration with the delegates at the 1974 National Church Relationships Conference and Girl Guides of Canada, we have designed and produced an all-purpose **Religion-in-Life Certificate.**

This Certificate serves all sections of both organizations. Appropriate stage is inserted as required, signed by the spiritual leader and section leader, dated and presented to the recipient in the approved method.

Certificates are available through Supply Services.

2 **Pat Horan,** Director of Sponsor Relations for Boy Scouts of Canada, Ottawa; President **Robert L. Backman** of Salt Lake City; **Dr. Varge Gilchrist,** official church representative to Boy Scouts of Canada, Ottawa; and Regional Representative **Rulon G. Craven** of Salt Lake City attended the First Alberta Latter-Day Saints Conference in Olds, Alta. The theme was "Developing the Boy" and it is hoped ideas and interest generated there may apply equally well in other areas of Canada.

3 *Religion-in-Life Badges were presented to 21 Scouts, Cubs, Guides and Brownies during the noon mass at St. John Fisher Church, Brampton, Ont., by Rev. C. J. Tipping, pastor of the church. Following the ceremony, Father Tipping tries the badge of Cub John Cole with (bottom left) Brownie Jackie Giroux and (back row) Guide Linda Van Arem and Scout Michael Noel watching.* photo: *Brampton Daily Times*

1

GIRL GUIDES OF CANADA - BOY SCOUTS OF CANADA

Religion in Life Certificate

GRANTED TO

_____

who has completed the requirements for the

_____ STAGE

of the

RELIGION IN LIFE EMBLEM

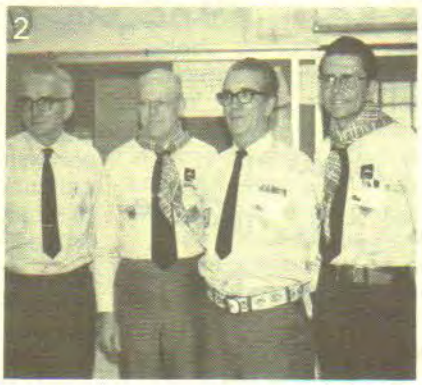
_____ _____

Spiritual Leader Guider / Scouter

_____

Date

I Promise To Do My Best - To Do My Duty To God



LET'S CELEBRATE is being given wide promotion and, according to initial feedback, is being well received. Special thrusts are being taken by the United, Anglican, Lutheran and Salvation Army churches to circulate copies of the book to local church and Scout leaders.

Comments to date include —

Let's Celebrate by Don Laing, 1974, Ottawa, Boy Scouts of Canada (Box 5151, Station F, Ottawa, Ont. K2C 3G7); 141 pages, illustrated; catalogue 20-357, $1.50.

I was particularly impressed with the direction you have offered to Venturers and Rovers.

I must indeed compliment Boy Scouts of Canada on this most brilliant way of dealing with this very difficult subject.

I'm glad the pictures are consistent with the diagram on page 8, ie they show all kinds of activities, not just "chunchy stuff."

This book is a must for every minister, Christian Education Committee, Sponsor Representative and Scout Leader.

I'm particularly impressed with the easy style, the integration of spiritual ideas, principles and program concepts.

looking - it does quickly - it strikes me as a very attractive book with interesting illustrations and splendid layout.

It contains ... a clearly set-out statement of the nature and meaning of the spiritual emphasis of Scouting.

We are going to promote it as much as we can in the Girl Guides of Canada.

ADVANTAGES

Everyone likes to talk and this is perhaps the basic reason for the success of discussion. But discussion is not just idle talk, its objective is for candidates to achieve specific learning outcomes through thinking and discussing a subject, pooling their knowledge of it, and applying constructive imagination to it.

Another advantage of discussion is that it gives everyone a sense of participation. Everyone can become involved in the discussion instead of sitting silently at a meeting for a couple of hours, listening to one or more yarns, while interests flag and thoughts wander.

If a decision is made as a result of discussion, the candidates are more likely to accept the decision since all have shared in its making and all are aware of the various factors that were taken into account.

Experience has also shown that, through discussion, the individual may learn to express himself/herself better and thus develop a greater confidence in, and capacity for, participation in the democratic way of life. They also learn to respect the opinions of others. In the give-and-take of discussion, an individual's viewpoint may be clarified and broadened and his powers of association improved.

Discussion also points out instructional gaps and gaps in learning and can reveal attitudes.

Perhaps more than any other method, discussion stimulates every person in the group to do constructive, creative thinking on a subject, contributing the benefit of his/her personal experience and ingenuity to the common pool for the benefit of all. Lectures, demonstrations, panels are all more effective if supplemented by thorough discussion of what has been said and done.

LIMITATIONS

As with all training methods, discussion has its limitations and it is well for us to understand what these are.

The major limitation has to do with information or lack of it. Unless the members of a discussion group are sufficiently informed on a question, their conclusions are not likely to be sound. For this reason, discussion should be used only in conjunction with other methods and media which set the stage.

The effectiveness of discussion depends also on full participation.

If one or two group members dominate the discussion there will be no real exchange of views and some shy members may disagree silently and may even feel resentment without ever expressing their thoughts.

Another factor is that discussion is only effective for exchanging ideas, opinions, personal experiences and knowledge. It is not intended as a method of acquiring new facts or of doing research on a subject — these are better accomplished through other methods.

TYPES OF DISCUSSION

There are actually several special types of discussion, two of which are the directed and conference types. As far as general rules apply for conducting a discussion, they do not differ appreciably. The chief differences lie in the degree of involvement on the part of the discussion group leader.

DIRECTED DISCUSSION

This type is more common to our formal training courses. Here the job of the discussion group leader is to guide the candidates' thoughts and discussion to definite, known answers. Thus, with this type of method, the trainer will participate more, exercise more guidance on the direction which the discussion takes and hold more closely to a planned agenda and session plan.

CONFERENCE DISCUSSION

This type is best used with Scouters who have some experience and where the topics to be discussed are less likely to have definite, known answers. Thus, it is better suited to Part II courses, Scouters' clubs and conferences. With this type, more emphasis is on the constructive imagination of the participants, the pooling of their experiences to devise better methods and ideas, understandings and appreciations through the stimulation of discussion.

The objectives, learning outcomes, and body of material will not be so tightly controlled as in the directed discussion. Therefore, it is possible to allow more latitude for deviation as it is not intended that the group arrive at specific, predetermined, conclusions. This is not to say, however, that the discussion should degenerate into idle talk; it should remain "talking with a purpose."

HOW TO USE

Since the purpose of group discussion is to give everyone the opportunity to participate, the groups must be small enough to encourage participation. It is suggested in PUTTING WORDS TO WORK, Training Note 96-040, that the group should be:

"one that is face-to-face — where every member can see the face and respond to the gestures as well as the words of every other member;

"one in which all can converse — can talk without strain or raising the voice, where everyone can hear easily;

"small enough so everyone has the opportunity to talk;

"intimate enough so that everyone feels free to talk;

"large enough so that there is considerable variety in experience and opinion."

A group consisting of from five to eight people is about right for these requirements. Larger groups are not desirable but occasionally they may be necessary if a meeting is too large to make smaller groups practicable.

The course leader is usually responsible for dividing the audience into groups. Let us suppose there is an attendance of thirty-five. This suggests five groups of seven each. The instructor decides where the groups should meet — in different corners of the hall or in adjoining rooms. As soon as the yarn, panel discussion, film or other program item is concluded, the trainer should be ready to get the Scouters into groups.

The trainer should also announce what the time limit will be, after which the groups are to reassemble in open session. The discussion leaders, who have been selected and briefed in advance, should be announced for each group.

Each group forms its own circle of chairs and gets down to discussion as quickly as possible.

When the allotted time is up, the trainer summons the groups back for the conclusion of the session. It is helpful to warn the groups about five minutes in advance to bring their discussion to a close.

FUNCTIONS OF THE DISCUSSION LEADER

Very briefly, the role of the group discussion leader is to encourage everyone to express his/her views, and to see that the discussion keeps to the question. He/she is not a chairman in the usual sense of the term. The atmosphere should be informal and relaxed: Scouters should be free to talk directly to one another without addressing all remarks to the chair, and they should remain seated while speaking.

A skillful leader can "draw out" Scouters who tend to be shy. He/she knows how to keep the discussion moving along so it does not bog down on one angle of a question, or get side-tracked on an irrelevant point, or be dominated by an aggressive member of the group. It is helpful to the discussion if the leader clarifies any points that cause confusion. He/she may do this by asking questions. The leader should also endeavour to resolve conflict or argument tactfully and amicably. Frequent summarizing helps to clarify the ideas of the group.

If the discussion is lively, the leader may find that there is very little for him/her to do. However, with both the directed and conference type groups, it is his/her duty to see that the discussion arrives at the desired objectives, ensuring that each discussion period concludes with a feeling of achievement.

FUNCTIONS OF A RECORDER

Normally, a recorder will not be necessary for directed-type discussions. However, with a conference-type discussion, a recorder should be appointed to take note of the main viewpoints expressed and any conclusions that are reached in the discussion. The discussion group leader may call on the recorder for a summary of the discussion from time to time. Finally, the recorder speaks for the group when called upon by the trainer after everyone has reassembled.

The job of taking notes is not difficult but it requires a certain amount of skill in distinguishing between unimportant remarks and those that make a worthwhile contribution to the discussion. No attempt should be made to report everything that is said. Instead, the recorder should give the gist of the discussion, bringing out main points covered.

ADVANCE PLANNING

Once the overall topic of the session has been chosen and the introductory feature of the discussion planned, it is time to start thinking of the discussion. Should discussion questions be prepared? Is there satisfactory accommodation for the discussion groups? Decisions should be made on these questions. Some of the factors to take into account are these: group leaders, discussion questions, where to meet.

GROUP LEADERS. In directed-type discussions, the discussion group leaders, normally, will be members of the course staff. In conference-type discussions, the leaders can be selected in advance from among those members who are known to have some experience and ability in leading discussion.

Since the leaders cannot do their job well without some knowledge of the topic being discussed, it is important, when leaders are being invited in advance, to ask them far enough ahead of the meeting to give them time to prepare.

DISCUSSION QUESTIONS. Should discussion questions be prepared in advance? If the group leaders have little experience, they will find it helpful to have one or two questions ready as a guide. The questions may be planned by the instructor and copies mimeographed and distributed to the leaders prior to the session.

The advantage of questions is that they immediately direct the thoughts of group members toward discussion. Thus they are useful for initiating discussion. If it is hoped to have an expression of opinion on any critical matter, discussion questions can be worded to accomplish this purpose.

The drawback to prepared questions is that they may deflect the discussion from aspects of the topic which are uppermost in the minds of group members. A good discussion leader will prevent this happening by directing the discussion with a sufficiently loose rein that members will feel free to raise points of concern to them.

WHERE TO MEET. Finally, some thought should be given to the physical arrangements for the groups.

If a large hall is used, several groups can form circles in corners and in the centre without disturbing each other with their discussion. On a training course, six/patrol corners or sites should be adequate.

The ideal arrangement is to meet in separate locations, preferably around a table.

CONCLUSION

Although limited to small groups with some background knowledge, this method can be used in many situations and is excellent for follow-up work. It is one of four standard methods and has a definite place in the training program.

DEMONSTRATION-PERFORMANCE

INTRODUCTION

Candidates attending an adult-leader training course will be learning practical skills. The way to teach skills is by using the demonstration-performance method. This method can be used for a whole period or as part of a session.

HOW TO USE THE DEMONSTRATION-PERFORMANCE METHOD

As with any other method of instruction, you must first introduce your session. The presentation and application stages of a performance lesson are divided into four steps:

1. explanation by the instructor.
2. demonstration by the instructor with suitable questions when possible.
3. imitation by the candidates.
4. correction of errors by the instructor and assistants.

TIME BALANCE

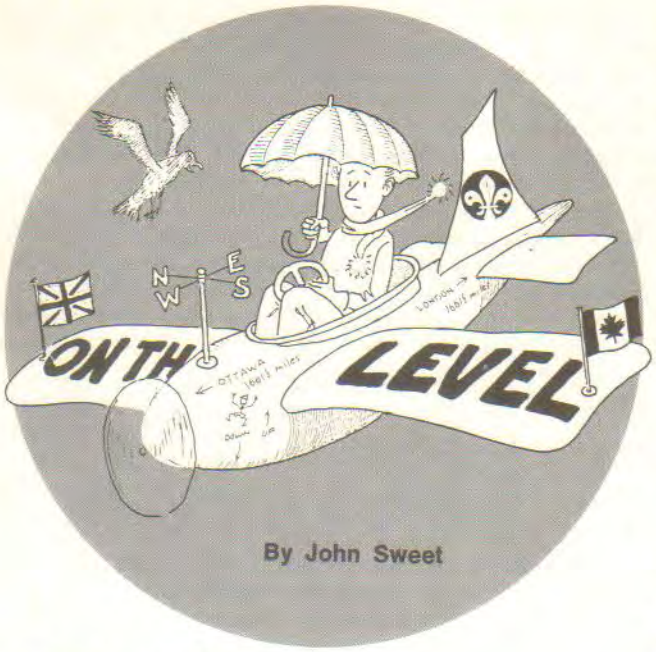
No one can learn a skill except by doing it. The candidate should perform the skill until the steps involved are carried out instinctively. Hence most of the lesson must be devoted to candidate imitation or practice. Here is the proper balance:

Explanation	*Demonstration*	*Practice*
10%	25%	65%
Hearing	Seeing	Doing

Observation of instructors shows that the actual allotment of time approximates the figures shown below. It proves instructors often talk too much.

Explanation	*Demonstration*	*Practice*
60%	25%	15%
Hearing	Seeing	Doing

a conclusion will appear in May



TWENTY-FOUR HOURS
IN THE LIFE OF A DISTRICT COMMISSIONER

(Extracted, by kind permission of the Editor, from SHORTS, the monthly news and information sheet of the Scout District of Epping Forest South, in the County of Greater London North-East, England.)

"In the past twenty-four hours I saw some Cub and Scout football matches. Though I didn't see them all, this activity was engaging some 400 or more players, and with managers and spectators at least 500 must have been involved. Then, after calling at our Scout Shop, I visited a pack meeting where a further thirty people were enjoying their Scouting. On the way I passed a busy Scout Christmas bazaar, which must have involved another four hundred people at least. Next I went to our patrol leaders' training course — and what an excellent bunch of lads they were! At least fifty people were involved in this. During the evening two supporters' associations were throwing parties for their members and I guess that at least seven hundred people were involved in these. Next morning I went to Bancroft's School to watch the trials for the County swimming team for the Coventry Gala — not many there, about thirty, I would say. If you tot this up, it gives a total of 1,710 people, adults and boys, involved in some form of activity associated with Scouting in but a 24-hour period. It makes one realize just how much Scouting is affecting the lives of so many people today. We must remember not only the wonderful support so many adults are giving us, but also the numerous and well-supported activities **they** enjoy in the name of Scouting."

Earlier in the year this same district had the great pleasure and privilege of entertaining a party of Canadian Scouts in private homes during their visit to our harassed, strike-torn country. *SHORTS* contains many heartwarming letters received by their hosts in England. "Your Group," said one, "has renewed my faith in Scouting and given me the stimulus to carry on for many seasons to come. Every time I have a pineapple fritter and a cup of coffee, I'll be thinking of you and the folks in England."

Pineapple fritters, eh? Obviously, the Canadian boys had been given the Number-One treatment in Wanstead and Woodford. Nobody ever fed me with pineapple fritters when I used to visit the place. All I ever got was a tankard of lukewarm beer in the saloon bar of the Bald Faced Stag and a how's-your-father on the way out.

Still, it's nice to know that our Canadian friends enjoyed their visit. By all accounts they created the best possible impression and made a lot of friends. Obviously, somebody had impressed upon them that they must regard themselves as ambassadors of Canadian Scouting and "behave accordingly."

British Scouts, please copy next time they venture abroad.

Incidentally, *SHORTS* is in its nineteenth year of issue and the current number is 202.

Surely this must constitute a world record. Yes? No?

⚜

LUNATIC-FRINGE RESEARCH PROJECT

Equip each patrol with a fairly powerful flashlight and a few squares of coloured cellophane and invite them to carry out a **scientific** "range of visibility" test out of doors and tabulate the results in such a fashion that the nature and purpose of the exercise will be self evident. How they do it should be left to the boys themselves. After all, we are constantly being reminded that they are at the peak of their intelligence and are so much better educated than we ever were. No harm in giving them a chance to prove it.

⚜

NIGHTMARE POSSIBILITIES NO. 1

Arising from the above, has it ever occurred to you to wonder what would happen if the boys really ran their own show — as they are supposed to do — **including the hiring and firing of their Scout leaders?**

"Redundant as of now."

EPILOGUE for PATROL LEADERS' COUNCIL MEETING

Provide a twist drill, a wire nail and a hank of three-strand sisal twine, and invite the boys to investigate the feasibility (good word) of the Paul

Caswell rope-making machine, as described by him in his useful little book, *PROJECTS IN PIONEERING* (published by The Scout Association, London, in '64).

"A good way to appreciate the qualities of rope," wrote Mr. Caswell, "is to make a short length yourself. Take three pieces of sisal string about 2 metres long. Tie both ends of the first string to some anchor, then slip the loop over a hook formed by a bent nail held in an ordinary twist drill. Keeping the string taut, use the drill to twist up the string as far as possible without forming kinks: count the number of turns given, and give the same twist to each of the other two pieces of string separately. Now hook the three strings onto the nail at the same time, and then unwind slowly. The strands will entwine to form a rope."

Sounds like a lot of fun and might even be more useful if it could be applied to a lashing length of (say) twelve or fifteen feet.

We await your reports.

⚜

DRAWING-BOARD RESEARCH

Every pioneer knows by now that the chief cause of mishap when crossing a Monkey Bridge is that the handrail ropes are set too low in relation to the footrope, and are much too slack. This means that, once off balance, the wretched wayfarer has no option but to bear down hard on one handrail while pulling inwards on the other, thus causing himself to cartwheel, with the small change showering from his pants' pocket.

We have been trying for years to suggest ways of overcoming this common defect: (a) by setting the handrail ropes well above shoulder height, so that the wayfarer has to reach up to them, and (b) by straining the ropes with a handy billy or harvester's hitch mounted on the tips of the sheerlegs. Nothing wrong with that except that it entails a balancing act in the crotch of the sheers while the strain is being applied, and anybody who has tried to do it will confirm this is no easy feat.

What your boffins are invited to do, therefore, is to dream up a method (or methods) of feeding the handrail ropes from the tips of the sheerlegs to the anchorage below, so that the necessary strain can be applied in safety and comfort from ground level.

We shall be glad to hear from them if they come up with any bright ideas.

⚜

PHILOSOPHICAL INTERLUDE

Next time you catch your patrol leaders in thoughtful mood, ask them what the dickens they imagine Rudyard Kipling was getting at when he declared — *"The game is more than the players of the game And the ship is more than the crew."*

Sounds great, of course. Just the sort of thing one used to hear on Speech Day at school. But does it bear examination?

That is what your boys might like to discuss.

⚜

PRECISION ACTIVITIES

The purpose of the exercise is to test the ability of your patrol leaders to convey precise verbal instructions to their patrols and then carry them into effect.

On troop night send the patrols to their own corners of the room. Call up the patrol leaders and tell them you are about to issue a series of precise instructions which must be carried out **to the letter** by their patrols. Points will be awarded and the winning patrol will be declared *Top of the Troop* until the next time round.

Allow time for the p.l.'s to brief their own boys, then call them back for the first instruction.

The following are suggestions only. You could have fun dreaming up your own "Precision Activities." The aim should be to create an impression of great urgency so that the boys move at twice their normal speed. Instructions should follow in quick succession, allowing the boys no time to relax in the intervals.

1. "In exactly one minute from now the room will be plunged in darkness for the space of sixty seconds. You have one minute to organize yourselves so that, when the lights go out — not before — you can build a human pyramid three Scouts high which will still be intact when the lights go on again."

2. "Without using knots, bends or hitches, join six knotting ropes to make the longest possible line which will hold together when held by its extremities clear of the ground." (Note: one way of doing this would be to link the ropes with tucked eyesplices made by turning the ends of the ropes back and slipping them twice through the lay.)

3. "Organize your patrol so that, when the signal is given in about three minutes' time, all the following tasks can be carried out **simultaneously** in one minute or less:
   a. set a map with a compass provided;
   b. put a bandage around an injured knee;
   c. make a secure tripod which will not slip, with three Scout staves, a 12" strop and a 9' length of rope. The use of knots is forbidden. (Note: one way of doing this would be to use the strop as a tourniquet to lash the tips of the staves together, then convert the rope into a strop by pushing the ends through the lay, and opening the lay at the corners of a triangle to hold the butts of the three staves.);
   d. with a handkerchief only, demonstrate how you would drag an insensible person from a smoke-filled room;
   e. without the use of a compass, draw a chalk arrow on the deck pointing north-north-east."

4. "You have exactly three minutes to organize a relay race in which every Scout in the patrol carries every other Scout from one end of the room to the other. Be ready to go when the signal is given."

⚜

Returning briefly, if we may, to the dangerous question of the comparative IQ's of patrol leaders and Scout leaders, here is a little experiment for your consideration. It is actually a test of powers of imagination, yours and theirs, and all I can say is that, if I had not had absolute confidence in you to win hands down, I'd never have suggested it in the first place.

Equipment available to all parties at the rate of one set per patrol: one sheet of typing paper (any old typing paper will do); one wax candle; one box of matches.

The problem for the Scout leader will be to convey a complicated instruction by means of the equipment provided.

The problem for the boys will be to read the instruction by candlelight and carry it out.

Do let us know what happens.

This brings us finally to **WINTER WORKOUT NO. 2** — another diversionary exercise for your patrol leaders' council.

In accordance with our new policy, we have no intention of solving any of the little problems for you in advance, our theory being that if your boys are sufficiently interested they will soon argue the things out for themselves. If they aren't, they won't. It's as simple as that.

Indeed, this policy has already paid dividends in the shape of a mention in *SKY BLUE*, the termly magazine of the Cambridge University Scout and Guide Club, and no less than two solutions to the Peter-in-the-Tower problem, in our November outburst, from the 1st Olveston Troop in Bristol, England.

"I," declares Mr. Ray Boyce in a letter to the Editor of the *SKY BLUE*, "have just completed the ludicrous word puzzle in 'Winter Workout' in a little under 2¼ minutes. . . Of course, CUSG members are more intelligent than the average. . . "

"The Patrol Leader of the Falcons," writes Mr. D.T. Cole of the 1st Olveston, "solved your word puzzle within one minute!"

Ha, ha (if Mr. Boyce will forgive me) ha!

As for Peter-in-the-Tower, the Olveston Wolves offered the following solution: "destrand the rope and join the three lengths together to make a 60-foot line (approx.). Throw this up to Peter. He then ties the rope around himself and helps another boy up into the tower. Now Peter is lowered to the ground (triple exclamation mark.)."

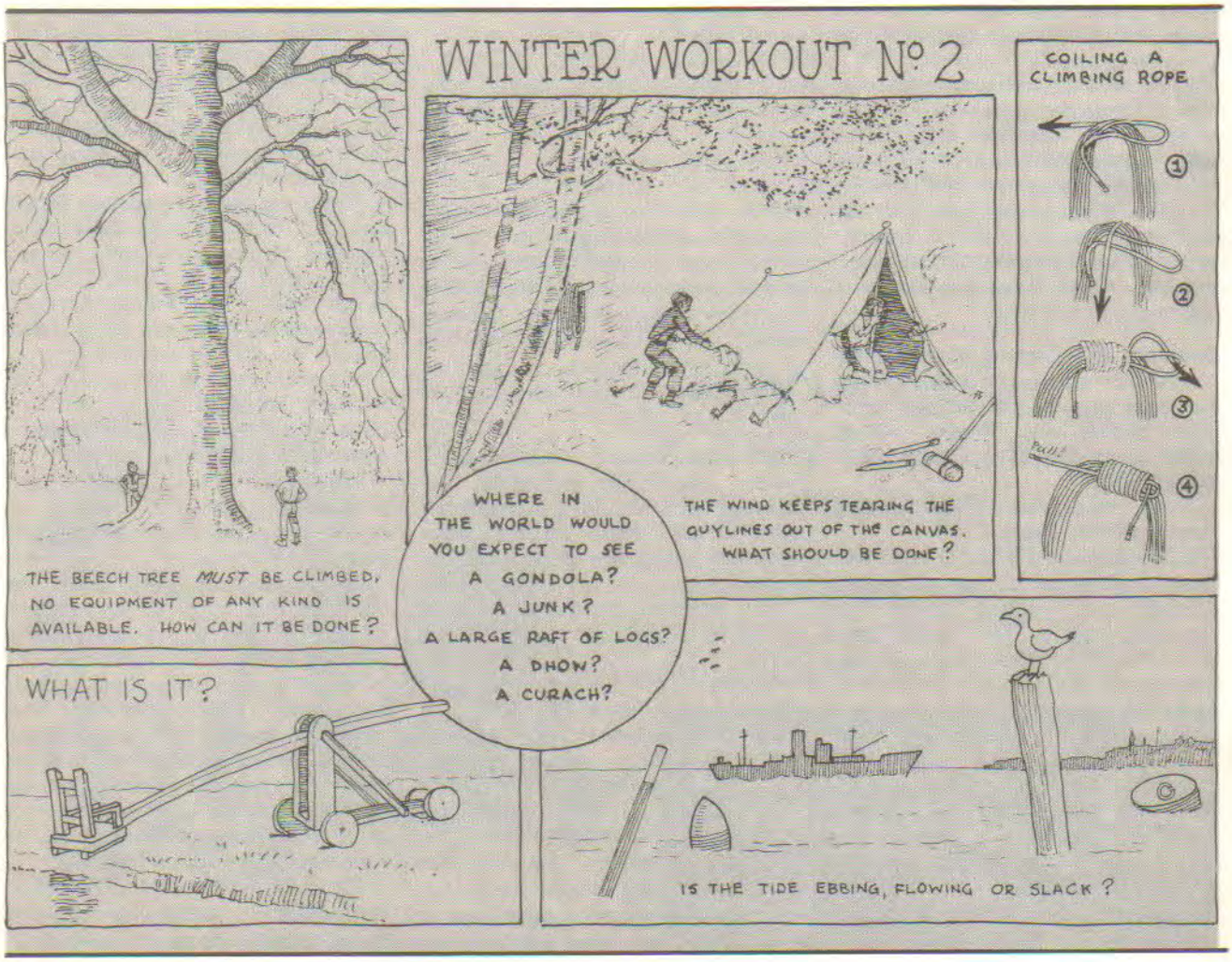
The Kestrels again destranded the rope, tied the three lengths together and threw it up to Peter, who then made a sufficiently large knot to hold in the notch in the window ledge. He would then be able to climb down the rope.

"This," adds Mr. Cole, "is the first time I have tried any of your ideas, but after this I shall use you a lot more. The fun and enthusiasm shown by the patrols had to be seen to be believed."

(**Ahem!** — J. Sweet)

I may say that our own solution to the tower problem was on much the same lines, except that we played safe and removed one strand only from the rope, and then took one of the constituent 'threads' out of it to use as a lobline weighted with a stone before doubling the end back on itself for ten feet and securing it to the two-strand rope to make a 40-foot length (approx.) with a 10-foot tail formed by the single strand. Contact having been established with Peter-in-the-Tower, 'twould be but the work of a moment for him to draw the rescue rope up, thin end first, and ram a dirty bit knot into the crevice, exactly as suggested by the Kestrels.

Meanwhile, I leave you to imagine the chagrin and mortification in the ranks of the Cambridge University Scout and Guide Club when they discover that one of their members has led them right up the garden.



from the 85th

By Donald L. Judd

This is the second in a series of articles written by Don Judd, former pack Scouter and now group committee chairman. You may not always agree with Don's comments and your group may do things differently; however, this is the way Scouting is at the 85th.

Mike Morgan dropped in after his Cub meeting the other night. He's our new Akela for "C" Pack. But he's not new to Scouting. Turns out he and some of his buddies volunteered to help keep a pack going "over 'ome" while in their late teens. And eventually, as many do, he became C.M. But that was in the olden days and, now that Mike's son is a Cub, he's come out to help in the 85th. Which brings me to our conversation over tea. You see, Mike is a bit uneasy that he might not be doing things "our way." So let me share with you some of the things we talked about.

First of all, I assured him that these suggestions are not to be regarded as absolute law. I provide them to the Akelas of our three Cub packs to use as a guide so that, when these sections join for activities, everyone will be familiar with the basic framework of ceremonies which have evolved over the years in the 85th.

Opening and Closing Ceremonies

After the opening free-for-all as the boys arrive, the official program begins with *"Pack!"* — at which point the boys freeze, right arms raised.

Then: *"Pack, Pack, Pack"* brings them into the circle.

The Honour Sixer brings the totem to the centre of the circle through the opening where he normally stands. The wolf head faces the sixer who returns to his position in the circle.

Akela says:

Now Chil the Kite brings home the night
That Mang the Bat sets free.
The herds are shut in byre and hut
For loosed till dawn are we.
This is the hour of pride and power,
Talon and tusk and claw.
Oh hear the call! Good hunting all
That keep the Jungle Law!

The entire pack replies:
AH — KAY — LA
We-e-'ll do-oo our best.
The Honour Sixer replies:
DYB, DYB, DYB, DYB.
The pack responds as Cubs and Akela salute:
We'll DOB, DOB, DOB, DOB.
Akela then says:
Face the Flag, followed by
Halyards clear?
Baloo (or other assistant positioned at the Canadian Flag) replies: *Halyards clear!* and releases the flag, steps back one pace and salutes the flag.
Akela says:
Pack, salute!
When Baloo drops his salute, Cubs and Akela drop their salutes as well.
Akela says:
Turn in.

The totem is removed, dues (bones) and attendance are taken. A Cub cap is used in the centre of the circle to receive the money. Each boy calls out loudly, *"Bones, Baloo,"* as he dashes to the cap to drop in his money.

The Cubs are then sent to their lairs for inspection.

For the closing, Akela again calls: *"Pack!"* to terminate any activity, then begins the ceremony with: *"Pack, Pack Pack!"*, once again to bring the boys into the circle.

The Honour Sixer again brings the totem to the centre and Akela says:

Now this is the Law of the Jungle
As old and as true as the sky,
And the wolf that shall keep it shall prosper,
But the wolf that shall break it must die.

At this point, one of the other leaders or a senior Cub may read a Law from the Jungle Book.
The entire pack says again:
AH — KAY — LA
We-e-'ll do-oo our best.
The Honour Sixer replies:
DYB, DYB, DYB, DYB.
The pack responds as Cubs and Akela salute:
We'll DOB, DOB, DOB, DOB.
Akela says:
Face the flag.

Everyone sings *O Canada* during which the flag is lowered.

Everyone kneels to pray the Lord's Prayer with hats removed. Akela then says:
Good night, good luck and good hunting. See you next week.

Now for a few words of explanation. The selection, "Now Chil the Kite. . ." is taken from the first chapter of *The Jungle Book* and is a nice way to lead into the Grand Howl. It doesn't hurt, occasionally, to repeat the words slowly and explain what the verse is about. (One former Akela in the 85th did this for us at our Parent/Son Banquet for the benefit of both boys and parents.)

The pronunciation of a few words should be mentioned. According to the old Gilcraft Series, Book 5, "Chil" is pronounced *Cheel.* I prefer the sound of "Chill" as in cold, but definitely not *Kyle.* "Tusk" is another problem — in the original Jungle Book, this appears as *tush* which Webster tells me is an old Indian spelling. I prefer the modern, tusk, as written in the newer Jungle Books.

The selection, "Now this is the Law. . ." is taken from the second chapter of (are you ready for it?) *The Second Jungle Book.* This one is not listed in the Supply Services catalogue but a good book store should be able to order it for you. The books are the same size and I simply taped them together. The Laws of the Jungle are listed along with the quotation.

Whether or not the Lord's Prayer or the Cub Prayer is used is up to the individual Akela and, in the 85th, both are used.

In connection with both the opening and closing, a variation should be tried occasionally in the form of silent hand signals.

"Pack" may be called silently by simply raising the right arm over the head, first and second fingers extended together. As one Cub after another notices the signal, they freeze into silence. It's quite effective but should not be repeated frequently.

From the frozen "Pack" position, it's a simple manoeuvre to swing the extended arm over the head

in a circular motion to bring the boys into the circle.

Investiture

I used information from the *Pack Scouters' Series #3* as the basis for this ceremony. I think it important to invest each boy individually, which we do; however, we invest all our new chums at the same ceremony.

The Cubs are called into the circle with *"Pack, Pack, Pack."*

Wearing their white scarves and **no** Cub caps, new chums are invited to form a straight line in front of the totem which has been brought in by the Honour Sixer. A small table is at hand (a card table works well) on which are placed the boys' caps, badges and new neckerchiefs.

Akela explains:

These boys have been instructed in the requirements for becoming Wolf Cubs and are now ready to assume the responsibilities of full membership into the worldwide Scouting organization.

Akela then asks: *Are you all ready to make the solemn Wolf Cub Promise?*

Beginning with the Cub at the left end of the line, Akela then asks each Cub to give the Cub salute and repeat the Cub Promise after him/her, line for line:

I promise to do my best,
To do my duty to God and the Queen,
To keep the Law of the Wolf Club pack,
And to do a good turn to somebody every day.

As each boy completes this requirement, he is given his Tenderpad Badge and a left handshake by Akela. Akela proceeds along the line.

Akela now explains the significance of the six segments of the Cub cap (one for each boy. . . without one segment, the hat is incomplete), the provincial and regional emblems, the pack shoulder flash, and the gold lapel badge.

With the help of the assistants, Akela removes the white scarves, replaces them with the pack scarves, puts on the boys' caps and presents them with the badges.

When completed, the boys salute and repeat together, after Akela, the Cub Law:

The Cub gives in to the Old Wolf, The Cub does not give in to himself.

Akela then says: *I trust you to keep your Promise and obey the Law. You are now Wolf Cubs!*

The sixers then are brought into the circle to welcome each Cub into the pack with a left handshake.

All boys then return to the main circle for the Grand Howl.

The ceremony runs quite smoothly and really doesn't keep the others standing around too long. Usually I invite the parents for 8 p.m. and start the ceremony about 8.10. Our meetings start at 7 p.m., so the boys have had time for a regular opening and several, good, steamoff games. The new boys are invested for the closing Grand Howl and can go home with their parents. The school where I was Akela was not set up for coffee and cookies but this is a nice touch, if possible.

This year I was happy to assist the leaders of both Cubs and Scouts in their ceremonies by presenting the group neckerchief to the boys. If the group committee chairman is a registered Scouter, this appears to be a good way, officially, to welcome the boys into the group.

The boys, of course, are supposed to know by memory the Promise and Law. But usually they are nervous and excited, and welcome the leadership that Akela provides.

This year, whenever possible, I have had the new leaders in all sections invested by the respective service-team representative a week or two before the boys. This shows the boys that leaders, too, must make Promises, and it brings the service teams into direct contact with the leaders.

As a result of our conversation, I think Mike feels a little more at home in the 85th. While he was putting on his coat, our conversation moved to the subject of one of his new chums.

Mike has accepted the challenge of working with a boy who is deaf and is using this opportunity to have the other Cubs learn the one-hand sign language. No doubt it was this same philosophy that prompted Mike, years ago, to enlist the help of his friends to keep that pack going.

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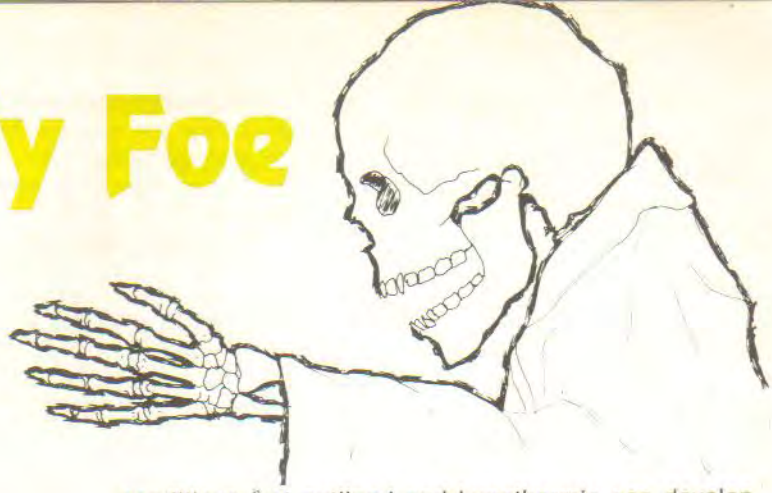

By Don Swanson
Director, Camping & Outdoor Activities

Hypothermia — the outdoorsman's deadly but little-known foe. Unfortunately, all too often we brush off unknown words by labeling them as jargon and suggesting they shouldn't be used. That approach won't get rid of hypothermia. Learning what it is, what causes it, how to prevent it and how to treat it may save your life or the life of one of your boys.

The term *hypothermia* is appearing with increasing frequency in outdoor literature and has been called the number-one killer of outdoor sportsmen. Deaths resulting from hypothermia are all too common. Two young hikers, dressed in jeans, T-shirts and running shoes, carrying a light lunch, out for a one-day hike, had planned to be back home long before supper — but both were dead by morning. They were caught in the late afternoon by a rain storm. Without food, soaked by the rain and chilled by the wind, they attempted to find shelter under a ledge. Their bodies were found the next morning. Although the air temperature never reached freezing, both were judged to have died **within two hours.**

One late October, an eight-year-old boy and his dog left home for a hike. The weather was dry and overcast when he left but turned into cold rain with a chilling wind. As the boy was wearing only a light jacket over cotton clothing and running shoes, his mother became alarmed. Searchers looked from four in the afternoon until dawn before they found the youngster — huddled with his dog in the hollow beneath an ancient cedar stump. The dog was alive and, although temperatures had never gone below 45°F, the boy was dead.

In each of these cases, newspaper reports indicated death from exposure. However, exposure is a general term describing a number of factors. Four of these: physical exhaustion, too little food intake, dehydration, and any one of the mental states such as fear, panic, despair may or may not be present in a given case. The fifth factor is almost always present — hypothermia.

What is hypothermia? Hypothermia is the lowering of body temperature or loss of body heat faster than the body can produce it. Unless the heat loss is recognized and reversed, death results. Hypothermia develops as a result of three conditions combined:

a) wet clothing from any form of moisture, including perspiration,
b) wind,
c) coldness (not necessarily extreme cold but enough to "chill").

Remember the four factors that form part of the condition called "exposure"? Combine them with the conditions just outlined and hypothermia can develop very rapidly.

Let's take a look at how you recognize hypothermia. The symptoms tend to follow a pattern though there can be some variance in the order from one person to another.

The first warning sign is easy to recognize — continuous and uncontrollable shivering. This will increase in intensity as the body heat continues to decrease. The victim will begin to have difficulty speaking, show a loss of coordination, movement becomes slower, even stumbling and falling. A feeling of deep cold or numbness develops. Thickness of speech and difficulty in carrying a conversation reflect the cold reaching the brain and nervous system.

As the heat loss continues, the shivering will stop and the muscles become stiff and rigid. Though the victim will appear to be in contact with his surroundings, there are clear signs of irrational thinking and poor judgment.

A zombie-like stupor, with increasing rigidity of the muscles, slowing of the pulse and breathing, reflect the continuing decrease of body heat. As the body temperature drops below 80 degrees, the victim becomes unconscious. The victim may cough up white, foamy, fluid. Shortly after unconsciousness, if heat loss continues, both the heart and breathing will stop.

Because hypothermia is subtle in its development and fatal if unchecked, prevention would seem to be more important than treatment. So let's look at prevention first.

There are five keys to preventing the development of hypothermia. Rather than just listing these, let's look at each one in some depth. The first and most important key is "awareness." Remember those three combined conditions mentioned earlier — wetness, wind and cold? Any outing where these are present carries the threat of hypothermia. And keep in mind the subtle, creeping way in which hypothermia tends to develop.

The second key is "adequate clothing." At the start of the outing, everyone has dressed in clothing appropriate for the weather at that time. This means that what's in your pack will ensure that you're safe from the onset of hypothermia. Wool keeps you warm even when wet, so wear or pack a sweater. About eighty percent of body heat is lost from the head and neck region, so pack a wool cap or a sweatshirt with a hood. Carry extra woolen socks, and a lightweight raincoat or poncho is essential.

The third key is "food." Two considerations should be taken into account here. The first of these is: **don't skip meals.** Physical exertion requires energy

and, to produce the required energy, our bodies require fuel — food. The second consideration is maintaining a high energy level while on the outing. This can be accomplished by munching on "squirrel food" — a mixture of raisins, candy and nuts or "hiker's bird seed." A recipe for "hiker's bird seed" in the Oshawa Council's *Totem* consisted of:

a) 3 boxes of individual packages of sugar-coated breakfast cereals,
b) 2 small (10¢) bags of sugar-coated candies,
c) 1 handful of raisins,
d) ½ handful of shelled, dry-roasted peanuts.

Mix all together and place in small plastic bag. Carry in your pocket for nibbling on the trail.

The fourth key to preventing hypothermia is to carry some form of "emergency shelter." A plastic tube tent or an aluminum rescue or space blanket can fulfil this key to prevention.

The fifth and last key is "exercise" if chilled. Keep moving, exercise your muscles, use isometric exercise to prod your body into producing extra heat.

Okay, prevention is better than treatment but suppose someone lets his guard down or you meet someone on the trail with all the symptoms — how do you treat hypothermia?

First Aid treatment for a hypothermia victim has three key steps. These are:

1) stop the loss of body heat;
2) provide warmth through external heat;
3) provide hot drinks and food for both heat and energy.

Get the victim out of the wind and wetness into some form of shelter. Replace wet or damp clothing with dry clothes. **Do not rub or massage.** Insulate the victim from the ground with a tarp, poncho, jacket or foam mattress. If possible, light a fire to help warm the victim. A preheated sleeping bag or huddling against one or more persons will provide warmth. If the victim is conscious, provide hot fluids such as soup or tea. Foods which provide fast energy, such as candy, dried fruit or other sugar-containing foods should also be given to the victim.

Don't be misled into believing treatment is easy. Rewarming is a slow process which may take six to eight hours. The victim may have an "after drop" in temperature. "After drop" is the drop of body temperature after treatment has begun and the victim's body temperature has risen. It is caused by the very cold blood at the body's extremities (i.e. hands, feet) slowly circulating to the heart. Make no mistake, hypothermia requires medical treatment as quickly as possible. Get your victim to a doctor as soon as possible. While moving, ensure that the victim is kept warm and dry. Don't allow chilling to occur.

Hypothermia is a "deadly foe." It can occur very swiftly. Falling into Arctic water can result in a dangerous degree of hypothermia within 90 seconds. Hikers and climbers have been unconscious within 30 minutes. But usually the cooling or chilling of the body is slow enough to alert the victim if aware of the symptoms.

Because of the outdoor nature of Scouting's programs, every member should be aware of the conditions which can develop hypothermia, how to prevent its development and how to treat it.

Armed with such knowledge and awareness, Scouting's members need never be listed among the growing list of victims of the "deadly foe."

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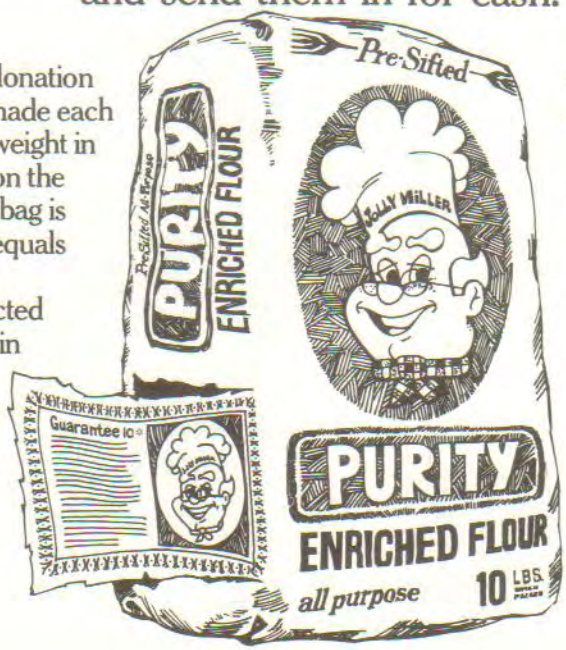
As soon as you've collected enough to get $25, just send in your guarantee certificates* (no facsimiles) to Maple Leaf Mills Ltd., P.O. Box 370, Station A, Toronto, Ontario. And we'll send a cheque made out to your church, charitable group, or service organization for the full amount.



You can send in as many as you like. There's no limit. Just keep enjoying the dependable flour that adds something extra to everything you bake.

We also will be pleased to accept the English front panels with weight markings from Monarch Flour, and guarantee certificates from Cream of the West Flour.

*Weight is marked on each guarantee certificate.

ROVER JOTTINGS

By Doug Campbell

THINK ABOUT THIS

In a recent issue of one of the provincial newsletters that come to us each month, I read the following item:

"Attention, Rover Crews

"Since the writer has received no word from anyone re the notice in the last issue, we are presuming there is no interest and intend making no move until such time as we are advised that such a meeting would be of benefit to all concerned."

In looking back to the previous issue to see what it was that had caused such a response, I noted another item which read, "Due to a lack of interest in the Provincial Moot this year, it has had to be cancelled."

I suppose it isn't often that a Scouting event is cancelled and so I should not be unduly alarmed. However, the fact that two events in one province had to be cancelled within a month of each other and that both of these events were for Rovers is significant.

One other point which needs to be made is that, in both instances, these events were planned by Rovers for Rovers and had to be called off through lack of interest by those for whom the event was planned.

It seems to me that a great many people are at work on behalf of Rovers, on Round Table committees or at the district, regional or provincial level, and usually they fill these various positions because they wish to ensure that Rover moots, car rallies and conferences do take place and do have a fighting chance of being successful.

Usually, too, such people do these jobs because the members — the rest of the Rovers — decide an event of one kind or another would be a good idea.

Imagine then, how disappointing it is for your fellow Rovers on these committees to plan an event, sometimes for weeks or months, and then have to cancel for lack of interest.

Some of you may say, "I didn't ask them to plan an event," and some, I know, will say, "I had planned to go but something came up at the last minute."

Some of you will read this and not give a darn. A few will support the events and work on the committees and try to improve Rovering.

To be reasonably successful, however, Rovering needs the full support of all the Rovers in all the provinces, all of the time.

Think about it.

St. George's Day

St. George being the patron saint of Rovering has his own special day on April 23 each year. Many crews celebrate the day or one close to the day with some major event.

Last year, we heard of a number of car rallies taking place and had a report from the Niagara Region about their activity.

Starting with a car rally through the Niagara countryside on a sunny spring morning, the contestants eventually arrived at a place appropriately named Baden-Powell Park.

At the park, a number of field activities took place along the order of lighting a match with an axe and climbing a tree to pump up a tire, all done with due concern for the environment.

A huge scavenger hunt was held requiring much determination, luck and nerve. Some of the requirements were — a worn-out diaper, a policeman's signature, the location of a Justice of the Peace, to number just a few of the 27 items found after searching gardens, streets, garbage dumps, etc.

Also that day a balloon Volleyball Tournament took place in the Scout Hut of the 1st Niagara, and a fish-and-chip banquet was served.

These are just a few of the happenings at one particular St. George's Day event, but some 50 people took part, had a wonderful day, won a few trophies and spread the word about Rovering around the Niagara peninsula.

They also made a determined effort to mark a special Rover Day in a special Rover way and, in their own words, "consider themselves fortunate to be able to take part in a healthy program."

St. George's Day is next month; not much time,

Photos: Norm Scudellari, Scarborough, Ont.

DOUG CAMPBELL came to the National Office in February, 1975, after five years as a field executive with the Quebec Provincial Council, to assume responsibility for the Venturer and Rover programs.

but enough to organize some activity for your own crew or in conjunction with others in your area, district or region.

Let's hear it for St. George.

More Golden Rovers

Twenty-two young men from Scarborough have earned the right to wear a special crest bearing, in gold, the personal cypher of His Royal Highness The Prince Philip. As members of Canadian Scouting, they completed the requirements for The Duke of Edinburgh's Award at GOLD level. Eighteen of them have received their Award from the hand of His Royal Highness and four more from Her Majesty The Queen Mother.

The Award scheme is a challenge to young people from His Royal Highness to excel in leisure-time activities in the fields of public service, expeditions of exploration, personal fitness and hobbies, and is open to anyone between the ages of 14 and 21. The Award is earned at Bronze, Silver and GOLD levels.

The four 1974 GOLD Award winners, from the St. Rose Rover Crew, were Andy and Henry Akerboom, Mark Dionne and Terry O'Brien, all of the Bendale Area of Scarborough, Ontario. Andy completed a journey of exploration by canoe down the Mattawa and Ottawa rivers, tracing the historic route of the early Canadian explorers. Henry provided public service by manning first-aid posts at Cub and Scout camps. Mark accumulated over six hundred hours underwater, seeking qualification and perfecting his skill as a SCUBA diver. Terry, a self-taught organist, formed and managed a rock group known as "Chrome."

Dave Patterson and Barry Watson, both of the St. Rose Rover Crew, have qualified recently for the Award at Silver level.

An additional eleven members of Venturer sections of Canadian Scouting in Scarborough have earned the Award at Silver level, the most recent being Paul Whalen, a member of the St. Rose Venturer Company. Thirteen more have earned the Bronze, or junior, level of the Award. Also qualified are two Venturers from Agincourt District at GOLD and ten at Silver level, bringing to 58 the number of Award winners in Scarborough. Some 150 additional members of the Scouting Movement in the Scarborough area also are active in the Award scheme, providing one of the largest concentrations of activity in Canada.

The St. Rose Rover Crew and Venturer Company have adopted the Award Scheme as their program of activity and have accumulated eleven GOLD awards, nine Silver awards and one Bronze award.

Association of Canadian Underwater Councils

Some time ago we had an article on underwater activities. As a follow up and for those people who would like to learn more about snorkel diving, we would like to share this information about a Snorkel Divers' Program with you.

The A.C.U.C. has recently developed a program which is now in effect across Canada and which encompasses both Snorkel Instructor Training Clinics and Snorkel Diver Courses.

Member councils of the A.C.U.C. are located in almost every province. For those wishing more information, please write to the appropriate address.

Association of British Columbia Diving Clubs.
C/O B.C. Sports Federation
1606 W. Broadway
Vancouver, B.C.

Alberta Scuba Divers Council
P.O. Box 205.
Edmonton, Alberta

Saskatchewan Underwater Council.
P.O. Box 1883
Saskatoon, Saskatchewan

Manitoba Underwater Council.
P.O. Box 711
Winnipeg 1, Manitoba

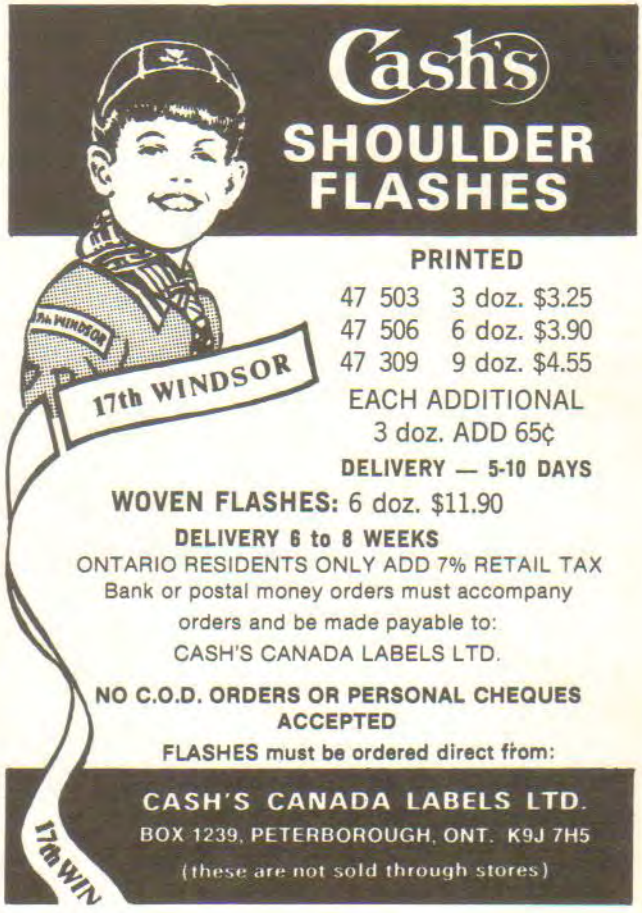
Ontario Underwater Council.
559 Jarvis Street.
Toronto, Ontario

Federation des Clubs de Plongee du Quebec.
P.O. Box 150.
St. Bruno, Quebec

New Brunswick Underwater Council.
P.O. Box 382.
Chatham, New Brunswick

Nova Scotia Underwater Council.
P.O. Box 34.
Armdale, Nova Scotia

Prince Edward Island Underwater Council.
257 Beaton Avenue.
Summerside, P.E.I.



editor's notebook

At the fall meeting of the National Council, the **Prince Edward Island** representatives presented Council officers with copies of their new book, *History of Scouting — Prince Edward Island — 1909-1973.* Written under a grant from the federal government's **New Horizon Program,** the book began as an individual effort by long-time P.E.I. Scouter, **R.C. "Bob" Parent.** However, the appearance of a troop photo of 50 boys, taken in 1914, brought forward ten of the "boys" in the picture, who offered their services in research and writing. The 138-page book is the result of their work. Containing some 125 pictures, it records the history of Scouting in every area of the Island Province.

The Canadian Bankers' Association recently sent along a copy of their new publication, *Banking for your club. . . a guide for young people's groups,* which is available on request, free of charge. The introduction outlines the purpose of the publication: "Handling money for a club needn't be a problem. In fact, the Treasurer and others concerned can derive real satisfaction from handling the club money effectively and gain experience which will be useful in later life. But like any other group activity, there are a few rules and procedures to follow. Your bank will help make it easy. That's what this booklet is about: how to handle the financial affairs of your club in a businesslike way. . . how to avoid problems all around."

If you would like a copy of this handy booklet for your section treasurer, write to **The Canadian Bankers' Association, P.O. Box 282, Toronto, Ontario M5K 1K2.**

Congratulations to **Lieut. Col. Dave Hampson,** Regional Commissioner of the Maple Leaf Region in Germany, who was recently awarded the **Land Ordnance Engineering Efficiency Award** presented annually to the most outstanding officer in this branch of the Canadian Forces.

If you're in Norway this summer and decide to visit the **14th World Jamboree,** it shouldn't be too hard to find a fellow Canadian — **there will be 1300 of them there! NORDJAMB** will boast the largest Canadian contingent ever to represent this country at a single international Scouting event!

This was the big news when the Contingent Headquarters Staff met at the National Office in January to continue planning for contingent travel, pre-jamboree conference, home hospitality, the Jamboree itself and the post-jamboree tours. For a second time, Jamboree plans include a World Youth Forum and one of the early items of business, when the full complement of 32 Canadian troops meets in Copenhagen, is the election of two boys to represent Canada at the Forum.

Our photo shows the Headquarters Staff who carry the heavy workload and responsibility for the Canadian contingent. *Front row (L - R):* Brian Gill, Burlington, Ont., Tour Coordinator; Lieut. General Bill Carr, Ottawa, Deputy Chief and Contingent Leader. *Back row:* Andre Roy, Montreal, Deputy Contingent Leader; Dr. Peter Granger, Kleinburg, Ont., Medical Officer; Tom Hart, Edmonton, Deputy Contingent Leader; Don Dick, Edmonton, Executive Staff Support, West; Al Craig, Ottawa, Administrator; Capt. Robert McLeod, representing Lieut. Col. Dave Hampson, Lahr, Contingent Quartermaster; and Jack McCracken, Ottawa, Deputy Contingent Leader.

From Word Scouting's *NEWSLETTER* . . . It looks like NORDJAMB '75 will be receiving worldwide media coverage. Norwegian television will be on the site and has offered its services to all TV networks of the world. Oslo correspondents for international news gathering agencies will also be kept abreast of Jamboree developments and every subcamp will have a public relations officer . . . Plans for producing a 15-medal set of 42mm, high-quality medallions with World Jamboree emblems are proceeding well. Fourteen of the medals will bear actual crests of previous jamborees, with a typical jamboree scene on the reverse, while the fifteenth coin will carry the World emblem, with Lord Baden-Powell on the reverse. The set will be in a colourful album and retail for under $6. A limited number of sets in gold, silver and bronze in handsome display cases for collectors are also under study . . . In **Botswana,** when 130,000 bricks were needed for a community school, the Scouts did their part. Two adult leaders and 110 Scouts and Cubs molded 6,000 bricks and kilned 27,000 in five days . . . **Rwanda** Scouting is taking the initiative in asking local authorities for parcels of land for agricultural cooperatives with Scouts as the nucleus and involving other local youth. Scout-led cooperatives are already raising fruits and vegetables . . . The **6th Ramsgate** Sea Scouts of **England** are near the Ogden Home for the Blind and several times have done "good turns" for the home. Recently they undertook a new challenge. Some of the home's res-

idents are not only blind but deaf, so they can only communicate through the sign language for the deaf. The patrol leaders of the 6th learned the language and every weekend visit the home to "talk" to their new friends. The troop also raised money to buy and train a guide dog for the blind . . . **Troop 271** of **Whittier, California,** has been counting sheep — but not in their sleep. They backpacked into the Anza-Borrega Desert in temperatures ranging up to 108F to participate in the annual counting of Desert Bighorn Sheep, a rare species. Twice before they undertook desert projects to help the sheep survive, including building a watering hole. Each time, all lumber, tools and equipment were carried in by backpack.

Recently I had a call from Mr. **U.P. Ronald** of Montreal, who is **Assistant National Representative of the Scout Esperanto League.** Mr. Ronald wanted to let Canadian Scouting know more about Esperanto and I invited him to write the following: "A Scout is a friend to all and a brother to every other Scout" — a fine ideal but if you don't talk the same language, it makes it difficult! And there are Scouts in over 104 countries. If ever an organization needed an international language, it's the Scout Movement. The World Bureau operates only in English and French at the moment, but already it is getting more letters in each of German, Spanish and Arabic than French. There has been some pressure to include Spanish and Arabic as official languages, but costs climb astronomically as languages are added. Where is one to draw the line? What about Chinese, Japanese, Italian, Swahili? The only sensible solution is one single world language which is easy to learn and which is politically neutral — and this is where Esperanto comes in.

Because of its simple structure, with only sixteen rules of grammar and a phonetic spelling, Esperanto can be learned in a few weeks — in fact, the record is two hours! It's particularly easy for anyone who already knows a western language, but this hasn't prevented it from becoming popular in Japan, China and Korea. Its inventor drew on a number of European languages including some slavonic ones in putting the language together. So there can be no problem about linguistic imperialism. There are Esperantists in over 80 countries, though Scout Esperantists are not as yet so widely distributed.

This picture may improve rapidly with the advent of NORDJAMB. There is a campaign to encourage and assist as many Scouts and Scouters as possible amongst those going to the Jamboree to learn Esperanto and see the difference it will make — real conversation with "foreign" Scouts instead of a gesture language. Special, teach-yourself, books and records specifically devised for Scouts are available, also dictionaries, magazines and books. For Scouts, the Interpreter's Badge and World Friendship Badge are more easily obtainable with Esperanto.

This is an appeal to Canadian Scouters to encourage individuals and groups, especially going to NORDJAMB, to devote a little time to learning Esperanto. The cost is only about $3.

Those interested can write Mr. Ronald at 45-10th Avenue, Roxboro, Quebec H8Y 2N3.

Recent batches of press clippings have contained a number of stories concerning the presentation of Scouting handbooks to local libraries by Scout councils and groups. A number of councils are also subscribing to *The Canadian Leader* magazine on behalf of their libraries. Both good p.r. ideas and ways of keeping the public up to date on what's happening in Scouting.

Don Boyd, Deputy Regional Commissioner for **Scarborough** in the **Greater Toronto Region,** has been confined to a wheelchair for 19 years as a result of a fall from a tree at his summer cottage which fractured his spinal cord. Despite this handicap, Don remained active in Scouting and recently organized a service for other handicapped people. With the opening of the new **Toronto Zoo,** he gathered together a service corps of Scouts to push wheelchairs around the miles of grounds. From the day the Zoo opened in July until Labour Day, the Scouts put in 816 hours of service and, on weekends, 15 to 20 boys put in over 150 hours. A dedicated group, they hitched rides to the Zoo during the Toronto transit strike rather than miss a shift.

The World Bureau recently sent the following information on two international Scouting contests that may be of interest to boys in your group.

The **11th World Scout Photo** Contest for the "Arco d'Oro 1975" trophy is open to young amateur photographers under the following categories: black & white (8" x 10"); colour photos (5" x 7"); and coloured slides. All pictures must be based on Scouting life and activities.

The **11th World Scout Painting** Contest for the "Olivo d'Oro '75" trophy is open to young amateur painters with free technique. Entries must be based on Scouting life and activities.

All entries must be received by the SEGRETARIA PREMI SCOUTS — 38062 ARCO (Trento) ITALY, together with $1 (US) for each single entry, no later than August 31, 1975. For more information, write the editor.

Our article on kites in the October Issue brought along a letter from Venturer **Jimmy Baker** on behalf of the **36th Halifax Troop.** Jimmy was reporting on the 14-by-7-foot kite built by his troop and flown in a number of competitions recently. It was made of old tent poles and woven fibreglass sheets. On its test flight, the kite flew 1500 feet with 850 lb. test rope, and took two people to hold it down. In a competition in Dartmouth, it won 2nd prize for the Most Unique Flying and was written up in the Halifax newspaper along with a photo.

Opportunities for Further Learning

By L.C. Wilcox

Each year the National Council offers a number of training experiences designed to meet the need for specialized training in the organization. Other similar events are offered at a provincial level. In 1975 seven such events will be offered, with the possibility of a further event in Newfoundland. Please direct your enquiries about these events to your local Scout office or the address listed.

Group and Leadership Development Course

This course focuses on developing sound relationships, person-to-person communication skills, knowledge of group work, skills of group leadership, and leadership skills appropriate to senior council positions. Its major goal is to help participants observe and understand what is happening in groups and develop new skills to help committees, Scouters' groups, learning groups and other types of groups be more effective.

The course will be held **June 6 - 14** at **Carleton University, Ottawa, Ont.**, and is open to men and women working in key committee, council, service team or trainer jobs. A limited number of places are available to people outside Boy Scouts of Canada.

Initial registration is required by April 25, 1975. Cost for members attending with council approval is $90 total. For people outside Scouting, the cost is $175, plus travel. Direct inquiries to Boy Scouts of Canada, P.O. Box 5151, Station F, Ottawa, Ont., K2C 3G7.

Identifying Training and Program Servicing Needs Course focuses on team building, identifying training needs, identifying the needs of sections requiring council service, developing training and council-servicing activities to meet identified needs and evaluating performance.

Open to trainers and service-team personnel/commissioners' staff members, this course will be held at **Bishops University, Lennoxville, Que., August 27 - Sept. 1.** Cost is $60, **plus** travel. For Quebec participants receiving council approval, a subsidy provides much of the cost. Direct inquiries to Boy Scouts of Canada, 2001 Trans-Canada Highway, Dorval, Que., H9P 1J1.

Regional Institute — British Columbia

Dealing with team development, developing trainer skills and service-team operations, this course is for service-team personnel and trainers. It will be held at the **Naramata Centre for Continuing Education, Naramata, B.C., May 25 - June 1.** Direct inquiries to Boy Scouts of Canada, 719 West 16th Ave., Vancouver, B.C., V5Z 1S8.

Working with Groups Course — Ontario will be held **June 21 - 28** at **Blue Springs, Acton, Ont.** Designed for trainers and service-team personnel, this course focuses on understanding what happens in groups, developing empathy with and concern for others, awareness of the impact of one's behaviour in a group and the skills of group participation and discussion. Direct inquiries to Boy Scouts of Canada, 9 Jackes Ave., Toronto, Ont. M4T 1E2.

Methods and Needs Course — Ontario, to be held at **Blue Springs, Acton, Ont., July 5 - 12,** offers a practical course for trainers, focusing on the skills of identifying needs and planning training events. Trainers practise trainer skills, and critique and evaluate activities. A variety of training methods are demonstrated. Direct inquiries to Boy Scouts of Canada, 9 Jackes Ave., Toronto, Ont. M4T 1E2.

Regional Institute — Saskatchewan, to be held **July 27 - Aug. 2 at Good Spirit Lake Provincial Park,** northwest of Yorkton. For trainers/service-team personnel, this course focuses on understanding approaches of youth programs, adult learning principles and Scouting's adult training program, training design skills and service-team operations. Direct inquiries to Boy Scouts of Canada, 508 — 12th St. E., Saskatoon, Sask. S7N 0H2.

Program Implementation and Advanced Trainer Course, to be held **June 6 - 14** at **Carleton University, Ottawa, Ont.,** — is designed for senior program and training personnel, and has three major emphases: new/emerging emphases concerning Scouting's youth programs; the effective implementation of the youth programs with particular emphasis on introducing planned changes; designing and conducting specialized and advanced training.

Initial registration is required by April 25. Cost to members attending with council approval is $90. Direct inquiries to Boy Scouts of Canada, P.O. Box 5151, Station F, Ottawa, Ont., K2C 3G7.

On a recent trip to the west coast, I had the pleasure of being a part of a sharing session with Beaver leaders from many of the regions in British Columbia. The sharing session was hosted by Burnaby, Fraser Valley and Vancouver-Coast and saw a sellout crowd of enthusiastic leaders in attendance.

Some wonderful displays were available, dealing with handicrafts, songs and music, story telling and resources, to name just a few. Congratulations to **Eileen Lowe, Lev Adams, Doug Sabourin, June Cummings** and the many others who put on such a fine afternoon of fellowship and fun.

•

From Winnipeg, we hear that some 1,500 Beavers sat down to breakfast with Santa on December 14. So much interest was shown that, in the first week of this event being publicized, a thousand tickets had been sold.

Also from Winnipeg, the promise of a list of tours and outings to be published in their next Beaver Bag. One such tour to be listed will be to the Winnipeg Transit Company.

This tour will enable Beavers to visit the bus garage, go through the bus wash (they didn't mention if this was in a bus or not) and finish up with a free snack. The whole tour takes about forty minutes and is a real favourite of the Beavers.

The final item this month comes from Campobello, New Brunswick, and is a photograph of the poster made by the **1st Wilson's Beach Beaver Colony.** Made by the Beavers themselves, the poster proudly hangs in their colony meeting room. Thanks to **Sharon** and **Bill.**

•

Beaver Happenings is a column intended to let Beaver leaders across Canada know what other Beaver leaders are doing but, to do so, we need to hear from you.

Seasonal Reminders

from Supply Services

Available from your local Scout dealer or from Supply Services.

PREPARE NOW FOR THOSE COOL 'TWEEN DAYS – WHEN THE WIND STILL HAS A WINTER BITE IN SPITE OF A WARMING SUN WITH . . .

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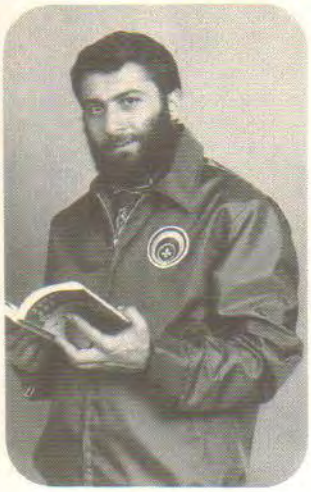

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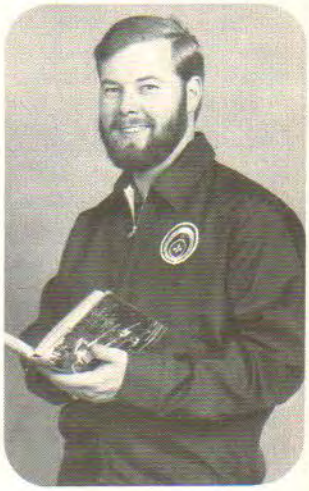

Leaders maroon
Sizes 36 to 46
14.98

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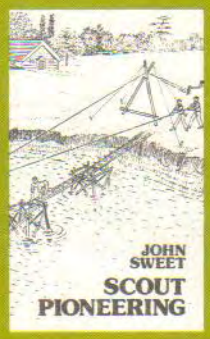
71-294 Diamond Bird House
suitable for wrens, chickadees, swallows and other small birds. 3.79

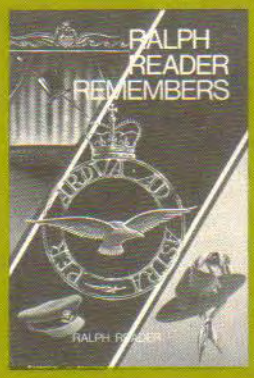
71-291 Swiss Chalet
large birdhouse suitable for wrens, chickadees, nuthatches, downy woodpeckers, bluebirds, sparrows and tree swallows. 7.49

NEW

Scout Pioneering
A complete and comprehensive book on all aspects of the subject by John Sweet

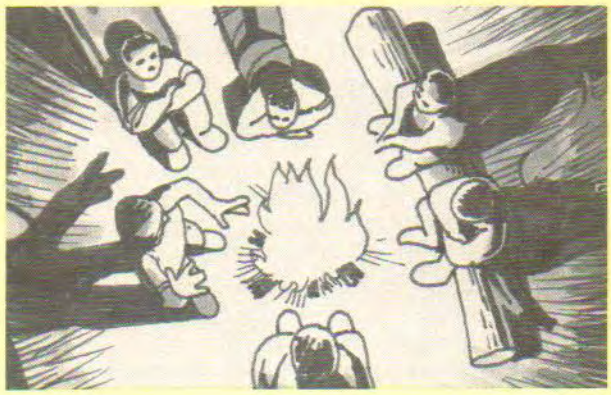


Ralph Reader Remembers
Scouting, Show business and his association with the R.A.F., these three major aspects of his life are covered by Ralph Reader himself.



Prices of these books will be announced shortly.

Scouter's Five minutes and songs



WE ARE BEAVERS

Lyrics by B. Henry

(Tune: *Michael, Row Your Boat Ashore)*

We are Beavers and we're glad,
Hallelujah.
In our lodge we're never sad,
Hallelujah.

Beavers like to play and sing,
Hallelujah,
With each Beaver share all things,
Hallelujah.

Beavers keep their lodges neat,
Hallelujah,
And always have clean hands and feet,
Hallelujah.

In our task we never fail,
Hallelujah,
And at the end we slap our tail,
Hallelujah.

Reprinted with thanks from **Impetus,**
bulletin of the Manitoba Provincial Council

Songs — page 9

ROUND THE WORLD

A rich man had a servant he liked very much. When he was dying, he called his servant to give him a gift. He said, "After I die, you will want to take a trip around the world and will need a lot of things for your travels. Here is a magic bag with everything you will need. Also, there are four magic words on this piece of paper. Keep them in the bag and, as well, memorize them. As long as you remember them, your bag will stay full."

Then the old man died and the servant set out on his trip all around the world. Some places were hot, some cold but he always found in his bag the things he needed. He kept the four words in his head and on the piece of paper in the bag. But as he travelled, he thought less and less of the words and it was not long before he forgot them.

One day as he was walking, he fell down a steep hill and his bag flew open. He picked it up and found there were only a few things left in it — and the paper with the words had blown away in the fall. And he couldn't remember the words to refill the bag. Now he was in a real mess; his bag would soon be empty.

Soon he came to a town and asked the Mayor if he knew the words. The Mayor said they must be, "I wish I had, I wish I had." Nothing happened.

He met another man and he said the words were, "Give me some more, give me some more." Nothing happened.

Now he was really in trouble. His bag was almost empty. Then he met some children, crying because they were cold and

Scouter's Five Minutes — page 405

3/75

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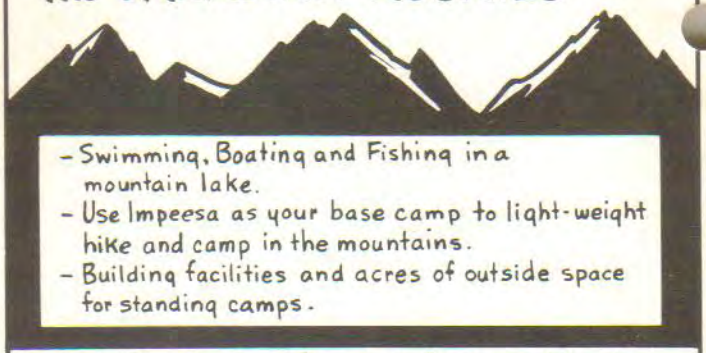
DISCOVER IMPEESA in the CANADIAN ROCKIES



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

hungry, and the servant felt sorry for them and began to wish his bag was full so he could give them some food. He had only a sandwich and some fruit left and he gave these to the children. He felt good and found himself saying, "I thank you, Lord, I thank you, Lord."

As he spoke these words, he remembered they were the words his master had told him and, as he picked up his bag, he found it was full once again.

Perhaps the meaning behind this story is not as strange as you might think.

Prayer: may we always remember we have something to share with other people and be thankful, O God.

— Contributed by Scouter **Jim Sharp, Middleton, N.S.**

How the Beaver Got its Flat Tail

Wee-sa-ki-jae was tall, strong and wise. One time he was lifting rocks by a beaver dam when he dropped one. The rock fell on a beaver's tail. Its tail was smashed flat like a pancake.

Wee-sa-ki-jae tried to console the beaver by saying, "Your tail will always be flat for a purpose, to warn others when danger is near."

So, from that day to now, all beavers have strong, flat tails for warning each other when danger is near.

—From a Cree-Ojibway legend, contributed by **Jean Gillespie** and reprinted from **Slap Happy Tales,** Beaver publication of the Kingston (Ont.) Council

Scouter's Five Minutes — page 406

HERE FOR FUN
(Tune: *Auld Lang Syne)*

We're here for fun right from the start,
So drop your dignity,
Just laugh and sing with all your heart,
And show your loyalty.
May all your troubles be forgot,
May this night be the best,
Join in the songs we sing tonight,
Be happy with the rest.

GET ACQUAINTED
(Tune: *Tipperary)*

It's a good time to get acquainted,
It's a good time to know,
Who is sitting close beside you,
And to smile and say, 'hello!'
Goodbye, chilly feeling,
Farewell, glassy stare,
If we all join hands and pull together,
We're sure to get there.

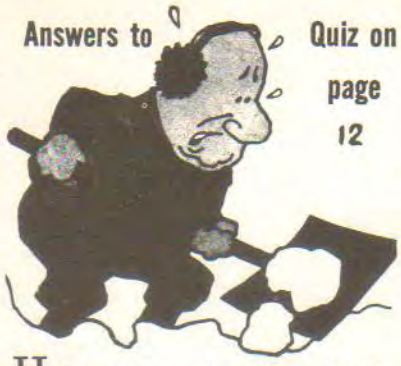
SCOUTING
(Tune: *Doh a Deer*)

S we're Scouts, we're proud we're Scouts,
C the campfire's gentle glow,
O the outdoor life we lead,
U our uniform to show,
T the troop that we attend,
I the ideals we gain,
N the number of our friends,
G is Scouting's wondrous game.
S.C.O.U.T.I.N.G. — Scouting.

By Harry C. Drennan,
1201 Anzuk Scout Group,
Changi District, Singapore
Reprinted from **Singapore Scouting**

Songs — page 10

Answers to Quiz on page 12



HOW many perils did you find? There are at least 45 pictured. If your list comes close to that number, you are a good peril picker, but are you a safety doer? Make sure none of the following hazards are in your own home.

ATTIC: Lifting a heavy load incorrectly can cause back strain. Man should squat and lift with his legs or get help with heavy or awkward objects.

BATHROOM: Plug-in radio near water presents a shock hazard, as does heater. The heater can also cause burns. Water on the floor creates a slippery surface. Shower door is cracked.

BEDROOM: Cigarettes and ashtrays indicate that man smokes in bed—always a dangerous practice. The heat of the bare light bulb in the closet can ignite clothing. The cord to the vaporizer is a potential tripping hazard. The vaporizer should be on the floor instead of on the unstable stand where it can easily be knocked over.

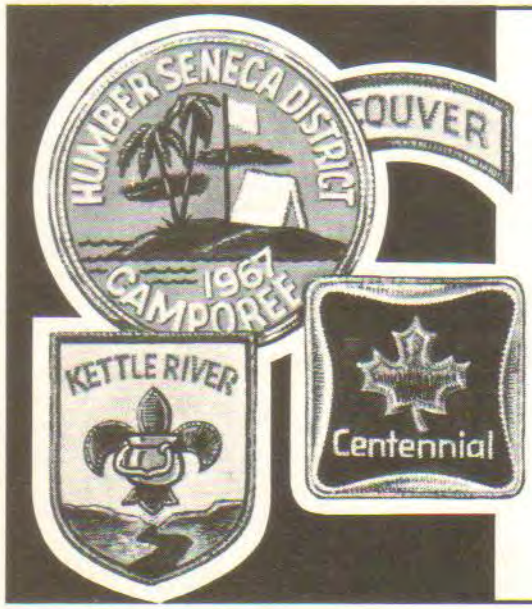
KITCHEN: Although the coffee pot is unplugged, the cord remains energized while inserted in the wall outlet. A serious shock hazard could result, especially if the cord falls into the sink. Plugs should never be left in outlets after they have been unplugged from an appliance. Pot handle extends over edge of stove. A curious child could easily upset hot contents. Frilly curtains are too close to range. If window is open, curtains could blow over burner and ignite. Paper towel rack over range also is fire hazard. The upper cabinet door is open, inviting a cut or bruised head. Household poisons stored in low cabinets endanger children. Arms of towel rack near door stick out at eye level of young child.

LIVING ROOM: Vacuum cleaner left in the middle of the floor is tripping trap. The fireplace lacks a screen to catch flying sparks and should have andirons to prevent burning logs from rolling out. Toddler is playing near mother's purse. Children often swallow aspirin and other drugs, or small objects, found in a purse. Rumpled throw rug is tripping hazard.

BASEMENT WORKSHOP: Loose nosing on step could cause a fall, as could dog lying at foot of stair. Pets are frequently involved in home falls. Storing gasoline in the house is a dangerous practice. Vapors can be ignited by pilot light of heater, with a flash fire resulting. Grinding wheel does not have a guard. Man should be wearing eye protection. Electric drill has three-wire grounding system, but third wire is not connected. A three-wire system is useless as a protective measure unless third wire is connected to a good ground. Drop cord is unsuitable for tools because grounding is usually not possible.

BASEMENT UTILITY ROOM: Door of unused refrigerator is still intact. To prevent suffocation of children, refrigerator door should be made inoperable. Water heater vent is not connected to chimney, allowing lethal carbon monoxide gas to escape. The light cord is draped over vent and hot water pipe. Stringing cords over pipes, especially hot pipes, makes insulation brittle. It can crack off, exposing bare wire. Bead pull chain on light socket has no insulating link.

OUTSIDE: The woman is facing a double hazard by wearing platform shoes while going down icy steps. Steps should have handrail. Icicles could cause head injury if they fall. They should be removed with long-handled tool. Overweight man is overexerting himself shoveling snow. He should take it slow and easy or hire it done. Boys throwing snowballs at car can cause the driver to lose control. Other motorist is driving with snow-covered windows that obstruct his view. Poor visibility is a frequent cause of accidents in winter weather. Man is attempting to clear snowblower without turning off engine. Driver in third car is not using shoulder strap. Boy on bike may fall in front of traffic. Icy, snowy street is no place for a two-wheeled vehicle. Bike has no bell or horn. Other boy is sledding toward street. □



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