

THE CANADIAN

MAY 1975

leader

THE



**ATTENDS
A
BANQUET**

page 4

KIDS! JOIN THE YOUNG OLYMPIANS OF CANADA TODAY!

Earn Achievement Awards
simply by having fun and participating
in activities like these:

Basketball • Cycling • Field Hockey • Floor Hockey • Lacrosse • Rowing • Skiing
• Baseball • Coaching Instruction • Cycling (Non stop) • Diving • Mountaineering/
Hiking • Sailing • Softball • Track & Field • Water Skiing • Badminton • Football
• Gymnastics • Hockey • Refereeing • Sailing (competitive) • Soccer • Skating
• Table Tennis • Tennis • Walking • Volleyball

... and others (even non-sport, creative activities!)

2

Take part in your favourite activities . . . just about anything you can think of! And, guess what? **YOU DON'T HAVE TO COMPETE; YOU DON'T HAVE TO WIN!** All you do is keep track of your activities and you'll get awards. Nothing could be easier, right? And, nothing could be healthier for you, too!

THIS IS A GREAT OPPORTUNITY FOR YOU, YOUR SECTION, EVEN YOUR FAMILY TO GET WITH THE OLYMPICS, RIGHT AT HOME! PARTICIPATE! TODAY!

A CANADIAN OLYMPIC ASSOCIATION PROGRAM
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FOR MORE INFORMATION SEE PAGE 8

**YOUNG OLYMPIANS
OF CANADA**

WRITE TO
POST OFFICE BOX 16000
MONTREAL, QUEBEC





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SUPPLY SERVICES



NEWS



H. R. C. (Bob) Crouch

The prices of the two new books illustrated on page 36 of the March issue of *The Canadian Leader* magazine are: *Scout Pioneering* by John Sweet, (catalogue 20-470, price \$3.95) and *Ralph Reader Remembers* (catalogue 20-358, price \$3.95).



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JAMES F. MACKIE, Editor

VELMA CARTER, Assistant Editor

MICHEL PLANT, Editorial and Advertising

COVER



This is your personal invitation to join *The Canadian Leader* at one of the major highlights of Quebec's Scouting year — their annual banquet. Tickets for this eagerly awaited event were snapped up almost as soon as they went on sale and many had to be content with an afternoon visit to the many excellent and exciting displays and exhibits. At 6:30 p.m., nearly 1,300 leaders and boys sat down in the **Queen Elizabeth Hotel's** Grand Salon for an evening of good food and entertainment. Your place is reserved on page 4, so why not come along?

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Anyone receiving information or literature in conflict with these policies should immediately notify the Editor, **THE CANADIAN LEADER**, Box 5112, Stn. "F," Ottawa, Ontario K2C 3G7.

New Brunswick Provincial Office at 151 King St. E., Saint John, is now recognized as a **Scout Shop** and will be carrying a complete line of Scout merchandise.

A few price increases		Now
Sea-Scout caps —		
including ribbon	38-100	\$7.85
Hand Axe	50-101	5.49
Match Box	53-105	1.19
Rain Gauge	71-107	3.19
Field Book — (Boy Scouts of America)	20-466	3.25
Boy Scout stickers per pkg.	26-422	.50
Wolf Cub stickers per pkg.	26-433	.50
Souvenir Set of Provincial and Territorial Emblems	01-915	3.50

3

Action Pants for Active People — Every Scout and Scout leader belongs to a group exerting energy through games, camping, hiking and other activities. Designed especially for these tough requirements are the **jean-style action pants and shorts**, now available in both **navy and grey**. They are of rugged Bronco, "canvas"-look material, with a permanent-press finish, scoop pockets, and moderately flared for today's wear. Available in men's and boys' sizes through your dealer, Scout Shop or from Supply Services. **Prices for shorts in boys' sizes (24 to 34): \$6.49; for men's sizes (36 to 46): \$7.49. Prices for longs in boys' sizes (24 to 34): \$8.98; for men's sizes (36 to 46): \$10.98.**

QUEBEC'S ANNUAL SCOUT BANQUET

Story and Photos by Jim Mackie

In 1911, the Quebec Provincial Council held their first Scout banquet. Since that time it has become a well-established tradition, eagerly looked forward to by both boys and leaders. This year, *THE CANADIAN LEADER* was invited to banquet number 64 and on February 22, along with many other guests, was treated to an afternoon of interesting exhibits and an evening of good food and entertainment.

The location was Montreal's famous **Queen Elizabeth Hotel** and for some eight hours, the Q.E. rocked with Scouting.

Invitations for the banquet were also sent to men and women prominent in business, government, industry and social work, so that "leaders of today could meet the leaders of tomorrow."

Display areas opened at 2:30 p.m. and in addition to provincial and group displays, 28 of Quebec's 37 districts were represented with attractive booths outlining their yearly activities and specialties.



1 The problem with the display area, was, what to look at first? This group was making miniature snowshoes so that visitors to their booth could see how the real thing was produced in their workshop at home. And they never lacked spectators.

2 These two Scouts spent many hours making a table top model of the World War II Battle of the Bulge. Wrecked and snow-covered farm buildings, military vehicles and aircraft were to scale and they even had an aerial dog-fight going on over the battle.



3 And what Scouting display would be complete without a collection of badges — but strangely enough, the collectors weren't trading. Badges and crests were attractively displayed and the Scout on duty offered to model this Japanese style campfire robe.

4 Three month old Robert Gill, in full uniform, complete with miniature badges, met Quebec President Harvie Walford and P.C. Doug Jennings. Incidentally, there is no truth to the rumour that Quebec is planning a section to serve this age group.



5

Parents were invited to come along with their sons. This booth had a fairly comprehensive collection of rocks and minerals, neatly catalogued. There was also a resident expert on hand to answer visitor's questions.



6

Quebec Provincial Council took the opportunity to promote their major campsites which are available for composite or group camping. On display also was a selection of the newest in camping gear which is available from their Scout Shop in Dorval.



7

This model ship being built by Scout Jeffrey Beck, was in the early stages of construction. Plans were obtained from the Davie Shipyards, Levis, Quebec. When completed it will be radio controlled. The maiden voyage is set for this June.



8

At 6:30 p.m. the three-tiered head table of special guests, including the Lieutenant-Governor, entered the Grand Salon to the applause of 1,273 guests. Highlight of dinner was when lights were lowered and waiters entered, carrying dessert trays and sparklers.

5



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After dinner professional entertainment included singer **Daniele Dorice**, a favourite of previous banquets (and the Quebec jamboree) who delighted the boy audience by including them in the act; **Paul Kohler** whose magic xylophone did everything but fly and



10

Queen Elizabeth's Salle Bonaventure's **les Darling Girls**. The program also included awards to friends of Scouting and drawings for a variety of valuable prizes. It was all over by 9:30 p.m. and tired boys and leaders headed home after a memorable day.



SO YOU ARE ON A

This article originally appeared in THE SCOUT LEADER, December, 1968. It is reprinted at the request of a number of councils.

6

PART I

By Donald and Keith Monroe

Boy Scout officials often meet men who say proudly, "Oh, yes, I'm in Scouting. On the district committee, I think. I don't know just why they have it, but you fellows seem to think it's necessary."

A committeeman who doesn't know why he's needed? This may sound ridiculous to you, but a newcomer often finds more fog than he expects.

Like a parachutist dropped in a strange desert, your first job on a committee is to get your bearings. That includes determining the committee's objectives. **If objectives are vague, insist they be made clear.**

You may find your committee's broad objective spelled out in the bylaws and still not know what specific targets are now on the horizon. Almost every lodge and service club has a boys' work committee, for example, with duties delineated in literature from its national office; but the literature can't tell precisely what your committee's projects are for this year.

So ask questions. Press for clear answers. Is your group supposed to be judging, investigating, advising, planning, or creating? Your questions may stir up thought, which is unsettling but healthy.

Each member should take that slice of the work which interests him most, or which he can do best. But he isn't always told, unless he asks, what the committee thinks he can do. Whatever it is in your case — potent connections, a sharp pencil at figuring costs, a shrewd eye for legal pitfalls — the sooner you know, the better.

If you're a newcomer, the old-timers will be sizing you up. Don't seem too shy or too brash. If the whole committee is new, the problem is multiplied. Of course, the chairman's job includes melting these invisible barriers, but he needs help.

Eugene Peckham in **Dynahelps for Democratic Leaders** stresses the need for quickly fusing "just a gathering of people" into a team and advises new committeemen to get this process started. His first suggestion is "Come early." Locate the meeting place. Familiarize yourself with its facilities.

Before the meeting is called to order, chat with every member, if you can. This gives you a chance to mention who you are and why you're interested, and to evoke similar information from the others. If you do this casually, with a smile, you'll no longer be a stranger by the time the meeting starts.

"Silence is the virtue of fools," wrote Francis Bacon. It certainly isn't golden in a committee meeting. A silent committeeman may learn a lot, but he contributes nothing — and may dampen the spirit of others.

In asking questions, don't worry about sounding naive. The others know you're new. They'll welcome your questions as a sign of interest, and your fresh approach may light up something they overlooked.

Before long you can start expressing opinions. Not lengthily, of course, nor bluntly, but helpfully. Unless someone else has adequately stated the same opinion, say what you think about every issue that comes up. Perhaps you can do it as Ben Franklin did:

The top half of the page features five stylized, high-contrast black and white cutouts of people in a meeting. Two are at the top, one on the right, and two are at the bottom. They are arranged around a central horizontal line. The word "COMMITTEE!" is printed in large, bold, black capital letters across the middle of the page, centered between the two horizontal lines.

COMMITTEE!

Adapted from
How to Succeed in Community Service, J. B.
Lippincott Company.

7

"When another asserted something that I thought an error, I denied myself the pleasure of contradicting him abruptly. . . I began by observing that in certain circumstances his opinion would be right, but in the present case there appear'd or seem'd to me some difference."

Paul L. Johnson, seasoned committeeman in a dozen civic enterprises and full-time executive of Pacific Telephone Company, jots down every opinion and suggestion voiced at every meeting. After a while he synthesizes and points up what others have said, the areas of agreement and disagreement, and his own judgment in the light of his experience.

Chairmen often have trouble, and you can help. If you see that Jones is too shy to speak, you can say, "I'd like to hear what Mr. Jones thinks about this." If the conversation strays off the subject, you can herd it back. If someone has a good point but isn't getting through to the others, you can tactfully rephrase it so they grasp it. If another member doesn't understand the committee's aims, tip off the chairman so he can enlighten him or ask you to do so.

Another, more subtle help you can give is simply to show enthusiasm. Let everyone see that you're interested and loyal.

There are many ways to be obnoxious in committee work. They include heckling, second-guessing, monologuing, dogmatizing, pontificating, belittling, and quarreling. No committeeman tries to be obnoxious but many are, without trying. To avoid it keep a hard eye on yourself, a tight rein on your

ego, and an open mind.

Another group of errors — genial ones — might be labeled distractions. Telling a long, involved story; starting a debate on a side issue; joking with a neighbor while a colleague is speaking. Watch yourself, and don't take offense if someone says, "We aren't getting very far with the meeting's business." Meetings are faster and more fruitful when everyone sticks to the subject and saves funny stories for the coffee klatch.

A third type of mistake is overhelpfulness. Many chairmen are inexperienced, uneasy, and self-conscious. A helpful remark that implies criticism may throw them into a tizzy. If you think your chairman needs advice, speak to him in private and with tact.

If you offer advice in open meeting, he may be upset not only at the implied rebuke but at interference with his program. He can give your ideas more judicious thought if he hears them in a quiet corner. And if he turns down your proffered help, you won't have been publicly squelched.

Another error is inviting somebody to join the committee — or, more commonly, asking the committee to invite him — without first consulting the chairman alone. He knows what kind of people he wants. There may be reasons, which he can't state openly, for not wanting your candidate.

How about committee members who talk too much? And how should you behave if you're in the minority? These are two of the questions to be discussed in our next issue.

YOUNG OLYMPIANS OF CANADA

By Beatrice Lambie

"The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well."

Baron Pierre de Coubertin
 Founder of the Modern Olympic Games

The Young Olympians has revised its program as a result of input from youthful participants and their leaders. However, it must be emphasized that the present commitment will be honoured — the red, white and blue levels will be continued for those present participants who wish to complete the original program. **No new participants or groups will be accepted in the present, or "old" program.**

In its January, 1974, issue, *The Canadian Leader* was pleased to include a special, eight-page feature about the Young Olympians of Canada. Today, as a spin-off, there are 1,723 Cubs and Scouts enrolled in the Young Olympians program, reports Captain Jim Murray, YOC Program Director.

The revised program will emphasize direct, individual enrollment, with certain benefits provided to group enrollments — such as posters and certificates.

The thinking behind this approach is to have the youngster bring the program to the attention of leaders, rather than the reverse, which is the present situation.

The Young Olympians program is a fun way of participating in fitness and sports' activities — on an individual basis, with a friend, at school or in a community sports' program. Initiated by the Canadian Olympic Association, the idea is to provide incentive awards for taking part in activities enjoyed by the individual.

The Young Olympians program rewards participation. How well one does and how many awards are earned will be a result of how much is attempted — **not of personal, athletic ability.**

The far, right-hand column illustrates a registration form. Show it to your boys. It could be photocopied and those who are interested could join individually or, if a group wishes to adopt this as a project, a group could be registered. Below you will see how to prepare a registration form for a group, including all pertinent information.

There is a registration fee of \$1. for every participant. For this amount each applicant will receive a Young Olympians of Canada membership card and the first scoring booklet for the Bronze Award Crest — a

REGISTRATION FORM

I have enclosed \$1.00 for each participant registered below for a total of \$ _____. Please rush me the special membership cards and Bronze Award Scoring Booklets.

Signature: _____

My School/Group/Club is: _____

NAME	ADDRESS	CITY	PROV.	AGE	PAID



card and a booklet for every participant.

Instructions in the scoring booklet give all the steps for complete participation in the program. Pages 4, 5, 6, 7 and 8 of the scoring booklet list over 60 activities, as well as an idea column to help everyone get started.

ENCOURAGE YOUR BOYS TO BE YOUNG OLYMPIANS OF CANADA



REGISTRATION FORM



I want to join the YOUNG OLYMPIANS OF CANADA program. I understand that when I participate in it, I'm eligible to earn the crest awards.

NAME _____
(please print)

ADDRESS _____

CITY _____ PROV. _____

POSTAL CODE _____ DATE _____

(Please complete the following:)

Language Preferred: French
English

My school is: _____

I am in grade _____ My age is: _____

Please check if you are a member of:

- | | | |
|-----------------------------------|-----------------------------------|-------------------------------|
| <input type="checkbox"/> CUBS | <input type="checkbox"/> C.G.I.T. | <input type="checkbox"/> YWCA |
| <input type="checkbox"/> BROWNIES | <input type="checkbox"/> YMCA | <input type="checkbox"/> YMHA |
| | <input type="checkbox"/> YWHA | |

OTHER _____
(please fill in name of group)

Enclosed is my \$1.00 registration fee. Please rush me my special membership card, and Bronze Award scoring booklet.

(Signature of parent or guardian)

Mail to:

**YOUNG OLYMPIANS OF CANADA
POST OFFICE BOX 16000
MONTREAL, QUEBEC**



beaver



feedback

By R. J. Roberts.

As with all sections of Scouting we get letters — letters requesting information, letters telling us of activities, letters that point out errors and, sometimes, letters offering a word of praise.

With Beavers being very new, many letters we receive are seeking clarification of some aspect of the program that is not well enough explained or that has not yet been developed to the point of having appeared in the kits or other Beaver documents.

For all sections of Scouting the rules and regulations for the program sections appear in a small booklet, *By-laws, Policies and Procedures*, and usually it's easy to look for an official interpretation of a particular point. However, again because of the newness of Beavers, rules and regulations for this section will not appear until the next reprint of *By-laws, Policies and Procedures*, scheduled for next month.

In the meanwhile we are asked questions and two in particular seem to be of concern to quite a number of people.

Beavers and Camp

Those of you who read last month's *Canadian Leader* will recall the article on the day-camping program operated in Winnipeg with such resounding success. Others have considered such a venture but so far no word has reached us except from Winnipeg.

In setting out guidelines for Beaver camping activities, the Beaver Subcommittee did so in cooperation with the National Camping and Outdoor Activity Subcommittee, and our major consideration, of course, was the safety and well being of those boys attending camp.

To begin with, it was agreed that the policy, objectives and regulations which are set out in *B. P. and P.* apply equally to the Beaver section as to all other sections in Scouting.

These cover such areas as:

- the individuals right to privacy in sleeping places
- appropriate toilet facilities being available
- physical fitness certificate being available for long-term camps, and medical certificates for camps of a strenuous nature
- first-aid facilities and equipment being available
- supervision and safety practice for all swim-



London Free Press Photo

— ming activities

— life jacket and boating safety requirements

All of the above areas are covered in much greater detail and, if you are considering a camping activity for Beavers, it would be well to borrow a copy of *By-laws, Policies and Procedures* to review the camping section. You should also check with your local council office for any local regulations.

When the new edition is available it will carry an added regulation dealing specifically with Beaver camping. It will read as follows:

Beavers (a) A colony may hold a day camp under the leadership of Beaver leaders. Day camps must have a minimum of one Beaver leader for every six Beavers.

(b) Overnight camping should take place only in the form of family camping. A colony family camp should be under the leadership of Beaver leaders. A Beaver who participates in a family camp must be accompanied by a parent, guardian or other suitable adult.

Camping and the out-of-doors comprise a major part of our Scouting program and Beavers will get as much enjoyment from those activities as members in other sections. However, for Beaver-age boys we do need to take a little more care in planning our outdoor activities and arranging for appropriate supervision. Check *B.P. and P.* before you plan your camping event for Beavers. It will help you plan safely.

Beaver Uniform

The second area of interest to our readers is that of uniforms for Beavers and Beaver leaders and, perhaps as no other area in Scouting, one that is always guaranteed to stimulate discussion.

From the beginning it was felt that the uniform for Beavers should remain as simple as possible and be reasonably inexpensive for parents to buy. Also, because of the nature of the program — no badges or competitive awards — relatively free of the insignia usually found in other sections.

The official uniform for boys is:

- coby hat in blue and brown with Beavers-Canada Crest
- brown vest with blue pockets, Beavers-Canada Crest on the left pocket and coloured lodge patch on the right
- blue neckerchief worn apache style
- neckerchief slide of any design chosen

The only other item would be a tail worn on the back of the hat, of a colour appropriate to the tail level the individual boy happens to be in — only one tail to be worn at any given time.

For Beaver leaders the uniform is the regular grey shirt or blouse, grey slacks or skirt, maroon tie and beret. The alternate uniform for leaders is a green beret or hat, green shirt, navy-blue slacks or shorts for men, green skirt or grey slacks for women.

With either uniform and at the option of the group/section committee, Beaver leaders may wear a group neckerchief or, if qualified, the Wood Badge neckerchief. Beaver leaders have a further option — that of wearing the Beaver hat and blue, Beaver neckerchief.

Activity leaders would wear the uniform of the section to which they belong or, if they do not belong to a section, appropriate civilian dress.

Scouters-in-Training would wear the uniform of the section or organization to which they belong or the

adult leaders' uniform. In both cases the Beaver hat and neckerchief are optional wear when with the colony.

Keos would wear their Cub uniform with the option of wearing the Beaver neckerchief with the special Keos badge sewn at the apex.

These are the regulations regarding the uniform for Beavers and their leaders. However, some of you have written asking about additional badges or insignia seen on the uniforms of boys and leaders in some of the photographs shown in this magazine (see February '75 issue).

Each level in Scouting may, with the approval of the next senior council, wear insignia to identify that level, be it group (colony), district, region or province. The insignia in the photograph mentioned above represent one or more of these Scouting levels and are quite appropriate.

The other question to arise in the matter of uniforms is in regard to vests being worn by Beaver leaders. In some photographs, Beaver leaders are seen wearing vest patterned after the boys' vest and usually made by the leaders themselves.

Such vests are not covered in the regulations dealing with uniform items in *B.P. and P.* and are not available through Scout shops or through the Supply Services catalogue.

Scouting is, and always has been, a uniformed organization. Boys and leaders are attracted to Scouting because of the aim and principles we support and the attractive, adventurous, programs we present and because of the uniform we wear.

People outside Scouting recognize us by our uniforms and know that the wearer represents a truly international organization with sincere beliefs, strong conviction and a sound set of values.

Encourage your Beavers to keep their uniforms neat and clean, to wear them with pride and to remember that they do identify us to the public as a worthwhile organization. Remember, too, that your example will go a long way towards developing these traits in each boy who joins us.

Tail Enders

Swimming Skills

With summer almost here, many of your Beavers will really be getting into the swim of things. The Canadian Red Cross Society Swimming Program for Pre-Beginners and Beginners would be well worthwhile looking into as program item for your colony during the next month or so.

Swimming ability and water safety knowledge, developed now probably will stay with the boys for a life time and certainly will be of value to those Beavers who will spend much of their summer on beaches or around lakes and rivers.

Let's Celebrate

Some people have asked about the spiritual aspect of the Beaver program. This area was written up in the April 1974 issue of *The Canadian Leader* magazine. If you did not see it, check with your local office or with another leader who may have a copy.

Also pick up a copy of the newly released book, *Let's Celebrate*. Available from all Scout dealers and your council office, it contains a wealth of excellent advice and guidance on the spiritual side of Beavering.

By Don Judd

In the 85th a spring Cub camp is a tradition. This month Don Judd takes us along to Camp Legewade.

from the 85th

Over the years, as the 85th has grown from one Cub pack to three an activity that has become a tradition is the annual weekend Cub camp. This outing serves to wind up the active Cub program and, perhaps more important, it gets the boys together for a fast and furious fun weekend of outdoor activities.

For the past seven years, the camp has been held at a private campsite located about 55 miles from Ottawa. It's just an hour's drive, which means it's close enough to home in case of emergency . . . but we don't like to make the trip unnecessarily.

In the past, planning activities usually began in April, when Stan Harris was invited to a group committee meeting. Stan is currently a member of the local Service Team but as a former Akela with the 85th, has, for the past six years been our Camp Akela. Unfortunately, Stan tells me he won't be able to be with us this year, but with the program pattern he has successfully developed, we will do our best to carry on. The purpose of the first meeting is not to discuss details, but rather to get suggestions from

the Cub leaders for possible themes, and any badge or star requirements that can be worked into the program.

The main planning session usually takes place in mid-May. This provides ample time for any preparations to be completed before the camp which is held the second weekend in June. For this meeting, Stan usually prepares a tentative timetable which is discussed and revised to include as many of the requirements as possible. Aside from their program suggestions, those leaders present select the rosters for night and morning shift, so there is incentive to have a good turn out. (Night shift is required to stand watch at the sleeping area until all the boys are asleep — morning shift is expected to keep the early risers from waking the others. A 1½-mile hike to the camp gate and back serves the purpose and whets the appetite for breakfast, especially if done at the trot.)

Before the end of May, I visit each of the three packs and show slides of the previous year's camp. This is a bit of a sales' pitch, but it works, especially for the new

Cubs. One pack, which for several years had three or four boys turn out, had 12 out last year. The camp has accommodation (a motel-type bunk house) for a maximum of 54 boys, which works out to roughly 18 boys from each pack.

Transportation to the camp is by car. We considered renting a school bus last year but, to make it economical, we would have had to use a long bus to carry the group and there was no way the long wheelbase could get over the hills and around the curves. So the leaders who drive, each take a load, and as many parents as necessary turn out to carry the others.

No camp is successful without good food. For as many years as Stan has been Camp Akela, we've enjoyed Bob Jackson's cooking. Bob is a former Akela and group chairman with the 85th and, like Stan, enjoys the opportunity to get out for a weekend with the boys. As chef, Bob is boss of the kitchen and his responsibilities include preparing the menu, buying the food, transporting it to camp and supervising his crew of five or six assistants as they prepare the meals. These assistants include parents as well as leaders not required for the program. Here's last year's menu which was cooked on a huge gas stove.

Friday night

Hot chocolate, cookies, marshmallows

Saturday

Breakfast: quartered oranges, small assorted boxes of packaged cereal, toast and jam, and milk

Lunch: Sandwiches (a variety), fruit

Supper: Hash brown potatoes, ham slices, beans and corn, fruit cocktail

Saturday night

Hot chocolate, cookies

Sunday

Breakfast: the rest of the cereal, scrambled eggs and bacon, toast and jam

Lunch: foil-meal cooked over campfires — wieners and beans with sliced carrots, potatoes; foil-cooked apple cored and packed with brown sugar, raisins and butter.

When we reach camp Friday night, the boys are grouped into 8 or 9 sixes (or fives depending on the numbers). From the names provided by the leaders, Stan prepares the sixes in advance, keeping in mind the sixers and seconds from

Camp Akela checks returns from the nature ramble.



the packs. The boys are purposely mixed in the sixes. From the opening circle, the adult leaders are called out and they, in turn, announce the members of their six from a folder containing a record form for each boy. During the weekend as a star or badge requirement is passed, it is initialled by the leader. During the summer, the forms are separated and returned to the Akelas so they can determine what the boys have earned. All Cubs are invited to the first pack meetings in September to receive their badges and stars.

Judging of events is done independently by the Camp Akela and I as the Assistant Camp Akela. This includes such things as hut inspection and competitive activities. During the closing ceremonies, prizes are awarded to the top two sixes. Last year, Cub flashlights and Kub Kar Kits were presented. Everyone, leaders included, receives a badge to indicate participation in the camp. (These badges are illustrated on the back cover of the Supply Services catalogue.)

In addition to assisting Camp Akela, my duties include Campfire Director (I'm also known as 'One Match') and the Cub's Own service. Actually, the Cub's Own has been a joint effort between Stan and I. I select a theme, arrange the program and Stan delivers his own message based on the selected text. The group has boys from many churches and some who don't attend any regularly, so I try to keep the service as ecumenical as possible. Here is last year's:

Call to Cub's Own (Akela)
 Opening Scripture Reading
 (Matthew 6:19) (Asst. Akela)
 Lord's Prayer (Aleka leads)
 Song — He's Got the Whole World
 in His Hands. (3 verses with
 words printed) — Asst. Akela
 Message Text — taken from Luke



A wide game — leap frog in relay formation.

19:11-26 as recorded in Egermeier's Bible Story Book, page 459 (Asst. Akela)
 Message — based on the Parable of the Pounds (Akela)
 Cub Prayer —
 Help us, O Lord to love thee day by day,
 To do our duty and to enjoy our play,
 To keep our Wolf Cub Promise and to rest
 Happy that we have tried to do our best. (Asst. Akela)
 Closing — (Asst. Akela)
 May the Lord bless us and keep us;
 the Lord make His face to shine upon us and be gracious unto us;
 the Lord lift up His countenance upon us and give us peace, this day and forevermore.

AMEN.

Last year's program theme was "Nature". Here's how Stan had our time planned.

Friday
 6:00 } Leave church
 6:30 }
 7:30 Arrive at camp, assign sixes
 arrange accommodation

8:00 Sixes locate a suitable campsite
 9:00 Wide game
 9:30 Skit preparation
 9:45 Campfire program
 10:30 Hot chocolate and cookies, constellations
 11:00 Bed (Night shift take over)

Saturday

Hike Time, as required (morning shift)
 7:00 Wash up or swim
 8:00 Flag break
 8:15 Breakfast
 8:30 Hut clean up
 9:00 Hut inspection by Akela and Asst. Akela
 9:15 Campsite preparation (Woodsman Badge 4 and 8, Green Star #7)
 10:30 Tuck
 10:45 Swimming or wide game — led by B Pack
 11:45 Wash up
 12:00 Lunch, Rest Period
 1:00 Nature ramble / Observer Badge 4, 5, 6
 2:00 Campsite — make a table and display results of ramble
 3:00 Tuck

(Continued on page 14)

APPLICATION FOR CAMP LEGEWADE

I, hereby Medication required at Camp

grant permission for my son(s) Please indicate which of the following you are able to provide.

of the 85th St. Stephen's A, B, C, Pack to attend the annual camp.

DATE: SIGNED: (a) Transportation to the camp Friday night and from the camp Sunday afternoon.

Parent or Guardian (b) Transportation to the camp Friday night only.

Ontario Health Insurance Number (c) Transportation from the camp Sunday afternoon only.

3:15 Relay races	7:00 Wash up or swim	11:15 Swimming or wide game (Asst. Akela)
3:30 Swimming or Wide Game	8:00 Flag break	12:00 Pick up lunch
4:00 Nature ramble	8:15 Breakfast	12:15 Cook lunch in foil at individual campsites (Woodsmen Badge No. 5)
5:15 Wash up	8:45 Hut clean up	1:30 Clean up campsites and camp
5:30 Supper	9:00 Hut inspection (Akela and Asst. Akela)	3:00 Closing ceremonies
6:15 Obstacle Race, set up and run	9:15 Cub's Own (Akela and Asst. Akela)	That's it. A lot of fun for all concerned. Understandably, the boys are a lot quieter on the trip home. So are the leaders.
7:15 Skit preparation	9:45 Ramble — to find nature objects corresponding to letters of alphabet. A — ant, B — bark etc.	
8:40 Campfire		
9:45 Hot chocolate and cookies		
10:00 Bed (Night shift)		
Sunday		
Hike (morning shift)	10:30 Tuck	

Camp Joining Instructions

DATES: June 13, 14, 15, 1975.

TIME: Leaving St. Stephen's Church at 6 p.m. Friday, June 13. Returning Sunday, June 15. The boys will be transported to their home, to arrive at approximately 4:30 p.m.

CAMPSITE: Camp Legewade on Hurd's Lake near Renfrew, Ontario. Approximately 55 miles from Ottawa.

BRING:

- | | |
|---|--------------------------|
| 2 or 3 blankets or Sleeping bag | 2 knife, fork, spoon |
| cup, bowl, plate (unbreakable) | 3 undershirts |
| 1 pr. pants (rough usage) | 2 pair socks |
| running shoes or boots | flashlight |
| swimming trunks | 1 pair undershorts |
| toothbrush and toothpaste | 1 sweater |
| towel and facecloth | 1 raincoat |
| soap (Ivory . . . it floats) | 1 pajamas |
| shorts (optional) | 1 compass (if available) |
| Insect repellent NOT AEROSOL TYPE. (Stick 612 preferred). | |

Cub uniform is to be worn to camp.

Please mark boy's name on all articles.

No hunting knives allowed.

No valuables. (Pocket money is not required.)

COST: The fee this year will be \$6, payable at time of registration.

REGISTER: Please return "Permission" section together with camp fee to the Cubmaster NO LATER THAN JUNE 6. Early registration is suggested as it may be necessary to limit the number.

EMERGENCY: There is no telephone at camp. If contact with your boy is necessary in an emergency, contact the Ontario Provincial Police at Bells Corners, (828-9171) and request that the message be forwarded to the Renfrew detachment of the O.P.P.

MEDICATION: Please indicate in the space provided on the return portion, of any condition requiring medication. Arrangements will be made to continue the medication if required at the camp. Please provide the medicines and give them to the leader organizing the departure at the church.

INSURANCE: Please provide your Health Insurance Number on the permission section.

TRANSPORTATION: Assistance with transportation will be required. Please indicate how you can help.

RETAIN THE ABOVE PORTION FOR YOUR INFORMATION

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but you can

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QUALITY ACROSS CANADA

By Mike Parsons

Hey, Scouter, have you ever looked for an exciting, action-packed, quality program for your boys? Trouble finding that "special" challenge for the eager-beaver boy who is looking for something a little different? Well, we think we've got something for you!

The National Camping and Outdoor Activities Subcommittee is accrediting programs in an attempt "to encourage the development and operation of challenging outdoor programs which provided participants with the opportunity to develop a high degree of specialized knowledge and skill," in a happy, fun, camping setting.

Not just any activity can be accredited — only those which are run by experts, concentrating on advanced skills and taking place in a camp setting, where responsible practices in the out-of-doors are used.

How are we going to do this? The National Camping and Outdoor Activities Subcommittee plan to promote Accredited Activity Programs by writing articles like this one in *The Canadian Leader*, explaining what is going on, where it is happening and who you can contact for more information. We are exploring avenues for assisting boys to travel across Canada to these activities. Most of all, we are attempting to make sure that every accredited program is expertly run, challenging and displays the kind of camping practices which made Scouting famous.

We have programs operating in Canada which are fantastically exciting but which most of us have never heard about. Did you know there is a high adventure, wilderness experience in the mountains near Calgary Alberta? Did you know there is a Scuba Camping program at Haliburton Scout Reserve in Ontario, or white-water canoeing in northern Saskatchewan, or "pioneer" camping in the Cypress Hills of Saskatchewan? There is even sailing on the high seas off Prince Edward Island. There are lots more out there just waiting for us to find them and for you to visit them.

If your council has such an exciting program and you're interested in encouraging boys from other provinces to participate, drop us a line; we would love to help you let all of Scouting in Canada in on it. We want to help boys grow in their skills and in their understanding of their Scouting brothers across Canada.

If you're a leader who is interested in giving your boys excitement, challenge and fun, keep your eyes glued to future editions of *The Canadian Leader* and look for the mark of HIGH ADVENTURE, the Accredited National Outdoor Programs — the mark of quality in camping and outdoor programs.

HIGH ADVENTURE

Looking for high adventure? Ever taste cold, clear, mountain water, fresh from a running stream? Ever smell the freshness of air at seven to ten thousand feet above sea level? How about alpine meadows; so thick with flowers you can't walk, and so delicate

that your passing could leave a man in the meadow for years to come?

Want to paddle leisurely through the canoe routes of days gone by? Or perhaps you'd rather have the excitement of shooting rapids, the roar of the river running swift, the feel of the spray, the honing of your skills in high adventure — white-water canoeing? Looking for the opportunity to develop your camping skills in pioneer camping? Ever see the Cypress Hills — left overs from an ice age? Maybe you'd rather go deep — how about learning to scuba dive — the "high adventure" of the underwater world? Or perhaps the high seas is your "high adventure" — the smell and taste of salt water?

You can experience any of these by taking part in one of five Accredited National Outdoor Programs.

The following programs have been accredited as National Outdoor Programs by the National Camping and Outdoor Activities Subcommittee. For full details regarding any of these programs, please write directly to:

Wilderness Encounter,
Boy Scouts of Canada,
Calgary Region,
Box 3247, Station B,
Calgary, Alberta,
T2M 4L8

Northern Canoe Opportunities,
508 12th St. E.,
Saskatoon, Saskatchewan,
S7N 0H2

Wilderness Rendezvous,
508 12th St. E.,
Saskatoon, Saskatchewan,
S7N 0H2

Scuba '75,
Boy Scouts of Canada,
Greater Toronto Region,
1162 Bay St. Toronto, Ontario,
M5B 2B6

Focus on Water,
Boy Scouts of Canada,
Prince Edward Island Provincial Council,
P. O. Box 533,
Charlottetown, P.E.I.

MIKE PARSONS, Administrator of the Faculty of Recreation at McMaster University, has served Scouting in a wide range of capacities including assistant provincial commissioner. Presently, he is advisor of the 2nd Strathcona Venturers, Burlington, Ontario; a member of the Camping & Outdoor Activities Subcommittee, and chairman of the National Accreditation Task Group.

patrol

By Reg Roberts

Having Fun with Cubs

Since the introduction of the booklet, *Having Fun with Cubs*, last September, this guide for new pack Scouters has been very much of a best seller and, judging by the letters we have received, just the sort of information needed for some time.

In view of its popularity, I am occasionally surprised to hear that some pack Scouters have never heard of it. At this time, I suggest that, if you know some who are new to Cubbing, some just starting out with a pack or taking over an existing pack, let them know about "*Having Fun*" and urge them to read it. Both they and their pack members will gain much from it.

Kub Kars

The Fraser Valley Region of British Columbia has advised us that a Kar rally is to be held on May 10 at the Guilford Town Centre in Surrey, B.C. and they hope rally winners from other regions of the province will be on hand to compete in this great event.

Kub Kar rallying seems to be increasing in popularity each year. If your pack, district or region has not yet become involved in this activity, you may wish to consider it for the future.

Recently, the manufacturer of the Kub Kar Kits made changes in their designs so, for those about to purchase your kits, the new designs will be available from your local Scout dealer or direct from Supply Services in Ottawa.

Let us hear about any **Kar rallies** in your area.

Fund Raising

From time to time, I am asked to suggest new ways for packs to earn funds for their Cubbing activities.

Two major ideas that immediately come to mind are the annual **sale of calendars** and the **Trees for Canada** project.

Selling calendars is a very popular fund raising activity as these colourful items almost sell themselves and everyone needs a calendar every year, so it is a sure-fire annual event.

Trees For Canada is a tree planting project, usually done on a district basis, and one which involves more districts each year. *The Canadian Leader* carries information on calendars just before each selling period, so watch for this in the June/July issue.

For the tree project, check your own district and see if they are already active in tree planting. If not, maybe this year would be a good time to start.

Other items appear in this magazine which can be used for group sales projects, such as candles, chocolate bars and first-aid kits; however, check with your local council for any regulations they may have regarding group fund raising and follow them.

If you have any good, fund-raising, ideas, let me know and I will share them with others.

Correction

In the February story of the *Wolf Cub Winter Weekend*, I mentioned that the 1st Radium Hot Springs Cub Pack was located on the southern tip of Banff National Park. I should have said, Kootenay National Park, so I apologize to all in Radium and B.C. for this error and, again, congratulate the boys of the 1st Radium for a fine activity.

A Good Turn

The clipping service package recently contained an interesting item that, while not especially topical, is certainly something other districts and groups could keep in mind as a public service project for next winter. In **Penticton, B.C.**, Scouts and Cubs organized a '*Christmas Tree Pick-Up Project*' and on a publicized date after the holidays, gathered trees that were left at the side of the road by householders. While there was no charge for the service, donations were accepted.

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Edited by Al Craig for the
Adult Training Subcommittee

NO. 19

We begin this May Training Talk with the conclusion to Training Talk No. 18, March '75 about the DEMONSTRATION-PERFORMANCE method of training.

FACTORS WHICH MUST BE TAKEN INTO CONSIDERATION WHEN PREPARING AND PRESENTING A PERFORMANCE SESSION
Preparation

1. **Size of Group** — Can everyone see the demonstration? Can the instructor observe candidate performance?
2. **Time Available** — is there sufficient time to explain, demonstrate, imitate and correct errors?
3. **Materials Available** — Are the materials the same as those which will be used on the job? Are there sufficient materials for the entire course?
4. **Previous Experience of Candidates** — Do the candidates have sufficient previous knowledge and skills to prepare them for new learning?

Presentation

1. Get the fast learners to assist you in correction so that the sessions are not boring for them. Give the most assistance to the slow learners.
2. Exercise firm course direction. Make assignments explicit. Don't let individuals get ahead of you.
3. Tell the group how and why things are done a certain way.
4. Provide the opportunity for candidates to ask questions of the instructor and for the instructor to check on candidate understanding.
5. Base performance as much as possible on real job conditions.

CONCLUSION

There is only **one method** to teach a skill, the **demonstration-performance method**, as people learn only as a result of their own effort. You cannot really teach a candidate anything. **You can only show him/her how to learn.** Here lies the unique function of a trainer using the demonstration-performance method.

GIVING A DEMONSTRATION

There is a difference between using a skill and demonstrating it to others. A few suggestions are outlined here:

1. **PREPARE FOR THE DEMONSTRATION**
 - a) Plan it to appear as natural as possible, even

- b) if you cannot perform the skill exactly as you would in use.
- b) Collect and prepare the needed equipment.
- c) Study your audience to determine their present knowledge of the skill and how much detail you ought to give them.
- d) Think through and possibly make notes on the comments needed to explain the action.
- e) Practise the demonstration from beginning to end until you can do it smoothly.
- f) For a long demonstration, write down an outline of the steps.

2. **GIVE THE DEMONSTRATION**

- a) Introduce the session.
- b) Briefly tell your audience the major points to watch for.
- c) Adjust your speed to the difficulty in learning various steps, and go slower at the start of the demonstration than toward the end.
- d) Watch for the learners' reaction, and fit the amount of detail and pace of action to them.
- e) If necessary, repeat difficult or important steps, either as you go along or after all steps are completed.
- f) If you warn against the wrong way by showing it, always demonstrate the right way both before and after the wrong way.

3. **SUMMARIZE THE DEMONSTRATION**

- a) Briefly review the important steps in order. Use a blackboard or chart.
- b) Give your audience a chance to ask questions or, preferably, a chance to practise while you coach.

COPING WITH CHANGE

You get up in the morning in the year 1984. You don't feel up to scratch. You go to the computer room, feed in your symptoms — and out comes a prescribed diagnosis with recommended treatment.

Sound fantastic — well read on!
This is just one of the enormous number of areas in which change is taking place and it's no journalistic extravagance to say that we live in a period of accelerating, radical and profound change. There has never been a period like it in the history of the human race.

In every direction we look — not just minor changes — not just changes in quantity — but profound changes are taking place in the **nature** of things. Also, the rate of change is accelerating — in space, electronics, transportation, communications, medicine, and the growth of knowledge. All our lives are being affected by this dazzling rate of change. Things don't move by addition, they move by multiplication. This phenomenon is referred to as geometrical growth. You can see wherever you study a curve of change that the force driving that rate forward is the succession of inventions and innovations which are multiplying. We now realize that the human race is really not so much a history of wars and politics as the politicians would like us to believe, its a history of change — of ideas, of inventions, of the application of human intelligence and imagination.

Our particular species, *homo sapiens*, has been around only 50,000 years. We had predecessors somewhat more primitive and we will have generations following us who will represent a species probably different from ourselves, too. That may be a while yet.

If we take that 50,000 years and divide it by lifetimes of 62 years, it conveniently breaks down to approximately 800 lifetimes — a very short history. The first 650 of these lifetimes we huddled in a cave. It was only 150 lifetimes ago that we moved out of the caves and started to cultivate crops. This was the first economic revolution — the move from cave to farm. Only 100 lifetimes ago was writing invented — not printing — *writing*. Only 35 lifetimes ago did engineers invent gears, siphons and pumps — about two thousand-odd years ago. We've had printing by only six lifetimes since Gutenberg invented the press in the middle of the fifteenth century. We've been able to measure time with any degree of precision at all for only four lifetimes. We've had electric motors for only two; automobiles for one-and-a-half or so. Most of the discoveries that represent modern technology, whether it's lasers, colour television, jet airplanes or rockets, were created last month or last week, or early today.

Guiding Principles of Change

1. Resistance to change can be expected.

Change can mean doing things differently, coping with something new and unfamiliar, and it may involve extra work or time. These conditions tend to generate fear and discomfort. People do not like having to move from the behaviour patterns to which they have become accustomed and in which they feel secure.

2. The group should be the focus of change.

Standards (ways of doing things) are the property of the group as a whole. Attempting change without the standards of the group changing will not be successful. A group may be any group of people who identify together in some way or for some reason, e.g., a patrol, a troop, district council, those against change, doves and hawks, Hell's Angels, etc. Most people belong to many groups. Sometimes the interests of one group conflict with that of another. In such instances an individual will lean toward the one which most satisfies his or her needs or most closely reflects his or her values.

3. All members should be involved in the process of making the change.

People are most prepared to accept new ideas or ways of working if they have a part in creating changes. When people participate in creating change, they are more likely to know why changes are being made and to understand the new ways.

Participation in the determination of change is an aid to create a climate of acceptance. Because they have participated, motivation to accept change is increased — it is their idea.

Understanding the significance and nature of each change as it is introduced, and having this understanding achieved by every person involved in it, is essential in an intelligently operating democratic system.

4. Possibilities for change are increased if the group is close knit and leadership is shared.

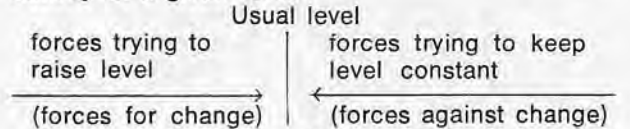
Closely knit groups have more influence on individual members to conform to new group standards or methods of work. Shared leadership is most likely to create the conditions which encourage change.

5. Change in one part of a group or organization may produce strain in related parts and require additional change.

Change is not static. Due to the interrelationship of people (and materials and supplies) a change in procedure may set up a chain reaction requiring several other changes.

6. Change is more easily effected by reducing the forces against change than by strengthening the forces for it.

Situations can be analyzed by looking at the forces for and against change which tend to keep activity at a given level.



Removing the forces against change is more effective because it decreases resistance. Increasing pressure to change simply increases opposing pressure.

Effective implementation of change provides every opportunity for success, which is acceptable, rather than failure, which is not.

7. Change goes through a four-phase process.

- a. Identifying interest or need for change.
- b. Advantages must be seen in the new way of working.
- c. The change is tried out and found helpful.
- d. The change is reinforced with success and is integrated into routine behaviour.

COPING WITH CHANGE SESSION AND GAME

This training session is designed to make the participants familiar with change as it affects us today; to bring them in contact with a real situation involving change through a game; and to have the participants, by discussion resulting from the game, relate to real life (or "back home") situations. The trainer should use the approach: the more aware we are of change and how it affects us, the more able we are to cope with it.

A suggested format:

1. Introduction to the film, **Future Shock** from the information supplied by the National Film Board.
2. Show film, **Future Shock**, 40 minutes.
3. Trainer explains:
 - a) to gain a better understanding of Alan Toffler's book, **Future Shock** should be read.
 - b) that we are subject to constant change — relate example (coming to this course).
 - c) rules of game.

Game Procedure

1. Divide participants into several groups of five or six.
2. Give each group:
 - a) a copy of Tower Project Instructions,
 - b) a copy of the tower plan,
 - a) a box of wooden matches,
 - d) a slab of yellow plasticine.
3. Ten minutes into game issue "Change Letter #1" to each group. Attached to this letter should be a small, red cardboard, pennant.
4. About five minutes later issue "Change Letter #2" to each group. At this time green plasticine should be displayed. If there are several groups, another trainer could act as a supply clerk.
5. About twenty minutes into the game, issue "Change Letter #3." You should now display cards of "bobby pins" — one for each group.

(Continued on page 23)

6. At about the 25-minute point "Change Letter #4" should be issued.
7. At the end of 30 minutes, announce that, "because of all the changes, another change will be made. The game time has been changed to 40 minutes." This change permits another ten minutes.
8. Ten minutes after the above announcement, collect all tenders.
9. Trainer now moderates discussion based on participants **experiences** and **feelings** during the game. The trainer should make notes to use in relating the feedback discussion to the Principles of Change.
10. Lecturette based on points gathered during discussion related to the Principles of Change and the "back home" situation.

TOWER PROJECT INSTRUCTIONS

You are a company which specializes in building towers. You are to elect from your numbers a president for your company, two construction engineers and a cost-account executive. You are going to submit a tender to the company on the construction of a display tower at their convention.

The tender requires you to submit not only a cost but a complete model of the tower. On this page is a diagram supplied by their Advertising Department showing what the finished tower should look like.

To help you get your company operating you have been supplied with:

1. Wooden match sticks representing aluminum tubing.
2. Plasticine which is to be used to weld the joints together.

Each aluminum spar has cost your company \$5.50. The total cost to your company for welding a junction of spars is \$8.75. A junction of spars is any place where two or more spars meet.

Your completed tender plus model must be submitted within 30 minutes.

If it is necessary to have some communication with the company, you may select one member of your company who may leave the work area to speak to the moderator.

Until the signal is given to begin, you may not remove the building material from the box.

If at any time during assembly of the model it becomes necessary to have more supplies, you may appoint one person within your company to act as a purchasing agent and that individual may approach the supply depot at the moderator's table.

Remember, you have exactly 30 minutes to prepare your model and to submit a price quotation for this construction work.

(Change Letter #1)
COMPANY "A"

Dear Sirs:

Our Advertising Department has informed me that they now wish you to include a flagpole and sign in your quotation on tower construction. The flagpole is to be the height of one tower member and is to support a red pennant. A pennant suitable to add to your model is enclosed. Please add the additional costs for the flagpole and erection of the sign to your quotation.

Yours truly,
V. Young,
Construction Engineer.
VY/dk

(Change Letter #2)
NATIONAL DEPARTMENT OF CONSTRUCTION
To Whom It May Concern:

The Provincial Department of Construction through its subsidiary The Provincial Department of Welding brought to our attention yesterday that yellow alloys being used in the manufacture of welding materials are found to be unsatisfactory. The old yellow alloy has been found to break under stress.

Therefore, an emergency meeting was held at the House of Commons this morning and a law has been passed banning the use of all welding material containing this yellow alloy. A fine will be levied upon each construction company at the rate of \$10. for each welded joint that is made after this date.

Realizing the problem this poses for all construction companies, we have had shipped to all welding supply houses all of the available war surplus welding materials. You will perhaps remember that these materials contain a green alloy which has been found to be safe. Also, this change in colour will permit our inspectors to verify that "safe" welding material is being used.

Yours truly,
The National Minister of Welding.

(Change Letter #3)
COMPANY "A"

RE: Convention Display Towers
After several lengthy meetings and consulting the Provincial Bureau of Weather we have determined that extremely high winds may be prevalent during our conventions.

Therefore, we have decided to change the construction of our display towers. It is now necessary that the bottom section of each tower — that is the bottom vertical and diagonal members — be made of steel. We are prepared to absorb the extra cost of this construction.

I realize that your company specializes in aluminum construction, but it would definitely be appreciated if you would obtain the necessary steel supplies from your local supply depot and complete your quotations and model as quickly as possible.

Yours very truly,
V. Young,
Construction Engineer.
VY/dk

(Change Letter #4)

Dear Sirs:

This is to inform you that your company will be billed for supplies drawn at the following rates:
1. Green Welding Material — \$100. per slab.
2. \$7.50 for each Metal Spar.

Yours truly,
I. M. Jolly,
Shipping Clerk.
IMJ/dk

A PLAN OF

Convention Display Tower

Submit tenders and completed **sturdy** model in 30 minutes.

ILLUSTRATION "A"

VIEW OF 2 MAIN TOWER SIDES

WELDED JOINTS

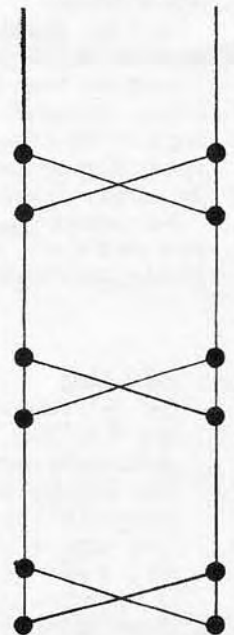
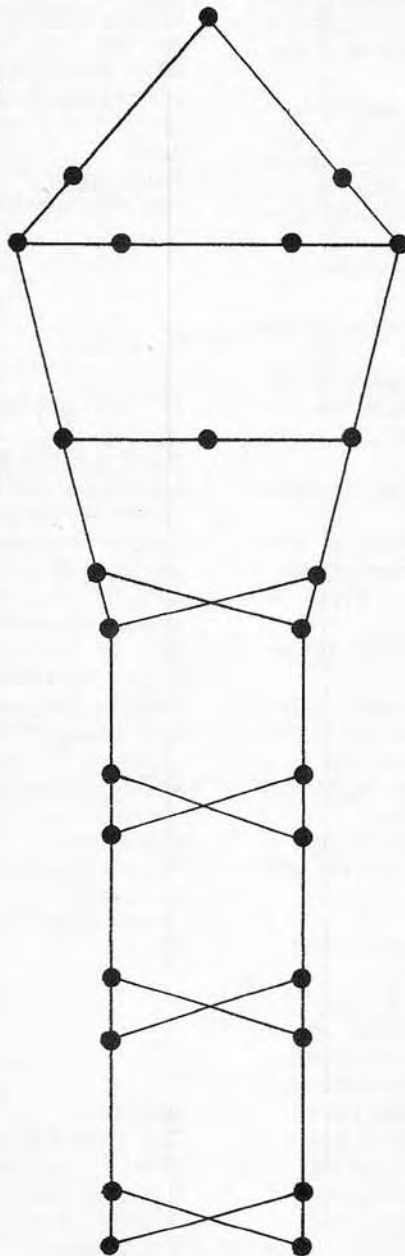
STRUCTURAL MEMBERS

SECTION 3

SECTION 2

SECTION 1

VIEW OF OTHER 2 SIDES



Listen carefully, if you please. We are about to tell you something about your own boys that might easily shake you to your bootlaces — something you have never been told before.

It is a discovery I made years ago when, in my capacity as Field Commissioner, I was allowed occasionally to assist in the running of boy-training courses. This, if it did nothing else, gave me an opportunity to observe the raw material of Scouting at close quarters. I learned a lot, and one thing in particular stuck out a mile.

It was just this:

Whenever the skill training we were trying to put over ran counter to what you had taught them, it was your training that prevailed and ours that was rejected. It mattered not that (maybe) your highly individual method of swinging a felling axe as if it were a sledge hammer, or whirling a lifeline round your head like the man from Shiloh roping a steer, was unorthodox in the extreme as compared with the copybook stuff we were advocating, the fact that it came from you was all that mattered.

The moral?

Just this:

You probably have no idea of the totality of the commitment your boys have to your troop, and to you as their chosen leader. For make no mistake: they didn't join just any troop. They joined yours: They joined YOU.

Having started on that most sincere note of encouragement, may we just add a word of advice?

(EDITOR: Must you? I suppose you realize that in the existing climate of opinion 'advice' is regarded as a dirty word? I mean, it may be okay to ask for advice if, for instance, you wish for purely political reasons to ingratiate yourself with your district commissioner, but to offer it uninvited is fatal.

SWEET: So your advice to me, sir, would be not to give any?

EDITOR (austerely): Don't you try to be clever with me, young man. Carry on, if you must, but do bear in mind who it is who wields the blue pencil around this joint.

Exit Sweet, perspiring but defiant.)

I think we will all agree, ladies and gentlemen, that the Scout training program is so extensive that no one man, however gifted, can hope to make himself pro-

The Commissioner Calls No. 1



'Welcome, O great white chief of the Steeple Thatch-
by and District Scout Council.'



By John Sweet

ficient in everything. The wise Scouter makes himself master of one skill — or perhaps of two or three — and for the rest is content to keep one jump ahead of the troop in basic Scoutcraft and to make full use of outside experts when the need arises. Bearing in mind the point we tried to make in our opening paragraph, it is not enough that your boys should like and respect you as a person. You owe it to them to give them something to admire as well — even if it is only your ability to strum a stringed instrument, spin a rope, abseil down a rockface at the rate of knots, or even — dare we say it? — produce fire-by-friction.

Indeed, now that we've mentioned it, you might do worse than concentrate for awhile on the much-neglected art of line-throwing. Practise secretly in the back garden until you can guarantee to score a ringer nine times out of ten, then, when the opportunity occurs, allow the boys to discover your prowess **as if by accident**. Later, if your conscience troubles you, you can purge your soul of guilt by confessing all to your patrol leaders. It won't do your reputation any harm, we can assure you, and might even prove to be a valuable lesson in the legitimate use of low cunning to achieve a worthy object.

In small troop rooms, team games are only possible if the "change" technique is used. By this device the number of players in the field at any one time is strictly controlled. From time to time the referee calls, "Change!" and the players retire, replaced by the next in line. Even the "inactive" players can be kept busy if they are told to link arms and act as a multi-limbed goalkeeper, the only rules being that they must remain on the baseline and must not break the chain.

A new idea which may or may not have a future would be to alternate the changes, or switch the direction of the play, so that, in the first instance, Team A might find themselves momentarily without any men in the field at all and, in the second, some player about to score, would find himself aiming at his own goal.

Well, it's an idea. You can't say we don't keep on trying.



'— and when Grey Brother calls for three cheers, I don't want to hear any of you chanting "What a load of rubbish."'

Talking of fire-by-friction (always good for a laugh) would you not agree, joking apart, that it is one of the most valuable of survival techniques?

Why, then, have we allowed ourselves to be mocked out of it. Anybody know?

It may be that we are apt to get hung up about relatively unimportant matters, but I must say it caused much anguish in this studio when the word **courtesy** was stricken from the vocabulary of Scouting, "because," it was argued, "it no longer has a meaning for the boy of today," or words to that effect.

In a splendid little book called, appropriately, WORDS ON THE LEVEL, which I got in my stocking at Christmas, courtesy of the Editorial Department in London, Ivor Brown has this to say about it:

"In the surly society of today courtesy is uncommon both as a practice and as a word. Now rarely met, it brings a delight of sound appropriate to its gracious meaning."

Yes, indeed. And the writer goes on to quote Hilaire Belloc:

**"Of Courtesy, it is much less
Than courage of heart or holiness,
But in my walks it seems to me
The Grace of God is in courtesy."**

Perhaps it would have been more in keeping with the spirit of our great Movement if, instead of discarding a noble word because everybody else had knocked it off, we had tried harder to give it meaning.

The Commissioner Calls 4 & 5



'Congratulations, Sir. My Cubs have taken to you.'



'Nervous reaction. Cubs terrify him.'

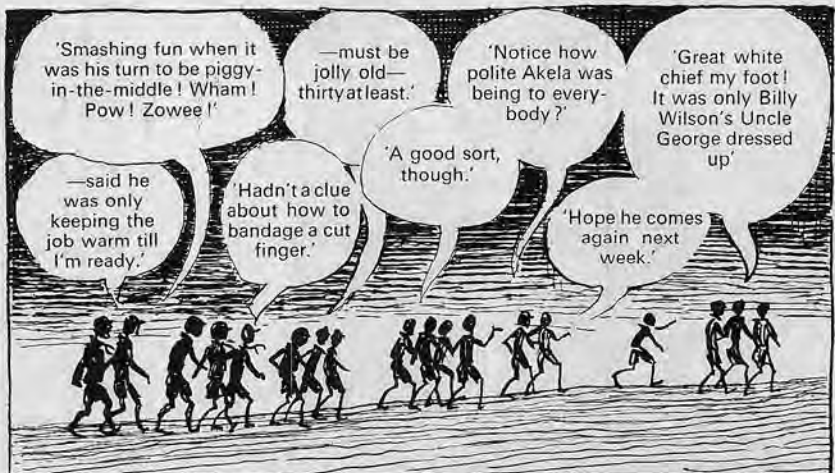
A professional acquaintance of ours once told us that he had only discovered he was colour blind when he failed to distinguish between the red and green riding lights of an approaching vessel on a collision course with his own while serving temporarily in the Royal Navy. It made an excellent story but I was naturally a little sceptical.

Still, you never know.

Any colour-blind boys in your outfit? You could easily carry out a few simple tests to find out.

And what about flat or deformed feet? Even in these enlightened days the first signs of this common handicap may have escaped the notice of parents or the periodical medical checks at school.

One way of finding out would be to make use of the foot-printing frame — simply a sheet of thin rubber stretched over a frame and smeared with duplicator ink on the underside. You place this on the deck over a sheet of paper and get the boy to walk over it bare-foot at his natural pace. You may be in for some minor shocks. Years ago we discovered that one boy in the 17th Whitley Bay was apparently short of all save one toe on his left foot. We had previously noticed his gangling gait but had never suspected that it was due to incipient foot trouble. His parents were at once notified and were able to take the necessary action.



WHAT'S IN A NAME? (Shakespeare). We used to call it "Patrol Corners" and no one could say it was an unqualified success. Now it's "Patrol Time." Has it made a scrape of difference?

And still on the subject of words, I do wish we could sort out the difference between being an "amateur" and being "amateurish." We have been urged to develop the professional approach to Scouting — the suggestion being that chaps who get paid for something (like the great Dutch footballer, Johan Cruyff, who earned £300,000 last year for playing for a foreign club) are somehow better than those who don't (like John Williams, the wing three quarter, who plays for Wales for nothing and actually paid out £500 of his own money to help the British Lions beat the South African Springboks). All I can say is that I was a professional Field Commissioner for more than half my working life but like to believe that I remained amateur at heart until the end.

Some troops specialize in pioneering, others in first aid, gymnastics, boxing, drum-and-bugle bands, and so on.

What's your specialty?

Is this something you might discuss with your patrol leaders' council? If they appear interested, perhaps you could ask them to consult their patrols and report back with ideas.

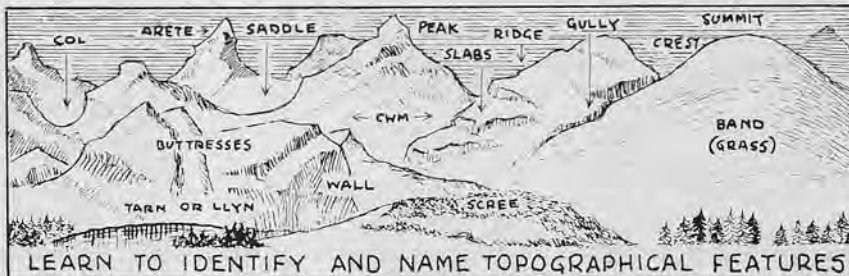
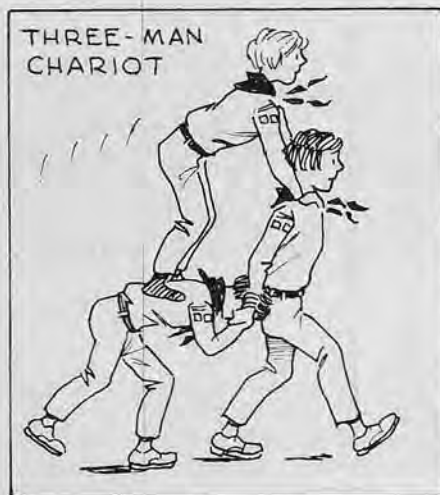
Finally, a word about our **SPRING WORKOUT.**

The Three-man Chariot is not only good fun but also more than a little hazardous, which must surely be regarded as an added attraction. Best played on grass, it makes a good relay game.

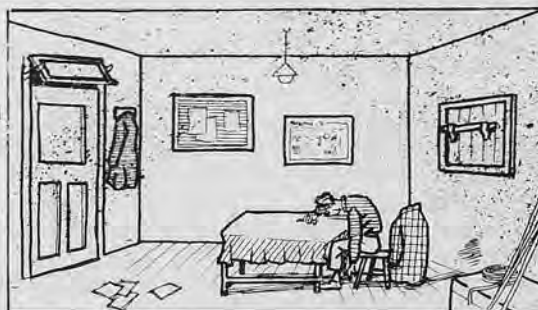
Our topographical chart is based on material culled from many sources. The trouble is that even in our tight little island, different nationalities have different names for the same feature. In England a mountain pass is called a mountain pass, while the Welsh call it *bwlch* and the Scots *col*, and so on. Still, it is a certainty that in every troop, including your own, there is at least one boy who lives on a plain and dreams of the hills. You could always identify with him by showing him the "Workout" and then blocking out the levels and asking him to name the various features.

There is more than meets the eye in the pole-walking stunt. The idea is that the competitors should use their staves as balancing poles. The trouble starts when, having driven their staff as far out as possible, they turn to retrace their steps. More than that is the tremendous strain to which the pole itself will be subjected — at the overlap, the fulcrum, and the all-important anchorage. Anybody who regards this as elementary pioneering is invited to try.

Murder Most Foul. This is, admittedly, an old one but may be new to your lot. What happened, of course, was that having committed the crime, the murderer removed the badge from the lapel of the Scouter's jacket, threaded a long string through the buttonhole and carried both ends up to the fan light, where he tied them off to one of the quadrants. He then took the key from the Scouter's pocket and, taking care to leave the pocket wide open, left the room, locking the door behind him. From the outside he was able to release the strings from the quadrant and slip both ends through the eye of the key so that it ran down the strings and came to rest against the jacket. By allowing the string to sag he was able to juggle the key into the open pocket. He then released one end of the string and hauled away on the other, leaving the key in the pocket. Try it. It actually works.



SPRING WORKOUT



MURDER MOST FOUL
 THE WINDOW IS SHUTTERED ON THE INSIDE. THE DOOR IS LOCKED — IT IS NOT SELF-LOCKING — AND THE ONE AND ONLY KEY IS IN THE POCKET OF THE DEAD MAN'S JACKET. THE FANLIGHT ABOVE THE DOOR OPENS FOR 6 INCHES ONLY. THE SCOUTER'S BUTTONHOLE BADGE HAS BEEN STOLEN — NOTHING ELSE! YOU HAVE 5 MINUTES TO SOLVE THE PROBLEM.

Wolf Cub COMMENTS

By R. J. Roberts

28

Many of the articles which I write for pack Scouters who read this magazine are quite specific in nature, and an appropriate title usually arises from the contents. From time to time, however, a number of different subjects need to be explored and, hopefully, readers will respond in some way. Such is the case this month; hence the title, "Wolf Cub Comments."

Pack Program Planning Guide

Back in 1972, a booklet called *The Pack Program Planning Guide* was introduced, its purpose being to assist pack Scouters in planning programs which have boy-appealing ingredients of fun, variety, action and purpose.

This booklet is still available through your Scout dealers and, presumably, still helping pack Scouters to plan interesting programs for their Cubs.

The nine programs in the guide are built around boys' natural and ever-changing interests, and are developed to provide ideas for a program which can be carried out in one evening or, because of the particular theme, operated for a month or more.

The content of the guide is based on the eight elements of the Cub program and covers such areas as fitness, safety, nature, hobbies, camping, astronomy, citizenship and pollution — all as topical today as three years ago.

Over the years, however, life styles have changed and many new ways of doing things in Cub packs have developed. We have received requests to develop a second program planning guide featuring a new set of program ideas (still based on the eight elements of Cubbing), incorporating some of the

changes that have taken place since 1972.

Since you are the people who are planning and operating the programs for your packs, it seems logical that you be the ones to come up with the ideas and suggestions as to the style and content of a second planning guide.

We would like you to send us copies of your programs which appear to be most appealing to your Cubs, particularly if they are the type of programs which also result in badge or star achievement.

The programs can be those which you operate for a single meeting or, if a theme is used, for a series of meetings. Then the whole series of programs would be very useful.

Also, we would like to hear from Scouters who have programs they have operated over weekends or weekly camps or for day hikes and rambles.

Try to include as much detail as you can and, where specific items of equipment, costumes or crafts are used, please include instructions or information on these items.

We plan to have this new planning guide ready in 1976, so we need all the basic material by June of this year. Hope you can help on this project and we look forward to lots of great program ideas.

Diamond Jubilee of Cubbing

Cubbing, as many of you know, started in Canada about 1914, and a story in the 1966 issue of *The Scout Leader*, forerunner of *The Canadian Leader*, tells of the first Wolf Cubs in Canada being started at Knox Presbyterian Church in Goderich, Ontario, that year.

Officially, however, the Wolf Cub Program began in 1916 and that means that next year, 1976, is our Diamond Jubilee year and one which many packs will wish to celebrate.

Ten years ago, on our Golden Anniversary, the Five-Star system was introduced to Cubs in Canada and has proved to be immensely popular. Of course, along with the five stars came a greater emphasis on the other elements of music, storytelling, handicrafts, outdoor activities, badges, acting and games.

No such major change will take place for our 60th anniversary but many packs will celebrate the occasion in their own way. As you begin to develop next year's program, consider all the diamond-studded events you can think of and, if you come up with some great ideas, let me know and we will share them with others through this magazine.

Cub Swimmer Badge

Last fall, with the introduction of the updated *Cub Book*, some modifications were made in the Cub Swimmer Badge. These modifications were made to bring our requirements up-to-date with the Canadian Red Cross Society's swimming program requirements on which the Cub Swimmer Badge is based.

Spring is here now and summer not far behind. Many boys will be off to the old swimming hole or to lakes and rivers across the country. It's important that we help them to be water wise and, where possible, get them started on good swimming habits.

To earn the Cub Swimmer Badge, a boy must complete requirements A and B.

A. Beginner

1. Answer simple questions on safety in, on and around water, and on mouth-to-mouth artificial respiration. (Direct Method rescue breathing.)

2. Perform three simple reaching assists.
3. Jump into deep water. Tread water or swim in place 30 seconds. Drownproof one minute. Water depth should be over your head.
4. Swim 50 feet on front, roll over and continue 25 feet on your back.

B. Junior

1. Answer questions about your own safety in, on and around water, showing that you understand why you obey safety rules.
2. Perform a number of simple reaching assists.
3. Perform rescue breathing on land and in shallow water.
4. Front dive into deep water from a crouch or standing position. The order of entry must be hands, head and feet.
5. Non-stop swim 100 yards, 50 yards on front or side, followed by 50 yards' elementary back stroke.
6. Tread water one minute, drownproof three minutes in deep water.

Cubs who have already earned the Red Cross Society's award for Beginner and Junior Water Safety are automatically granted the Cub Swimmer Badge. Boys who pass the above requirements A and B under a Scouting examiner may wear the Cub Badge. To qualify for the Red Cross awards, boys must be taught and examined by Red Cross instructors.

Some excellent summer programs can be built around swimming pools, rivers and lakes, and having boys learn the technique of drown-proofing may be the means of saving a life. Pick up a copy of the *Red Cross Water Safety Handbook* and look into the Red Cross program of Survival Swimming.

Bicycle Safety

The final comment for this month is around another very topical area: that of bicycle safety. Again, it's the time of year when bicycles are being brought out of winter hibernation, and chances are that many are put on the road without a glance at their condition.

In many parts of the country, certainly in Ottawa, the weather is such that, at a certain time in late fall, all bikes are put away and, at a certain time in the spring, all bikes suddenly appear again. Often the loose handlebar, the slack chain or the so-so brakes of the fall are in the same condition in the spring.

Also, for some boys, usually the younger ones, it's a time when they graduate from a small bicycle to a bigger one and, after a few shaky starts, the boys are off and riding.

Bicycles could become the theme for the month of May in your pack and, while providing much fun and enjoyment, you can, at the same time, get across many of the rules of safe riding and of good cycle maintenance.

Some ideas:

- visit a cycle repair shop;
- have a demonstration and practice of tube repairs;
- have all boys bring their bicycles and have a maintenance clinic where bikes are cleaned, oiled and adjusted;
- have a safety quiz;
- have a bike-safety poster contest;
- have Cubs draw up a set of safe-riding rules and post them in the meeting hall;
- hold a road-safety trial with Cubs riding over a

fixed course to include left and right turns with signals, cross walks, slow and stop signs, etc. Parents could act as score keepers along the route. Naturally, all bikes must be road worthy before starting.

In a safe area, such as a school yard, with parents, activity leaders or Scouters-in-training to help, and with a first-aid kit handy just in case, try some of these bicycle games.

Bicycle Games

Slow or Snail Ride: a course, 50 to 100 feet, is laid out with several lanes, three feet wide. Lanes may be made with chalk or binder twine. A rider is disqualified if he deviates from the lane, touches foot to ground or turns around. It's quite a feat to cycle slowly. The last rider to cross the finish line is the winner, provided the contestant has not violated any of the rules.

Hitting the Target: the game requires skill and good coordination. As you will see, finding the mark requires timing and marksmanship, but the game itself is lots of fun.

Four or six receptacles are set out in a row about 15 feet apart along a 100-foot-long course. The riders are given a supply of bottle tops, marbles or other small objects. The contestants then ride in a line, as close as they wish, dropping objects into receptacles. Each receptacle is given a number corresponding with the number of the rider, who must drop his object into the particular receptacle. This game is judged by points. The rider who finds the mark most frequently is the winner.

A variation is for contestants to have as many objects as there are receptacles. Riders then cycle down the course at average speed, dropping one object into each receptacle. Hits and misses are counted after each run.

Shoe Scramble: players are divided into two teams and placed at opposite ends of a playing field. Their shoes are piled in the centre of the field. At the starting signal, all contestants ride to within 10 feet of the shoe pile; dismount; find their shoes; put them on; remount; and return to the starting line. First back wins. Don't forget to see that laces are tied.

Coasting Race: the object of this race is to determine which contestant can coast the longest distance — after pedalling as hard as possible for a distance of 15 feet or more to a prescribed starting line where the "coasting" officially begins. Have a referee mark the spot where each rider stops.

Umbrella Race: this is fun. Competitors, keeping to lanes, hold open umbrellas above heads, steering their bikes with one hand. Any rider who permits his umbrella to tip below his shoulders is immediately disqualified.

Paper Boys: contestants throw rolled newspapers into 40-gallon drums. Establish the straight course and the throwing distance.

Run and Ride Race: the contestants in this race can start by either riding or running beside their bikes for a given distance. They then change their positions. This is done more than once during the race, according to the rules you establish.

Well, there's enough for you to set up a bicycle games' day. Be inventive and use your imagination to develop new games. Oh yes — don't forget to invite your local traffic safety policeman so that he and the Cubs can get to know each other.

COURSES FOR A.L.'s & S.I.T.'s

By L. C. Wilcox

Since the introduction of the leadership categories of Activity Leaders and Scouters-in-Training, quite a number of different approaches have been taken by councils in offering training to younger-age leaders. In my view, this is all for the good. I don't believe there is any "best" way or that what is done should be standardized. Rather, the greater the flexibility, the more likely that local Scouters will provide leadership training tailored to the needs of the age. But more about the different approaches a little later.

Some Special Needs

Whatever the approach, *three areas* of special need have emerged which differentiate training for younger-age leaders from adult training. This difference is in degree, for all *three* things also apply to adults.

Discussions with Scouters-in-Training reveal a very great concern that training offered *provide for their needs*. Many know exactly what it is they need to learn, and expect to receive. They also place a high value on the training *providing opportunities for fun and fellowship*. This requires that participants have a real say about the content, format and staffing for training. Pre-event contact with individuals, or meeting with small groups of participants seems to pay-off more than assessing needs through questionnaires.

Not only do younger-age leaders seem to have a clear idea of what they want, **they want it NOW!** Possibly this is related to the natural impatience of this age group. It might be that these people think of their service to Scouting as short term. In any event, the message is clear. Any council that is going to do a first-class job of serving the training needs of younger-age leaders has to develop a quick response.

A *high skills orientation* is the third area of need. Learning program skills, like running games and how to provide instruction, comes high on the list. Campcraft skills, how to teach handicrafts and song leading are others of general interest. It is apparent that the immediate goal of training Activity Leaders and Scouters-in-Training should be to provide them with the skills required in their first several weeks of working with boys. This requires opportunities to learn about Scouting in a practical way and to test one's

skill and growing knowledge. This in no way negates the need to learn the leadership skills of communicating, decision making, working with others, or learning further about the purposes of Scouting and what it hopes to achieve. It is suggested that these areas of learning, at least initially, be covered by examining the activities of the training rather than being approached as a separate "subject." For example, a small group of participants may be assigned the task of demonstrating several different types of games. Following this, they can be asked, "How did you work together as a team?" leading to learnings around leadership and working in groups.

Three Different Approaches

I've seen three main approaches and combinations of these being taken to the training of Activity Leaders and Scouters-in-Training. The first is to have the section Scouter provide training through planned experiences on the job. The second is offering council training courses which are specially designed for these categories of leaders. The third is to encourage Scouters-in-Training to take part in the adult training program. Based on my observations, all three approaches have much to offer.

Having the section Scouter undertake the training has the great advantage of providing immediate help that is directly related to what the person will be doing. Teaming the newcomer with an experienced Scouter who serves as mentor provides continuing help and learning. Unfortunately, too few section Scouters take a planned approach to this form of "tutoring." The training either is left to chance or doesn't take place at all.

Councils encouraging this approach might include something in their section Scouter training on the training of Activity Leaders and Scouters-in-Training.

The Provincial Council for Ontario has been providing special courses for younger-age leaders for several years. Recently, the council has produced guidelines based on this experience. Over the years, course content was determined through pre-course correspondence with participants, through first-day discussion and from staff expectations. Of the many courses, the forty subject areas that appeared most

frequently were tabulated. These were gathered into five groupings with nineteen main subject areas which form the basis for the guidelines. The box in the next column sets out the groupings and subject areas.

Encouraging Scouters-in-Training to participate in the adult-training program is being well received in some councils. It provides real encouragement to the younger-age leaders to be seen and treated in an "adult" way. There are reports of Scouters-in-Training making outstanding contributions to adult courses, particularly in discussions on subjects like working with youth and through the mutual understanding and rapport that has developed with adults. On the other hand, there are reports of Scouters-in-Training being "beyond their depth" in adult courses. I have no doubt there are cases where, because of maturity, some Scouters-in-Training simply are not ready to make the most of an adult course. But I would hope that these cases will be weighed on an individual basis rather than imposing arbitrary rules which will affect all.

Some Final Hints

If you're planning training for younger-age leaders, the following ideas may prove helpful.

- Technical advice or skill sessions in a planned sequence are desirable. Opportunity to learn more about Scouting in a practical way and to test one's knowledge and skills has high appeal.
- The trainer should endeavour to find out what the young leader needs to get started. It may be a skills' course in games and activity leading or campcraft. It may be how to work with boys. Help young people become responsible for their own learning and to seek the resources and advice needed in their jobs, without wasting time on things already known or not applicable.
- Visits to other sections to see how others are doing the same job can prove helpful.
- Take into account the co-ed nature of Activity Leader and Scouter-in-Training learning experiences by providing for male and female trainers.
- Trainers in the age range 18-20 can greatly facilitate communication with 14-17-year-olds. Include

someone from this age group in trainer groups for extended courses.

- Use a "team approach" to trainer involvement with youth. While one is involved, the other member of the team can listen, gauge reactions, offer clarifications.
- Young people tend to be quite intolerant of information-giving methods of training, particularly the lecture method. Demonstrations, projects — where they are actively involved — tend to have greater appeal.

S.I.T. COURSE

A. Scouting Skills (30% of time)

1. Campfires — Song leading, skits, stunts, building indoors, story telling
2. Campcraft — camping, campcraft, outdoor skills, compass, rambling
3. Handicraft — sculpturing, general, how to put into program

B. Program (25% of time)

4. Putting Ideas to work — atmosphere, themes, my responsibility in program
5. The Cub/Scout way
6. Resources
7. Badges and Awards
8. Program Planning — games, instruction

C. Leadership (20% of time)

9. The Small Group — problem solving
10. Leadership — discipline, personal discipline
11. Role of S.I.T.

D. The Scout Movement (15% of time)

12. Pack and Troop Structure
13. Aims and Principles of the Movement — Scout Movement and me
14. History of the Movement
15. Structure of the Movement

E. Me and Others (10% of time)

16. Working with the Scouter
17. Duty to God
18. Working with Boys
19. My Own Personal Needs

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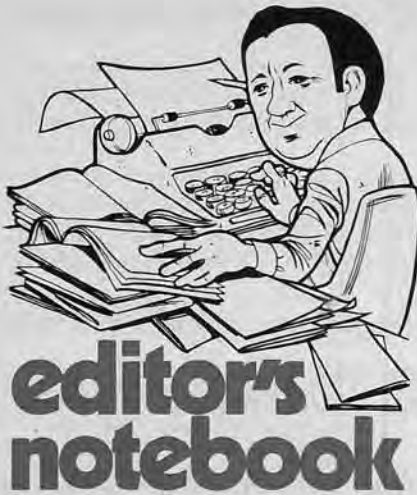
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editor's notebook

Cubs of the **131st Ottawa** (Briar-green Pack) are losing their Cubmaster again and this time it's because of the **North Atlantic Treaty Organization**. A few years ago, the **Vietnam War** was responsible for a similar loss. Both seem to be rather lofty reasons but when you know that their Akela is a member of the Canadian Armed Forces and a Major-General as well, it is more easily understood.

Major-General Duncan A. McAlpine, who became one of Canada's best known servicemen when he led the Canadian Truce Observer Team to Vietnam, was recently appointed commander of Canada's NATO group in Europe and will move to his new headquarters in Lahr, West Germany, on June 23



with change of command taking place officially on July 1.

I had the pleasure of working with Dunc McAlpine for a number of years in the **128th Ottawa** (Trend Village) and know from first hand experience that the group committee of the 131st will be hard-

pressed to replace him.

A firm believer in the original principles of Cubbing as laid down by another General, members of his pack always receive an active and interesting program.

During an earlier posting to Germany, Dunc was a pack Scouter in the old Red Patch Region and at the same time his wife was a Guider. Their children have been members of both Movements and 20-year-old **Keith** is carrying on the family tradition as a troop Scouter with the 131st.

Maple Leaf Region can, I am sure, look for Dunc's active interest and support.

On February 21, Provincial Commissioner **Don Phipps, British Columbia-Yukon**, presented charter No. 1 to Canada's first official **B.-P. Guild**. While the Guild (an organization of ex and current members of the Scout and Guide Movements) has operated in B.C. for some time, it wasn't until the November meeting of the National Council that the Guild became an official part of Boy Scouts of Canada. The Guild is a world-wide operation, especially active in Europe, and it is hoped that a representative from Canada will be able to attend the 11th Annual General Assembly of the International Fellowship of Former Scouts and Guides in Aalborg, Denmark in August of this year.

Members of St. Georges Anglican Church, Saint John, N.B. enjoyed a nostalgic evening on February 23, as they celebrated 50 years of Scouting in the Parish.

The event committee appealed to former members to loan pictures, momentos, scrap books and, in fact, anything representing the years since the troop was formed in 1925, and contributions came from many parts of Canada.

At both morning and evening services, the Rector, **Canon W.A. Bockus**, spoke of the importance of the Scouting program to the life of the parish over the years. At evening service, Brownies, Cubs, Scouts and Guides paraded and took active part in the service.

At the conclusion, the provincial president of New Brunswick, **John Reid**, presented a 50-year certificate to the chairman of the group committee who in turn passed it to a church warden on behalf of the church. Thanks to **David Goss** for sending along this report.



Shortly after I joined the executive staff in Nova Scotia in 1955, I visited a summer camp in the beautiful Annapolis Valley and was invited to stay for supper. According to the Camp Chief, the *pièce de résistance* of the evening meal was **Walter Wood's** famous plum pudding and I was told this was a delicacy I "could not afford to miss." I accepted the kind invitation for two reasons — I like plum pudding but, more importantly, I wanted to meet the legendary Mr. Wood who, at 79, was still running a Cub pack, organizing the annual Apple Day, presiding over a hockey league and cooking for Scout camps, among other things. I remember thinking that, considering his age and the pace that he set for himself, he might not be around too long, so I had better take advantage of this opportunity to meet the man who seemed to rank next to B.-P., in fame, in Valley Scouting.

Now, although the pudding was good and my visit with Walter better, I need not have worried about his imminent departure from Scouting because 20 years later he is still going strong and, if our picture is any indication, he doesn't seem to have changed very much.

At 98, Walter still works with his Aldershot Cub pack and is shown in this Kentville Advertiser photo receiving official notification from District Commissioner, **Firth Hepburn** (left) that he has been awarded the Silver Wolf.

So come October, when he will celebrate his 99th birthday, Walter Wood will journey to Ottawa to receive his award from the Chief Scout. A well deserved honour for an amazing gentleman. **McMurdo Photo, Kentville.**

We're told Scouting knows no boundaries or language barriers and in **Baden, West Germany**, Cubs and Scouts of the **Maple Leaf Region** are trying to put this into practice. In April, the Baden Group Committee invited a German National, **Juergen Lutze**, to join them as a full member of their committee to assist with fund raising and as a liaison with German Scouting. Juergen's first job was to arrange a **Kub Kar Rally** with a German group in **Burl**, a small town some 15 miles from Baden. Shortly after, five Cubs from Baden went to Burl and presented the German Cubs with 30 Kub Kar Kits, compliments of the Canadian group. They also brought along their own cars and explained how they were made.

Two weeks later, Baden Pack #4, complete with a Kub Kar track went to Burl for the first international Kub Kar Rally. The results were close with the Canadians coming out on top, due mainly, they were quick to point out, because of previous experience. After the rally, the German boys gave out prizes and a party was held for all participants.

As a follow-up to the rally, Baden Pack #3 had their German friends to the Baden Forces Base pool for a swimming party, with a follow-up of games and food at the Scout Hall.

Plans are now underway to hold a rally involving American, French, German and Canadian Cubs.

This report came from **Bob Foote** who ended his letter this way: "Here in Europe our Canadian Cubs have a unique opportunity of

meeting and getting to know Cubs from other countries. One could say that this is an opportunity of a lifetime to see how other countries run their Cubbing programs, meet and make new friends and enjoy the true Aims and Principles of Scouting."

Photo on the left shows the Cubs who presented the Kits and, on the right, Bob Foote and Juergen Lutze are shown passing out the kits.



The National Office received the following letter from **Mrs. Sheila McGhee** of **Wabush, Labrador**, recently and such an unsolicited testimonial to the efforts of the Scouters of Wabush is worth printing:

"As the parent of one of your Scouts, I would like to say what an excellent job is being done by Scout leaders in this area. Scout activities continue through the week, not only on meeting nights. I feel this is extremely important for this age group, where a lot of kids get into mischief through sheer boredom."



It is said that we appreciate the things we have had to *really* work for, more than those that have come easily and if this is the case, **Scout Blair Edwards, Thompson, Manitoba**, must take real satisfaction in his **Chief Scout's Award**. Not only was he the first Scout in Saskatchewan to earn the Award but he did much of the work by correspondence, with assistance by mail, from Troop Scouter **Robert D.**

Freeman of the 2nd Regina. He earned his Bronze Chain and Pioneer Award in Regina before his family moved to Manitoba but returned to Regina to attend his troop's summer camp in 1974. It was here he completed many of the requirements and on his return to Thompson (where there was no active Scout troop), he continued his academic and community service requirements for the Award. The community service requirement was accomplished by assisting with the Thompson minor basketball program.

Blair's Chief Scout's Award was presented at the 2nd Regina's Father and Son Banquet in February.



The Royal Life Saving Society Canada, 550 Church Street, Toronto, M4Y 2E1, has produced a new book for lifeguards, aquatic leaders, summer camp counsellors, and, in fact, anyone connected with aquatic activities.

ALERT: aquatic supervision in action details swimming pool, waterfront and beach operation and maintenance; techniques of lifeguarding and methods of rescue and first aid for aquatic emergencies.

It contains over 120 diagrams and photos illustrating the written material. This is the new textbook of the **National Lifeguard Service** and replaces the earlier book, **Canadian Lifeguard Manual**. A must for all camps — only \$5.95 plus 65¢ mailing charge. Order direct from Royal Life Saving.





Rovers and Service

By Doug Campbell

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In today's society there is a never-ending demand for volunteer service for those in need of help. Young men and women have played a major role in providing leadership and assistance in this area, and Rovers are no exception. Today, in Canada, many Rover crews are involved in some form of community service project. Through these projects they are contributing to the well-being of those in need in their community. With this in mind we would like to share with Rovers some thoughts on the concepts of service, planning projects, and some suggested areas for community service.

Before a crew decides to become involved in a service project, it may want first to get a general understanding, from all the crew members, about what the term, "service," means to everyone. Service means many things to different people. For some Rovers it can mean a disjointed series of activities meant to help others, such as "good turns." To other Rovers, service can mean something deeper — it may mean "an attitude of life." In looking at these concepts of service, the latter seems to project a greater sense of commitment toward service than the idea of just doing "good turns." Rovers, as young adults, need to consider their attitude toward service seriously as it has a great bearing on their general commitment to others in their community. Some Rovers ask, "How can one tell that a Rover has a good attitude toward service?" The answer to this question is not easy. Usually, you can tell if a Rover has a good attitude by the way he or she enters a service project — they usually enter with an attitude of doing more than is asked. Also, a Rover with a good attitude usually is trying to motivate others to get the job done.

It is not an easy task to establish a good service attitude. Recognize that it takes time to develop and that it can be either caught or taught. A good attitude can be caught from other crew members who are already practising their beliefs around service. Also, through sensible planning and the example set by the Rover advisor, new Rovers can have a feel for a good service attitude. It can be taught through dis-

cussions, films, talks, and service projects run by the crew. The most important reason for creating a good, individual attitude toward service is that it adds to the crew's own spirit of service.

Where the spirit of service is high, members of a crew are willing to commit themselves, full-time to the project and volunteer in leadership areas to help motivate others. Also, if they find it necessary to take special training in order to complete their service project, they participate fully in the training program.

Before your Rover crew decides to become involved in service projects, it might be worthwhile to sit and discuss the Rover motto — **service**. In this way, individuals may learn how their attitude rates with other members of the crew.

One of the best ways to create a good attitude, as shown above, is to be sure that projects are designed and constructed in an efficient manner. Planning a service project properly has many benefits, not only for those who are receiving service, but also for those who are participating in the project. When a crew decides to become involved in a project, they should realize it will take time and commitment by all to guarantee success. At this time it is important to remember if a program activity fails, usually it affects only the crew. If a service fails, it probably will affect other people. With this in mind, here are some suggested steps the crew may wish to consider when planning a service project.

The first step deals with determining the type of service project the crew wishes to undertake. In doing this you may have to determine the needs of your community, so that you do not duplicate efforts of other service groups. Local community agencies, city hall and community leaders will help you set a needed service project.

The second step is to decide whether the crew members will need to develop special skills in order to be effective in the service project. In your planning, ensure time is allowed for needed training.

The third step is important because it involves the time element. Some projects may last six months,

while others may mean a two-year commitment. Time should be considered carefully as it will have a bearing on the commitment by crew members.

The fourth step deals with conducting the project. As it progresses, be sure to keep up the enthusiasm and motivation that will make the project a success. Make certain you have enough willing, eager people to undertake all aspects of the project. It may be advisable to keep a log for, at the end, it can help with a review.

The last step deals with two important factors. The first is that everyone who has been involved, or who has provided resources should receive some kind of recognition. Remember, those who receive thanks for a job well done are more likely to have a good attitude toward future service. The second factor is to evaluate the project to see where you may have gone wrong, and where you did well. Things you have learned will help you to develop a better pattern for your next project. This is where a log may come in handy: by providing an ongoing record on how you accomplished your projects.

Remember, in our community today there are many individuals and organizations involved in community services. Ensure that the service you render doesn't create problems for other agencies in the community: for example, providing a service where others become totally dependent upon your crew. Thus, if the crew decides to change service priorities, they may disappoint some people, or place a burden on another agency to provide that service.

Service Activities

Listed below are a number of the services, broken down into different areas, that might interest a Rover crew. In choosing a service project, you may wish to move from one area to another during the life of the crew. Doing this can prevent the crew from becoming a social agency, and also help to broaden the scope of the crew members.

Service to the Community

- Pollution Clean-up
- Conservation

- Reforestation (Trees for Canada)
- Provide leadership for boys' clubs, church groups
- Collect material for sheltered workshops
- Clean local church grounds
- Assist at blood-donor clinics
- Canvass for United Appeal

Service to the Aged, Blind or Infirm

- Snow removal
- Lawnmowing, leaf raking
- Storm-window installation and removal
- Window washing, garbage removal
- Home nursing
- Entertaining, reading, cards and other games
- By visits to agencies and institutions

Service to Family

- Conduct seminars on home fire prevention and poison control
- Conduct babysitting classes for young people
- Provide home-nursing care for family members

Service to the Handicapped

- Provide leadership in camp settings
- Lead sports, arts and crafts
- Put on special events, such as Christmas parties, trip to a hockey game, the circus

Many crews in Canada have developed excellent service programs for their communities. As a result of projects they have established within the crew a good spirit of service. Individuals have given much time and commitment to service projects because of their personal belief that service is part of an attitude of life.

Let's hear about successful service projects developed in your community. Projects undertaken in your community may be duplicated across Canada by sending your ideas to *The Canadian Leader* for use in this column. If you have a service project you would like to share, write: Rover Services, National Headquarters, P.O. Box 5151, Station 'F', Ottawa, K2C 3G7.



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SPECIAL NOTE TO SCOUTERS -

Please inform parents and friends of Jamboree Scouts of this unique and exciting opportunity for them to visit the 14th World Jamboree and the Canadian contingent in camp.

SCOUTER'S FIVE MINUTES and games



TIME OUT FOR TODAY

- **Today** is here. I will start with a smile and resolve to be agreeable. I will not criticize. I refuse to waste my valuable time. **Today** has one aspect in which I know I am equal with all others — time. All of us draw the same salary in seconds, minutes and hours.
- **Today** I will not waste my time because the minutes I wasted yesterday are as lost as a vanishing thought. **Today** I refuse to spend time worrying about what might happen. It usually doesn't. Instead, I am going to spend time making things happen. **Today** I am determined to study to improve myself, for tomorrow I may be wanted, and I must not be found lacking.

— Author Unknown

Why do we wait 'til a person's gone
Before we tell of his worth?
Why do we wait, why not tell him now
He's the finest man on earth.

Why do we wait 'til a person's gone
To send him flowers galore
When a single flower would mean so much
If we'd only take it to his door.

Why do we wait 'til he cannot hear
The good things we might say.
Why put it off, why not tell him now
And share his joy today?

Of course, we're busy, that's our excuse
But why, Oh why, do we wait
To tell a person our love for him
Until it becomes too late?

— Author Unknown

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FISHING GAMES

- There are an infinite variety of games that can be made from a hook, a line and a pole that will leave the contestants as breathless and open-mouthed as a fisherman's true story.
- Fashion the hooks from coat-hanger wire, paper clips and open safety pins. Make the fish from cloth, inner tubes, cardboard, balloons, or wood. Use a cardboard carton, nail keg, barrel, or dart board for the ocean bottom or trout stream.
- The Cubs can catch the "fish" by hooking them, lifting them, trapping them, or spearing them (with darts). They score by standing in the center of a circle and casting into several different ponds, by standing on boxes or stools and trapping the fish, or by just catching as many as they can out of one "lake." Each "fish" could contain a message describing some task that a Cub has to perform before he can return to fish again. Or each fish could have a point value written on it; winner could be either the six or the individual Cub with the highest score at the end of a given period.

COMPASS GOLF

- Bury a small tin can in the center of a large circle marked on the ground. Mark north, south, east and west with small pegs on the circle's circumference. These are used to tee golf shots toward the buried can. Record how many strokes you need to get in from each point.

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SLEEPING PIRATE

Equipment: Two blocks of wood or matching boxes for pirate.

Blindfolded Scout from one patrol becomes the sleeping pirate and sits on a chair in the middle of the room with "treasure" (blocks of wood) which he is defending, at his feet. Scouts line up at one end of the room. On signal, "GO", Scouts stalk in an attempt to pick up treasure without being caught. Sleeping pirate catches Scouts who have made noise by pointing at them. A Scout pointed to must retire and start from beginning. Two tries for each player. Only one block can be captured at a time.

Ten points are given for each block or box successfully captured.

Variation: Use two pirates seated back to back, and more blocks if group is large.

CHECKER SLIDE RELAY

Equipment — one set of checkers.

Teams lined up in relay formation. About ten feet in front of each team is a "bulls-eye" chalked on the floor with three rings. Outside ring is marked 5, the next 10 and the inner ring 15. At "GO" the first man takes a checker and slides it along the floor toward bulls-eye attempting, of course to get it in the highest counting ring. He then goes to the back of the line and next player slides a checker. Game is over when all the checkers are used, or when everyone has had a turn. Points are then counted up. Highest score wins.

Variation: Draw only one series of circles. All slide checkers at same circle. Then there is the added excitement of possibly knocking someone else's checker out of the circle.

Games — page 212

MAY EVENING'S TWILIGHT FIND ME GENTLE STILL

Let me do my work each day; and if the darkened hours of despair overcome me, may I not forget the strength that comforted me in the desolation of other times. May I still remember the bright hours that found me walking over the silent hills of my childhood, or dreaming on the margin of the quiet river, when a light glowed within me and I promised my early God to have courage amid the temptations of the changing years. Spare me from bitterness, and from the sharp passions of unguarded moments. May I not forget that poverty and riches are not of the spirit. Though the world know me not, may my thoughts and actions be such as shall keep me friendly with myself. Lift my eyes from the earth and let me not forget the uses of the stars. Forbid that I should judge others lest I condemn myself. Let me not follow the clamour of the world, but walk calmly in my path. Give me a few friends who will love me for what I am; and keep ever burning before my vagrant steps the kindly light of hope. Though age and infirmity overtake me, and I come not within sight of the Castle of my dreams, teach me still to be thankful for life, and for time's olden memories that are good and sweet, and may evening's twilight find me gentle still. Amen.

—Author Unknown

Thanks to the Rotary Club of Hamilton, Ontario, for these contributions.

Scouter's Five Minutes — page 408

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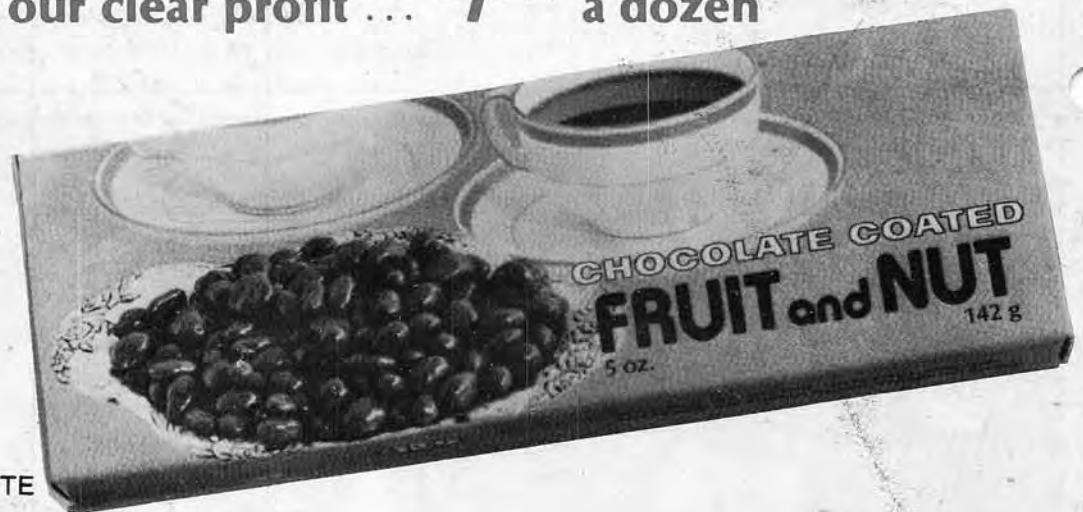
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