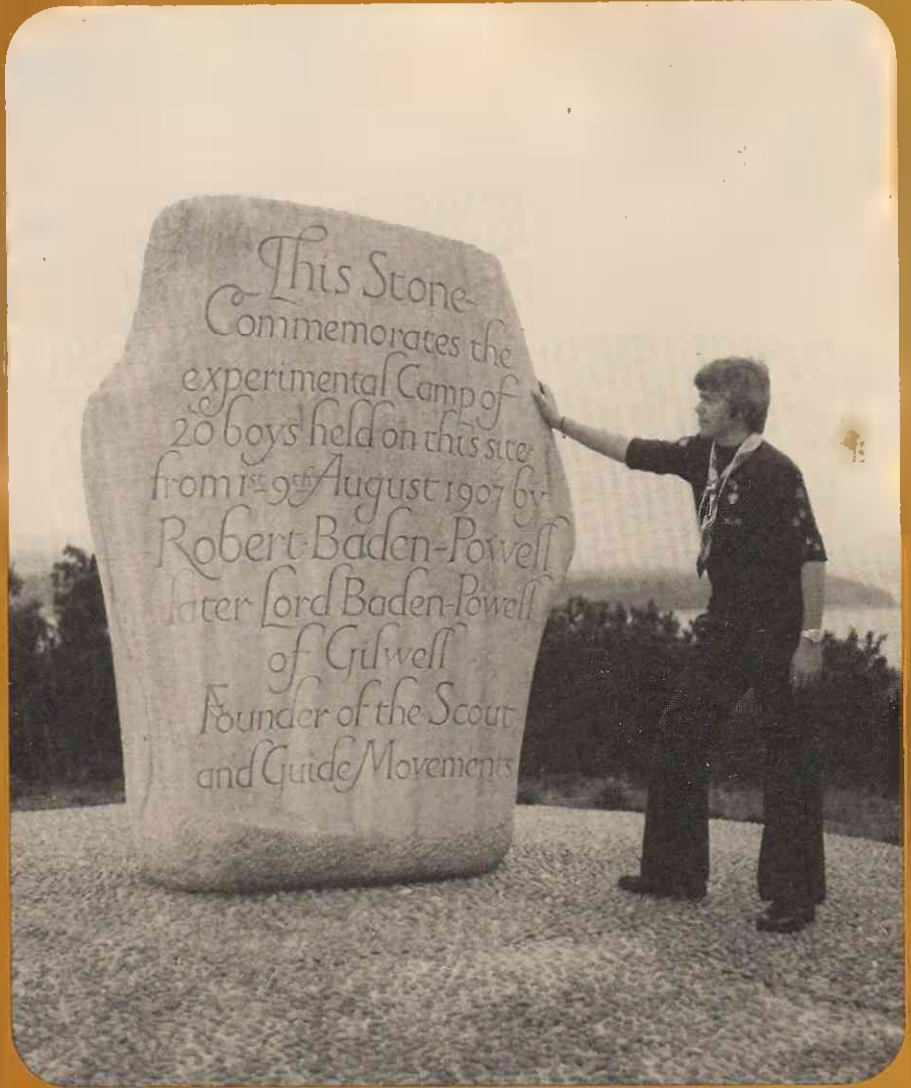


the **Leader**



This Stone
Commemorates the
experimental Camp of
20 boys held on this site
from 1st to 9th August 1907 by
Robert Baden-Powell
later Lord Baden-Powell
of Gilwell
Founder of the Scout
and Guide Movements

**Brownsea Island
1907-1977**

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the leader

The Canadian Leader Magazine

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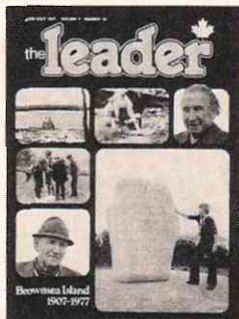
Beaver Happenings

COVER

JAMES F. MACKIE,
Editor

VELMA CARTER,
Assistant Editor

MICHEL PLANT,
Editorial and Advertising



As boys, the two gentlemen on our cover shared in a great adventure. In August, 1907 they camped with **Robert Baden-Powell** on **Browsea Island** and helped him test the experimental Scout program that was destined to influence the lives of millions of people, all over the world. In 1976 they revisited Brownsea with the editor and shared with him their memories of a remarkable nine days, nearly seventy years ago.

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supply services news

by Bill Johnson

Many leaders will be ready to head out for P.E.I. to attend CJ '77. We hope that you and your boys will drop in to one or all three of our Trading Posts and meet the gang. We'll have some tremendous souvenirs and some great bargains.

From time to time we hear complaints that our prices on books brought in from other countries is too high, particularly when there is already a price printed on the jacket. We receive a very small discount on these books and the cost of bringing them in is high. In some cases a 10% duty is tagged on, which just about wipes out our gain. We do try to keep the prices as low as possible.

We have finally surrendered! After too many months of frustration over discontinued colours and poor dye lots, we've decided to discontinue supplying neckerchief material and special design neckerchiefs. In future, we will stock only the **Beaver, Cub** and **Scout National** neckerchief.

We have been unable to obtain the metal rod and clip used with the **Cub** and **Scout Bike** pennants and are forced to discontinue this popular item. We apologize to those Scouters who may have been waiting for them to come in.

The **Beaver Flag** has arrived! This smart flag, in blue with the Beaver in the centre and the words **Sharing, Sharing, Sharing**, across the bottom, is designed so that it can be carried by one boy as a flag, or by two, as a banner. (Cat. #71-605, \$15.75).



Instructions from the world's first Scoutmaster.

Showing off, newly acquired skills to parents and friends.



The campsite, 1907. The house has long since disappeared and only the foundation outline remains.

Terry Bonfield: "Our tent was right over there."



Two of the original Brownsea campers: Terry Bonfield, 83 and Arthur Primmer, 85.

Brownsea Island

Brownsea Island, August 1-9, 1907!

I don't know about you, but for me it's where it all really began, this Scouting Movement that has influenced the lives of untold millions of boys and girls, men and women, on every continent and in every land.

I have always wanted to visit Brownsea and last fall the opportunity presented itself. I not only went to the Island and walked the actual campsite, but I did it with two of the original 'boys', who are of course, boys no longer.

Seventy years — and yet, according to my two guides, the site hadn't really changed that much from their first visit, to that bright and windy Saturday last

October, when I was able to travel back to the Brownsea of 1907; back through the remarkable memories of two men, who as boys had been privileged to share in a history-making event — the world's first Scout camp!

In 1907 they weren't aware of the real reason for the camp or certainly what it would mean to future generations and I venture to guess that even if they had, they wouldn't have cared.

What really mattered in 1907 was that they were actually going camping, because as Arthur Primmer, 85, and Terry Bonfield, 83, told me: "Boys didn't go camping at that time; it was only the Army that camped and boy camping was a novel idea."



The 21st Brownsea Reunion at B.-P.'s home, Pax Hill.



by Jim Mackie

1907~1977

But what was even more exciting, they were going camping with the legendary Hero of Mafeking, Lieutenant-General Robert Baden-Powell!

Only a few years before, they, with most of the world, had rejoiced at the relief of the Siege of Mafeking in which B.-P. had played such an important part and as a result of which, had gained international prominence. At the time, both boys had worn B.-P. souvenir buttons and had collected B.-P. cards just as avidly as boys collect football and hockey cards today, and now they were going to spend ten days with him. The fact that **they** were two of only 21 chosen to attend, was unbelievably good luck and made them the envy of their peers.

To Arthur and Terry, Brownsea was to be an adventure holiday, while to Baden-Powell it was serious business, because his purpose in holding the camp was to test the contents of a new book he was writing, a book that he hoped would be used by existing boys' organizations in Britain, to give their members more exciting programs and perhaps encourage more boys to join. At the time, as he later admitted, even he did not foresee the wider implications.

It all started when B.-P., who was at the time Inspector General of His Majesty's Cavalry, went to Glasgow, Scotland, to inspect 7,000 members of the Boys' Brigade. On being told by the organization's founder, Sir William Smith, that his movement had a total strength of 54,000, Baden-Powell agreed it was a large number, but added that if the training and program really appealed to boys, there ought to be ten times that number.

When asked how he would make it more appealing, he replied: "Well, look at the young fellows in the Cavalry, how they enjoy this game of scouting; why not adapt this type of thing for boys?"

Without hesitation Smith agreed and challenged B.-P. to develop such a program; one that would provide the needed 'variety and attraction'. He went on to suggest that it might even be done through a boy's version of Baden-Powell's famous Army manual, *Aids to Scouting*. B.-P. accepted the challenge.

He set about writing the book but felt that before a final manuscript could be submitted to his publisher, the proposed program must be tested under actual camp conditions.

In the middle of June, 1907, he wrote letters to a number of Army friends and their wives, who were parents of boys 11- to 15-years-old, inviting them to send their sons to a camp he was holding on Brownsea Island, Poole Harbour, Dorset, from August 1 to 9. On June 17, he sent a similar invitation to the leaders of the Bournemouth Boys' Brigade, asking them to send six boys to the camp and to the Poole Brigade asking them to send three. Arthur Primmer was a member of the Poole group and Terry Bonfield came from Bournemouth.

Baden-Powell: "I got together some 20 boys of all sorts, some from Eton and Harrow, some from the East End of London, some country lads, and some shop boys, and mixed them up like plums in a pudding to live together in camp. I wanted to see how far the idea would interest the different kinds of lads. I told a friend what I was doing and said I wanted a quiet place, out of the way of press reporters and inquisitive people, where I could try out the experiment, and he offered me the use of his property — Brownsea in Dorsetshire."

Brownsea proved to be the ideal spot. A short 15-minute ferry ride from the mainland; it had an adventurous and historic past, having served as a refuge for buccaneers and smugglers, with the first fortifications on the Island being built by King Henry VIII, in an attempt to put a stop to the smuggling. It also provided the required privacy as well as facilities for water sports and camping.

The largest and most beautiful of the five main islands in Poole Harbour, Brownsea is about a mile and a half long and three-quarters of a mile wide, at its widest point. It consists of 500 acres of wild and unspoiled heath and woodland, with a marsh and lakes that serve as sanctuaries for wild fowl, the

1907-1977

most prominent of which on my visit, seemed to be the Canada Goose. The Island is also home for hundreds of brightly coloured peacocks:

Brownsea now belongs to the National Trust, Britain's preserver of historic sites and properties, but in 1907 it was owned by a Mr. van Raalte, a wealthy stockbroker and friend of B.-P.

By the evening of July 31, 1907, the participants had gathered on the Island and were housed in Army Bell tents that had been erected by the early arrivals. B.-P. spent the night at Brownsea Castle with the van Raalte family. He had with him his nine-year-old, fatherless, nephew, whom he had brought along as his 'adjutant'.

Mr. Primmer: "The first time I saw Baden-Powell was the morning of August 1 when he came up from the Castle and formed us into four patrols of five boys each (one boy became ill the day he arrived and had to be sent home), the curlews, ravens,

"Every day he met with the patrol leaders, went over the following day's program with them and taught them any special skills involved. Each p.l. was responsible for his own patrol and on his honour to carry out the instructions."

Each camp day had its own theme and B.-P. later explained his approach this way: "For example, take one detail of the subject of Observation, namely tracking. At the campfire the night before, we would tell the boys some interesting instances of the value of being able to track. Next morning we would teach them reading tracks, by making foot marks of different boys at different paces and showing how to read them and to deduce their meaning. In the afternoon we would have a game of 'Deer Stalking'."

Both men remember the program as being varied and exciting and one of the highlights for Mr. Bonfield was being chosen by the Founder to run around the Island with tracking-irons on and lay a trail for the other campers to follow.



In 1907, resuscitation was taught by an expert. Arthur Primmer is shown kneeling, left. In 1976, he recreated the scene with present day Scouts.

Brownsea Island

wolves and bulls, with an older boy in each as the patrol leader. The p.l.s. were each given a staff with a white triangular flag on it, on which B.-P. had painted the patrol animal or bird. They also wore a white felt fleur-de-lis on the front of their hats and each patrol member wore coloured tape on his left shoulder to indicate to which patrol he belonged."

Mr. Bonfield: "When I first saw B.-P. that day I thought, my, what a big man. Of course I was just a wee boy and I looked up to him. He was wearing shorts, khaki shirt and a felt hat. I remember we were disappointed that he wasn't wearing the broad brimmed hat, the one he wore in all his Mafeking pictures." (As usual, B.-P. had a reason for the new hat style; he was experimenting with one that could be rolled up and stuck in the belt or pocket.)

Mr. Primmer: "After we were divided into patrols, we had a flag-up and the Union Jack we used was the actual one that flew over Mafeking during the siege. Then B.-P. told us about daily camp routine, our duties and the program for that first day. He had each camp day well planned and operated most of the program himself, with help from his friends, Major Kenneth McLaren, who had served with him in Africa and Mr. (later Sir) Percy Everett.

Arthur Primmer: "For me it was the nights spent away from the campsite. Each patrol went out on overnight expeditions to a different part of the Island and lived rough, without tents and on iron rations. During the night B.-P. or one of the other p.l.s. would try to sneak up on us, without being observed and surprise us. Each patrol posted sentries against this and one night, one of our boys decided to be a real scout and climb a tree to keep his lookout. During the night he heard rustling in the bushes below him and got so excited that he fell out of the tree, just missing Baden-Powell on the way down.

"I also enjoyed what we called 'Harpooning the Whale', when we went out in a boat with a spear and tried to harpoon a log dressed up to look like a whale."

Mention of expedition rations led to a question concerning patrol cooking and we were surprised to hear that none was done by the boys, except when out on the overnight camp. Because he wanted the campers to spend as much time as possible on the program, B.-P. had an Army field kitchen on hand, along with a professional cook.

Arthur did remember however, making the infamous Scout 'twist' that many of us have wrestled



Drawing by B.-P. of 'Harpooning the Whale.'

with over the years and said he used the back of his coat to prepare the dough.

The summer of 1907 in England was very much like that of 1976, sunny weather with no rain, so that each day the program of instruction in camping skills, observation, deduction, woodcraft, chivalry, boatmanship, life saving, health and patriotism, went on, just as B.-P. had planned it.

Primmer and Bonfield both had especially warm memories of the evening campfires, which they agreed were the highlight of each day. Patrols took turns providing the entertainment which included songs, recitations and small plays, followed by stories by the Founder of his experiences in India and Africa. A born actor, B.-P. didn't just *tell* a story, he *lived* it.

Percy Everett described a Brownsea campfire in this way: "Round the campfire at night, the Chief told us thrilling yarns, himself led the Eengonyama chorus, and in his inimitable way held the attention and hearts of all. I can see him still as he stands in the flickering light of the fire, now grave, now gay, answering all manner of questions, imitating the calls of birds, showing how to stalk a wild animal, flashing out a little story, dancing and singing around the fire."

Terry Bonfield remembered that when B.-P. really wanted to emphasize something at campfire, he would stand with his left hand slightly extended and tap the palm with the index and second finger of the right hand, to make each important point.

On the last day of camp, the owners of Brownsea, parents and friends were invited to watch the campers display their newly acquired skills. In a time when children were expected to be seen and not heard, it was a remarkable exhibition because it was boy-planned and boy-led. Arthur and Terry remember participating in games and demonstrations of first aid, fire control, hand-to-hand combat, weaving and the final and major event of the day, the tug-of-war between the 'bird' and 'beast' patrols, which was won by the 'birds'.

Mr. Bonfield: "Following the show, the van Raalte family invited the whole camp to Brownsea Castle for a banquet-tea in their dining room. As we ate, the Poole town band played on the terrace outside the window. After the meal, we passed around papers that every camper signed, so that each one of us could have a full set of signatures of participants."

Mr. Primmer: "The campfire that night was the final official activity and as we had all passed as First Class Scouts, we received a two-part badge. The bottom was a scroll for the Tenderfoot part of the training and the top, a fleur-de-lis, was for First

Class. They were put together and worn on the hat. B.-P. also gave me a knife and a neckerchief with his picture on it and Terry won a book of scouting stories, for his knowledge of nature."

The next morning, the tents were struck, the site cleaned and the boys sailed across Poole Harbour for home. For some it was to be the end of their Scouting activities, while for others like Arthur Primmer, it was to be the start of an involvement that only stopped for the 3½ year period he spent on the western front in World War 1.

Terry Bonfield remained a member of the Boys' Brigade but as he said: "We did our Brigade work during the week and went Scouting weekends."

For B.-P. it was, of course, just the beginning of a whole new way of life and a new prominence that would, in time, overshadow even his famous exploits as a soldier.

The experiment had been a success and as he later wrote: "The results in that short space of time taught me the possibilities which Scout training held for boys. So I at once set to work and wrote the handbook, *Scouting for Boys*. It was from this small acorn that the great tree of Scouting and Guiding eventually grew."

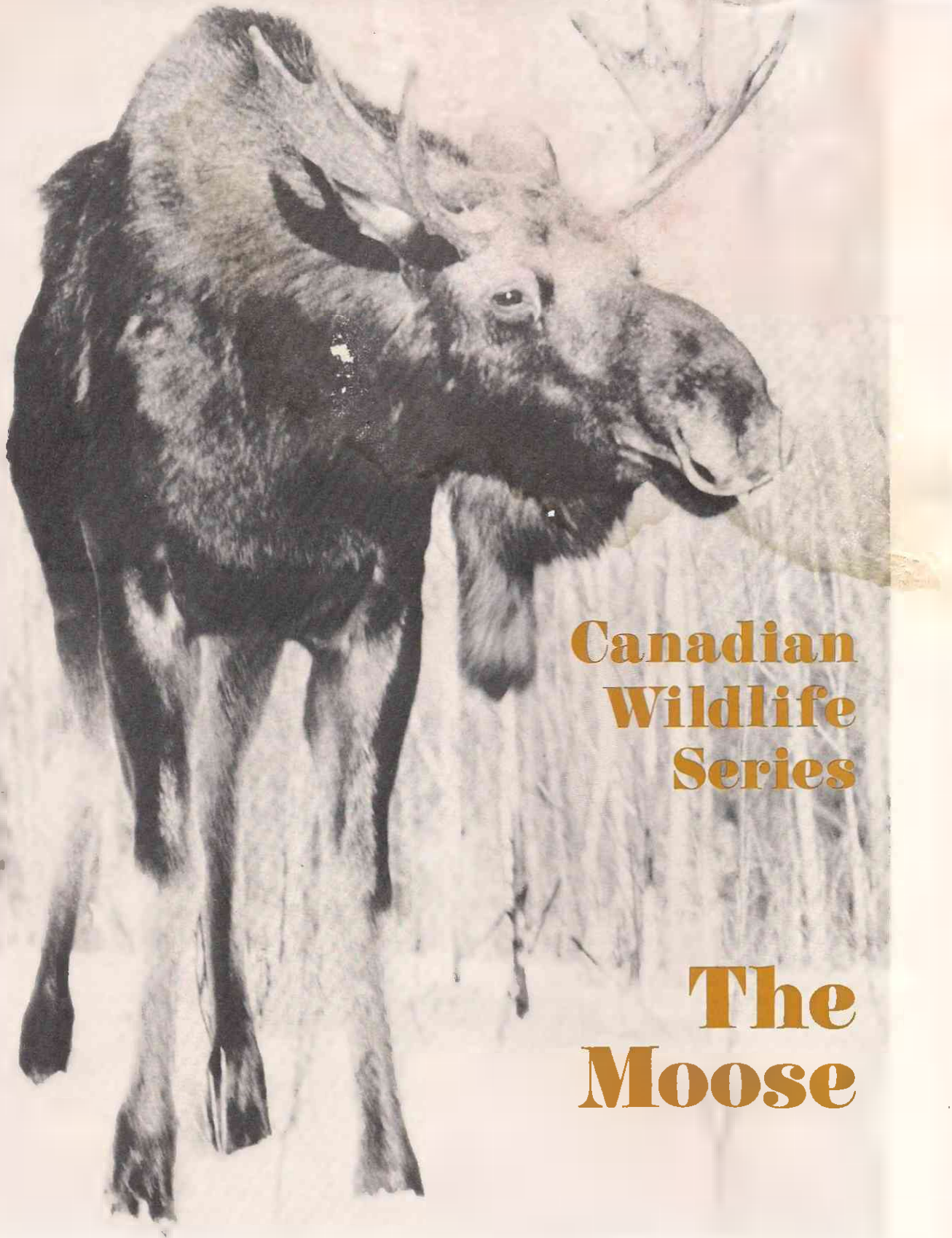
Today, the care of Brownsea is in the hands of the National Trust, who have leased the north side to the Dorset Naturalists' Trust as a Nature Reserve; the Castle is operated as a private holiday centre and on the southwest corner of the Island, around the actual site of B.-P.'s first Scout camp, there is an area of some 50 acres set aside especially for Scout and Guide camping. No other camping is allowed on the Island.

Each year over 100,000 visitors come to Brownsea, many with the sole intention of visiting the spot where it all began. As they reach the point of land overlooking the site, they find a commemorative stone, raised on a rock base, with the following inscription.

"This stone commemorates the experimental camp of 20 boys held on this site from 1st-9th August 1907 by Robert Baden-Powell, later Lord Baden-Powell of Gilwell, Founder of the Scout and Guide Movements."



"It was from this small acorn that the great tree of Scouting and Guiding eventually grew."



Canadian Wildlife Series

The Moose

Canada's timberlands extend from the Alaska boundary to the eastern tip of Newfoundland. All regions of this vast and varied tract have one thing in common: they all contain moose pasture.

Moose are found on the rocky, wooded hillsides of the western mountain ranges; along the margins of half a million lakes, muskegs and streams of the great boreal forest; and even on the northern tundra.

No one knows accurately how many moose there are in Canada, but there are probably well above half a million. The moose as a big-game animal is prized by the sport hunter. But it is much more than that to the Indian hunter of the North, for whom the moose is an essential source of food. And it is hardly less essential to bears and wolves and to the many scavengers that feed on carcasses.

The moose is the largest member of the deer family — whose North American members also include elk (wapiti), white-tailed deer, mule deer, and caribou.

General Appearance

A bull moose in full spread of antler is the most imposing beast in North America. It stands taller at the shoulder than the largest saddle horse. Big bulls weigh as much as a horse — up to 1,800 pounds.

The legs of the moose are long and slim, and end in cloven hooves which are often more than seven inches long. The front legs are very long, and the body is deep at the shoulders, so the animal has a humped appearance. It is slab-sided and low-rumped, with rather slim hindquarters and a short, well-haired, stubby tail. The neck is short, the head is heavy and compact, and the nose extends in a long, mournful-looking arch terminating in a long, flexible upper lip. The ears are similar to those of a mule, although not quite as long. From the throat of most moose hangs a pendant of fur-covered skin, perhaps a foot long, called a bell.

In colour the moose varies from dark brown, almost black, to reddish or greyish brown, with grey or white leg 'stockings'.

In a season a mature bull carries a great mahogany-coloured rack of antlers which may extend six feet or more between the widest tips, but which are more often four or five feet in span. The heavy main beams broaden into large palms which are fringed with a series of spikes usually less than a foot long.

Life History

At birth a calf moose is a tiny, ungainly copy of its mother. If it is one of twins it may weigh 13 or 14 pounds; if born singly, between 25 and 35 pounds.

The calf is helpless at birth, and is kept in seclusion for a couple of days, hidden from its many enemies in a thicket or on an island. The voice of a new born is a low grunt, but after a few days it develops a strident wail that is almost human. At the age of only a few days it can outrun a man and swim readily.

Of all North American big-game animals, the moose calf gains weight fastest. During the first month after birth it may gain a pound or even two pounds a day for a time.

Calves stay with the cow for a full year — sometimes longer.

A bull calf may develop button antlers during its first year. New antlers are grown each summer and shed each autumn. Mature animals usually shed their antlers in November, but younger bulls may carry theirs until December. Yearling bulls usually have spike antlers and the antlers of two-year-olds are larger, usually flat at the ends.

The antlers begin growing in midsummer and during the period of growth are soft and spongy, with blood vessels running through them. They are covered with a velvety skin. By late August or early September the antlers are fully developed and are hard and bony. The velvet dries and the bulls rub it off against tree trunks.

Feeding Habits

The moose lives almost solely on twigs and shrubs during the winter months. In summer this diet is

varied with leaves, some upland plants, and water plants in great quantity. An adult moose eats 40 to 50 pounds of twigs each day in winter, and in summer eats 50 to 60 pounds of forage — twigs, leaves, shrubs, upland plants and water plants.

Winter forage includes twigs or balsam fir, poplar, red-osier dogwood, birch, alder, and several other trees and shrubs. In the Atlantic Provinces striped maple (moose maple) is a favourite food. When food becomes scarce, as it often does towards spring, moose will strip bark from trees. In summer, especially when the fly season is in progress, moose take to the water for several hours each day. They dip their heads under the surface for water lilies and other water plants. Moose tend to gather around salt licks, usually low-lying areas of stagnant, mineral-rich water.



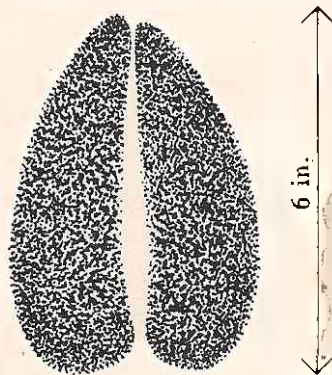
Moose strip their favourite trees of foliage as high as they can reach

Adaptation to Environment

The moose is extremely well-adapted to rough country. Its legs are long enough to carry it easily over deadfall trees or through snow that would stop a deer or wolf. Its cloven hooves spread widely to provide support when it wades through muskeg or over soft surfaces. The dew-claws, located to the rear below the fetlock joint, provide additional support. With its tremendous physical power and vitality, the moose can travel over almost any terrain. When frightened it may crash noisily through the underbrush, but in spite of its great size even a full-grown, antlered bull can move almost silently as a cat through dense forest.

Moose are quite at home in the water. They sometimes dive 18 feet or more for plants growing on a lake or pond bottom. Moose have been known to swim 12 miles. Of all North American deer, only the caribou is a more powerful swimmer. A moose calf is able to follow its mother on a long swim even while very young, occasionally resting its muzzle on the cow's back for support.

Moose track



Hunting

The eyesight of the moose is extremely poor, but its senses of smell and hearing compensate for this. Before bedding down, a moose usually travels upwind for a time and then swings back in a partial circle. Thus any hunter on its track will have to approach from windward. Skilled hunters know when to leave the track and work their way upwind to the hiding place of their quarry.

Sportsmen may stalk moose, or may call them during breeding season. A skillful hunter, imitating the cow's call, usually with the aid of a birchbark horn, can entice a bull within shooting distance.

Breeding Habits

Moose sometimes take more than one mate, but usually a bull stays with a given cow during most of the breeding season. The breeding season, or rut, begins in mid-September, and the listener in moose country may hear the nasal-toned bawling of the cow moose enticing a mate, and the coughing bellow of the responding bull.

Usually not more than 50 per cent of the cows become pregnant. Of these, a quarter or less produce twins and a few produce triplets. A good food supply improves breeding success.

Enemies and Hazards

Black bears have been known to kill adult moose, and the grizzly bear is easily able to do so, but the main victims are calves. From birth, usually in May, until mid-August when they can outrun bear, the calves are subject to heavy predation.

Wolves seldom kill moose in summer. In winter wolves usually hunt in packs and in deep crusted snow, or on smooth ice, a pack can bring down a moose. They usually run up beside their quarry and rip the tender flanks until the moose is weakened from loss of blood.

Wolverine and cougar prey on calves to some extent.

Deer, rabbits and even beaver compete with the moose for food. Ticks are common on moose, especially in late winter, and may weaken animals seriously. Internal parasites such as the hydatid — a tiny tapeworm — affect moose, especially when lack of forage and heavy tick infestation lower their resistance.

Low food supply is the major hazard faced by moose. A normal population in a forest region is one moose per square mile — or at the most two per square mile. But in some areas there are not

enough wolves, bears and human hunters to keep the population down. Numbers may then pile well above two moose per square mile. The usual result is starvation, or, more likely, malnutrition and consequent lack of resistance to predators and disease.

Winter is the time of starvation. Moose tend to drift to the willow-rich valleys or other good forage areas. Concentrations of up to 35 animals per square mile have been seen in Wells Grey Provincial Park in British Columbia. Under conditions like this mass starvation is inevitable and food supplies are damaged for many years.

Changes Due to Humans

Since the beginning of settlement in Canada there have been considerable shifts in moose populations. Moose are now seldom seen in well-populated farming areas, but they are found in many regions which had no moose in presettlement days. In many areas, forest fires and lumbering operations have replaced mature timber with small trees and shrubs, creating conditions suitable for moose. There are now large moose populations in north-central Ontario, and in the southern part of British Columbia, where moose were previously unknown. They have only recently spread into Quebec north of the St. Lawrence River. The island of Newfoundland, which had never been occupied by moose within recorded history, was "seeded" with a pair, and now has large populations. Moose are constantly spreading northward through the sparse transition forest that extends to the open tundra. The northern limit of their range is now probably 200 miles farther north than it was a century ago. This may be due to the gradually rising temperatures of the northern regions. But the pressure of high populations may also play a part in this extension of range. In many forest regions to the south, the numbers of moose have risen, thus the animals may be forced to wander farther north in search of food.

Management of Moose

The main problem in keeping moose populations large and healthy is basically the same problem that faces any farmer or rancher. The population must not be allowed to rise to the point where food supplies become inadequate. Moose must be thinned out by human hunters or by predators, or they will inevitably starve in large numbers. And before they die they will do great harm to small saplings and other vegetation. Timber operators in areas that are over-populated by moose find that regeneration of forest trees is harmed significantly. This may seriously reduce future lumber crops.

Unfortunately, there may be public objection to what seems to be heavy hunting, even in areas where it is needed. And useful predators like wolves and bears are often killed in great numbers, with full public support. Moose in many regions will be kept from starvation only if most Canadians understand that population control is essential for the health of the species.

NEXT MONTH: The Loon

From the Canadian Wildlife Service's HINTERLAND WHO'S WHO series, issued under the authority of the Honourable Jack Davis, PC, MP, Minister of the Environment.

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KUB KAR TRACK



by Don L. Judd

For over a year, the 85th has had a Kub Kar track which has been used for inter-pack competition. For the races this year, Don Judd designed a timer to settle the argument of 'who came first?'

This article is a radical departure from the Cub-oriented series I did last season, but I'd like to offer this circuit as a challenge to the ingenuity of the leaders out there in Cub land. If you haven't the electronic knowledge to tackle the job I suggest that you go to the dads of your boys for assistance. If you have no success there, consult the instructors of electronic schools (or electrical engineering) in your local community college or university. (The task could be considered as a lab project.) Other possibilities might be an amateur radio operator (HAM) or perhaps a TV repairman—or to keep the project in Scouting, let your Venturer company tackle it.

There isn't enough space to provide step-by-step construction details so I'll have to leave that to the

skill and experience of the builder. But I will outline how the circuit works so that anyone with a reasonable knowledge of electronics (and in particular, digital logic) will be able to follow the operation.

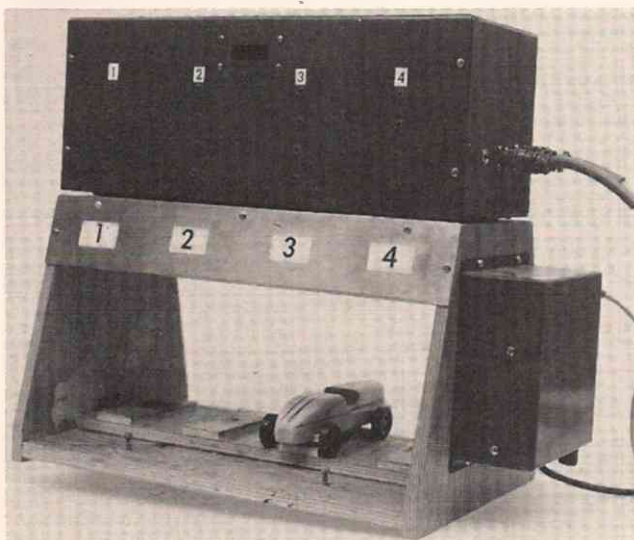
Each FPT100 photo transistor is normally turned on by the illumination of a 7-watt frosted lamp over it. Note that there is no external connection to each base of the FPT100's. The photo transistor is connected as an emitter follower driving a 2N3904 transistor which is essentially a line driver. The 1K ohm collector load for the 2N3904 must be placed at the input to the SN74221 monostable to allow the indicator box to be located up to 15 ft. from the finish line. Both the FPT100 and 2N3904 are located under the track at the finish line.

A Kub Kar passing over the FPT100 turns it OFF. This action causes the 2N3904 to also turn OFF and the collector voltage to rise toward +5 volts. Depending on cable length, the waveform at the collector may rise slowly due to line capacitance, but, by applying the waveform to the Schmidt trigger input of the SN74221 monostable multivibrator, reliable circuit operation is assured. The output pulse width of the monostable is set to be approximately 8 microsec. with a 10K ohm resistor and 1000pf capacitor.

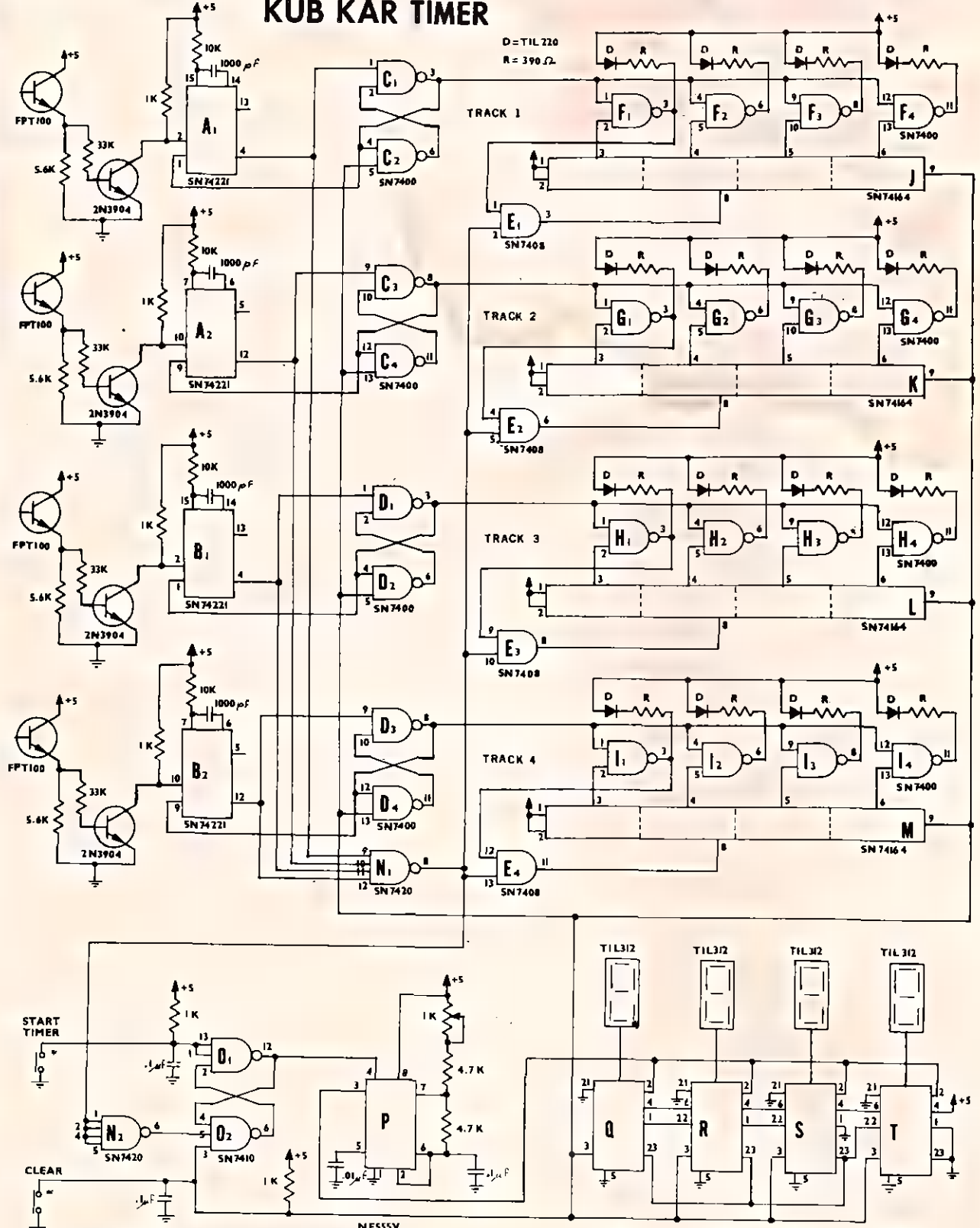
Two cross-coupled NAND gates, C_1 and C_2 are connected as a Set/Reset flip-flop which is initially cleared when the 'CLEAR' button is pressed. A car which crosses over the photo transistor in the track thus sets the corresponding Set/Reset flip-flop causing the Q output to go to a logic ONE.

The same 8 microsec. monostable output pulse is 'ORed' through NAND gate N_1 . The output of this gate is used as a clock, pulse to simultaneously drive the four SN74164 shift registers, J, K, L, and M through AND gates E_1 , E_2 , E_3 and E_4 .

The Set/Reset flip-flop on the track of whichever car arrives first enables the ONE input of a corresponding bank of four NAND gates (F_1 , F_2 , F_3 and F_4 for track number one). The shift registers, having also been cleared to all zeros by the 'CLEAR' switch, each have a logic ONE shifted in by the clock pulse.



KUB KAR TIMER



* MOMENTARY CONTACT N.O. PUSH BUTTON

D.L.J 5/4/76

The result of this operation is to cause one light emitting diode 'D' (TIL 220) to turn ON to indicate that the first car has crossed the finish line. As soon as the LED is turned ON, the clock to that shift register is disabled by putting to logic zero one input of AND gates E₁, E₂, E₃ or E₄ thus effectively inhibiting further operation of that shift register.

As an additional precaution against improper circuit operation due to multiple shifts, the Q output of the Set/Reset flip-flop is coupled back to the inhibit input of the corresponding SN74221 monostable. This allows only one pulse to be produced by the monostable for each car crossing.

Operation of the other tracks follows in a similar manner. The second car to cross the finish line causes the three remaining shift registers to simultaneously shift; the third car causes the last two to shift and the fourth car has only one register left to shift, all others being inhibited as soon as the respective LED is turned ON.

The result of this operation is to have one LED lit over the track of the first car, two LEDs lit over the car that came second, three over the third, and four over the fourth.

So now we can tell who came first. With the time constants selected, cars can theoretically arrive within approximately 10 microsec. (.00001 sec.) and still be correctly ranked. Anything closer than that will undoubtedly be rated a tie, which I don't think is totally unreasonable! The photo transistors that are used have rise times which are in accord with the separation times indicated.

So far, so good. But leaders are never satisfied. We now know who came in first, but "how fast was the fastest car?" they wanted to know. So I included a timer. I don't pretend that it has the stability of an atomic clock but it seems to perform adequately.

An NE555V is used in the astable mode and is connected as a gated clock with a period set to one millisecond to give a basic frequency of 1KHz. A cross-couple NAND pair (O₁, O₂) forms another Set-Reset flip-flop which is also cleared by the main CLEAR switch. A normally open (N.O.) push button is activated by the starting gate to set the S/R flip-flop to the ONE state and enable the clock. The clock operates until the S/R flip-flop is RESET by the shift register clock pulse generated by the first car to cross the finish line.

Output of the gated clock is fed to four BCD counter/decoder/drivers which are combined in the SN74144. Not shown on the circuit diagram are the 560 ohm current limiting resistors which are required between each segment of the TIL312 and the appropriate driver output. These resistors are inserted between the pin numbers as follows:

SN74144	TIL312
Pin 15	Pin 1
16	13
14	10
9	8
11	7
10	2
13	11
8	9
	Pin 3 is connected to Vcc (+5)

Alternately, an SN74143 could have been used, but with a fixed voltage regulated supply, there is no control of LED current and thus brightness of the display. With the 560 ohm resistors, current drain is

kept as low as possible while keeping good visibility of the display number.

The decimal to the right of the most significant digit is illuminated to indicate time to 9.999 sec. which should accommodate most cars.

Several local Ottawa electronic firms were kind enough to donate components for use in the timer. Because prices fluctuate so widely in the electronics industry, I hesitate to estimate what the total cost would be if all components had to be purchased.

The following is a list of the semiconductors required.

	Qty.
Texas Instruments Devices	
(Courtesy Cesco Electronics)	
SN7400N quad 2 input NAND	(6)
SN7408N quad 2 input AND	(1)
SN7410N triple 3 input NAND	(1)
SN7420N double 4 input NAND	(1)
SN74144N BCD counter, decoder driver	(4)
SN74164N 8 bit shift register	(1) (4 bits used)
SN74221N Dual monostable multivibrator	(2)
TIL220 Light emitting diode (LED)	(16)
TIL312 Seven segment display	(4)
Fairchild devices (Courtesy Semad Electronics)	
FPT100 photo transistor	(4)
Signetics devices (Courtesy Zentronics Ltd.)	
NE555V timer	(1)
Motorola devices (Courtesy Zentronics Ltd.)	
2N3904 transistor	(4)
Standard Power Supply	
(Courtesy Wackid Radio TV Labs)	
Model SPF 15-5	(1)

The other miscellaneous items (¼ watt resistors, capacitors, potentiometers, and normally open push buttons) are relatively inexpensive and are available in electronic supply stores or perhaps even television repair shops.

I did not produce a printed circuit board for the circuit but rather, I used a couple of small general purpose boards which used point-to-point wiring. If some enterprising soul would like to make the printed circuit board, let the Editor of **The Leader** know, so the word can be passed along.

The photo (courtesy Scotty Yool) shows the completed unit. A four-inch section of the regulated track was removed and mounted in the timer finish line housing. Thus the photo transistors (and associated 2N3904 line drivers) could be permanently located at the finish line. The 5 volt power supply is an open frame type and is located in the chassis mounted on the side of the finish line housing. The top unit, which contains the digital circuitry and the displays is removable for remote operation. A strip of Velcro at each end holds the two units together quite securely if the unit is to be used directly over the track. Dimensions are not given, but relative size can be appreciated by son Bob's Kub Kar in the photo.

Because of a race deadline, this unit was designed and built as quickly as possible so improvements in design are evident. The unit performs quite adequately in its present form, but I'll be quite happy to discuss circuit changes if anyone wants to try them.

So there you have it. Good luck and happy racing!

For more information on Kub Kars see Supply Service ad on page 36.



by Don W. Dafeo, C.A.

Almost every Scouter, at one time or another, reaches a point in his Scouting career where he does not feel like being a leader any longer. Oh, it can be for many reasons — from “too much work pressure to find the time for Scouting”; “spending too much time away from the family”; “I’ve done my share” to “No one appreciates what I’m doing, especially the boys.”

Of all of these, I don’t know which one, if any, is the main reason for a Scouter wishing not to continue, but I do know that the last one must enter a Scouter’s mind at some point along the way. It entered mine the other day.

Counting up the hours I spend on Scouting in a year has me wondering why I don’t make it a full time job, but I suppose that is no different from many other Scouters. The hours we put in for little thanks! On occasion you may get a ‘thank you’ from your patrol leader after giving him a lift home from the meeting, but just slug it out with your troop over a wilderness trail for three days, teaching them the intricacies of woodlore, survival, and how not to poison themselves with their own cooking, and see how much thanks you get at the end of it. Yes, a thankless job, and definitely a reason to feel sorry for yourself.

Now, you may think that I am not a very dedicated leader and am pretty self-centred, always looking for praise and thanks, and yet, that’s not really the case. Everytime I feel depressed, unwanted, taken for granted and all those other feelings a Scouter contends with, I think back to my own Scouting days when my Scoutmaster got as much thanks as a rain storm at a winter camp.

At that time of my Scouting career, the last thing I was doing was giving out thanks. I was far too busy learning and doing things I had up to then only dreamed about and generally was having far too much fun to take time to lay laurels on my Scouter. When I think back on that time, it is only now that I realize how important an influence Scouting, and most definitely my Scoutmaster, were on my life — and how I forgot to say THANK YOU.

My chums came across the field from our school to my backyard one Monday afternoon and asked me to go to their Scout meeting that night. My first reaction was uncertainty of the unknown, but since Glen and Peter had lived through the rigors of Cubs entering Scouts without any apparent signs of physical torture, I rushed into the house to ask my parents if I could go. Dad, being a former Scout, was quite enthusiastic, so off I went that evening.

After arriving at the church hall my friends ran to tell Jack, the Scoutmaster, that they had brought a buddy. Suddenly I came face-to-stomach with what I believed to be the biggest man I had ever seen. Cranking my neck to a ninety degree angle so that I could look him in the eye, he bellowed down, “So you want to be a Scout!” After clearing my throat three times and seeing my friends laughing at me in the background, I felt certain this Scouting thing was all a plot to drain me of any self-confidence I may have gained to that point in my life. Nevertheless, I managed to squeak out a “yes”.

“Pretty small aren’t you?”

“Yes, but I try hard,” I replied, as if that were adequate compensation for being skinny, a fate worse than death when you’re 10½.

“How old are you?” he thundered next.

“Ten-and-a-half, sir.”

“Well, we should wait until you are eleven, but since all your friends are here we’ll give you a chance.”

And there it was, the very first time I should have said ‘thanks’, but somehow the excitement of being allowed to stay and join made my mind wander from giving thanks to getting into the game that was already in progress.

The meeting got underway shortly after and I was plunked into the Eagle Patrol right beside Patrol Leader George. Now ‘Big George’ seemed like a nice enough guy, but he gave me a few ‘siders’ probably thinking, “Boy, will I have to go some to win honour patrol tonight!”

Wayne, the troop leader, caught my attention quickly as he screamed "Tri—but—let" at the top of his lungs. Not wanting to feel out of place I, of course, "Tributed" with everyone else and so started my Scouting days. I subsequently found out that Wayne was actually saying "Troop Alert" but his intent to make it sound loud, had it losing a little in the pronunciation.

Jack took George and me aside during the evening and told George that it was up to him to see that I passed my Investiture requirements. I felt sorry for George, because now his true test of being a good patrol leader depended on a skinny tenderfoot that he hadn't invited into his previous stable patrol. Well, I wasn't about to disappoint my patrol leader, so we both pressed on and progressed quite well on flag etiquette and knotting. I really frustrated George when it came to tying the sheepshank, because tying it properly seemed to be impossible. The more George told me how easy it was to tie, compared to the other knots I appeared to tie with ease, the more I flubbed it. To make a long story short, I went home that evening bound and determined to work my tail off to get through all my Investiture requirements for the next week. After all, if I expected George to maintain his calm exterior I had better not disappoint him. Sure enough, by the next week I could recite the Scout Law backwards and tie a sheepshank behind my back. George was proud of me and shortly thereafter I was just one of the gang. This is where I blew the 'thanks' thing again. When I was invested, Jack praised me for working hard and becoming a true Scout so quickly and I believe I was grinning from ear to ear but again, far too excited to say "Thank you for letting me be part of this wonderful Scouting brotherhood."

Shortly after being invested, I experienced my first Scout camp. The patrol I was with had a tent leader called Rick, who to this day I think, was attending his first camp too. He was not about to let us know this as he exerted his authority in delegating me to be the 'doorman.' Now, this important position in the tent order involves having your sleeping bag used as a doormat by anyone wishing to come into the tent with his boots on. This would not have been bad if we had not had three steady days of rain during this camp. I must admit I lost confidence in my tent leader after the mud soaked through four feet of pine boughs and my sleeping bag submerged. For some reason that was Rick's last camp.

When the camp was over, I can remember staggering along in the direction of my father's car and being far too tired to say, "Thanks, Jack for taking a weekend away from your home to take us out camping."

That was to be the first of many days that Jack would spend at camp while I was in the troop.

Jack, being a former Navy man, was quite a skillful cook and taught us how to make an excellent hunter stew and a great homemade spaghetti sauce. The spaghetti was such a big hit that we once had a mother and son banquet with Jack and the fathers using Jack's recipe, to the delight of the mothers, who really got a chance to be on the receiving end of a Scout banquet. I was the Scout who stood up and thanked the fathers for cooking at the banquet, but I cannot remember thanking Jack specifically for supervising the production of his time-tested recipe. I was probably much too full to think of that!

Very few troops matched our skill with pot and

pan. A campfire invitation by another troop certainly proved this point because when it came time for them to serve us hot chocolate, they lifted the lid only to confront us with the biggest pot of black scum we had ever seen. They had no fear of having it go to waste because we had Dennis. Yes, Dennis was an eater beyond belief. I remember quite clearly the time he ate an omelette containing eight left-over eggs — a large task for any 15-year-old Scout! The cooking skills I learned have stood me in good stead for some time now.

The times to be thankful could continue on and on. Everything from the adventure of being chased by a bull, after George and I tried to get hair off his tail for a scavenger hunt, to the experience of applying first aid and saving the life of a victim of an honest-to-goodness airplane crash in our Scout camp.

The crowning time of my Scout career was the evening I became a Queen's Scout. There I was with Peter and another Don, in front of Jack, reaffirming the Scout Promise I had originally made some exciting years back. Our mothers were to pin on our Queen's Scout Badge and kiss us. Well, I never was much of the kissing type in those days, so trust me to be the only one to pull away when my mother tried. Poor Mom, I'm sure she vividly recalls the day when a Queen's Scout refused her kiss.

Receiving telegrams, letters and congratulations from everyone was exciting and as I look back at the picture that appeared in the newspaper the next day, there is Jack proudly standing behind me with his hand on my shoulder, standing in the background as he always did, but exerting a forceful influence as he always had, an influence that made me want to stride beyond any boundaries of personal achievement that I had set for myself.

It was on this night that I should have given my sincerest 'thank you' to Jack, but the congratulations I was receiving and the pride I felt probably made me forget the 'thanks' I should have been giving.

The 'thanks' for a Scouting brotherhood that took the place of the brothers I never had. The 'thanks' for the good times for there were many. The 'thanks' for the tough times that helped me face difficult situations with ease. The 'thanks' for the confidence instilled in me. And above all, the 'thanks' for making me live up to my Scout Promise, it's strengthening has never failed me.

Now you can get some idea why I continue on as a Scout leader. Even when it appears no one appreciates me, I know they really do. It is difficult for a 13-year-old boy to express his feelings of gratitude because he doesn't have the benefit of hindsight as I do. Some day that same boy I helped to get his fire going when it was 20 below, will have hindsight. The only thing I hope is that I do my best in being a positive influence in his life and in helping him become a responsible adult.

Jack, accept my 'thank you' for all the times I should have said it. I know you will understand, you always did.

DON W. DAFOE, C.A. joined Scouting in 1961, and is now troop Scouter of the 11th Sarnia Scouts (Parker Street United Church). Professionally he is a partner with G. H. Ward & Partners, Chartered Accountants in Sarnia.



Ideas for activities for all sections in the Scout Movement (or any youth organization) are where you find them. Many times an idea will jump right off a page and hit you. Sometimes, though, the sources run dry. Then it's time to follow the advice of the telephone people and "let your fingers do the walking." No matter where you live, your yellow pages are a source of resource persons waiting for your call. There is a new idea on every page. With the following as a guide, open your yellow pages and start walking.

Acetylene: Arrange a welding demonstration. Perhaps you can build a modern trek cart.

Adding Machines and Calculators: Give your older lads a chance to operate these machines of the financial world.

Advertising Agencies: How do the different media handle advertising? Explore this with visits to the newspapers, radio and TV stations, cable TV, outdoor billboards and other sources. Do any of these people have jobs you can do, like distribute flyers?

Aircraft: Why not make a flying tour of your city in a chartered, light plane?

Aluminum: Recycling projects? A good money-maker for some groups.

Amusement: Bowling? A great Scout/Guide challenge on a wet spring morning.

Animal Shelters: Could they use some help feeding and caring for pets? This might be a pre-requisite for the Pet Keepers Badge.

Antiques: Boys don't mix well with these, but on historic sites or re-created settlements, accustomed to crowds, they are quite safe.

Associations: What do they all do? Have representatives visit and tell of their activities.

Automobiles: Do boys realize how much they cost and why they are so expensive? Perhaps a salesman

or mechanic could give a tour of an auto dealership, to open their eyes a bit.

Bakeries: When do bakers go to work? An early morning hike to the aromatic interior of a bakery would be interesting.

Barbers: Do all your boys know what barbers do? Hair styling has changed the business and a barber could give an interesting demonstration of his trade.

Bicycles: Why not run a 'Learn To Fix It' course in conjunction with your local bike shop?

Blacksmiths: Are there any 'village smittys' in your town?

Boat Builders: It's one of Canada's oldest trades. Some communities build canoes, others yachts, others speedboats and some supertankers. Arrange a visit to the facility in your community.

Bottles: Antique bottle clubs can show much of the local history of your area through their collection of bottles. It is fascinating.

Builders: Modern home construction varies from modular to pre-manufactured, to on-the-site construction. Arrange tours to each type to compare their similarities and differences.

Churches: Many offer a variety of community programs which might be of interest, i.e., craft classes, babysitting courses, etc. Visit similar age group programs and compare their programs with Scouting.

Clocks: Who repairs the clock in the steeple? It's worth a visit.

Coins: Coin collecting makes an interesting hobby. There may be some collectors in your group.

Containers: A new method of shipping and these ships are gigantic. Can you arrange a tour?

Dairies: Have any of your lads seen milk outside of a cardboard container?

Diving: Older boys might be interested in skin diving or scuba instruction.

Driving Instruction: Perhaps a company project and a group discount might be available.

Druggist: If you have an old-fashioned drug store in your community, arrange a visit. Then visit a modern store to compare the similarities and differences.

Eggs: Modern production methods are vastly different from farm yard techniques. Arrange a same day visit to both.

Electric Companies: Arrange tours of a steam generating plant, a hydro electric plant and a nuclear plant. Does anyone in your area have a windmill or solar generator?

Elevators: Has everyone in your group been up the highest elevator in town? How about a visit to a grain elevator where huge box cars are turned upside down to dump their load of grain.

Employment: Do all your lads know how to fill out an employment form? Do they know how to dress for an interview? Have they ever been interviewed for a job? Have some businessmen in to interview your boys for jobs. Whether they exist or not, it's a good learning experience.

Fire Protection: Arrange a fire inspection of your headquarters. Bring all deficiencies up to acceptable standards as a good turn to your sponsor. Your fire department is anxious to demonstrate their operation, and most have a safety promotion officer to assist groups.

First Aid: Call your local St. John Ambulance office to see what courses they offer. If you're having a big event, ask them to coordinate the first aid stations.

Fish: Many communities in Canada are located on

lakes, rivers or streams that require good fishing at spawning time; others are by the ocean where a visit to a fish or lobster plant is possible; or a tour in a charter boat, with the possibility of a deep sea fishing experience.

Florists: Did you ever wonder how a spray of Mums can arrive fresh as summer at -10°C ? Visit a florist and his green house to find out.

Food: Have you tried other people's food? Contact a multicultural society in your community to arrange a dinner with new Canadians, with some of their country's food ideas.

Forestry: If there is a university near you with a forestry department, they can arrange guided tours through their woodlots. Parks departments usually have nature trails worth visiting, as well as beaches, bird sanctuaries and conservation areas that are well worth a visit.

Furniture: A visit to a cabinet maker or upholsterer may open up new avenues of opportunity for your boys.

Garbage: How does your community handle its disposal problems? Why not find out?

Golf Courses: Why not try a round at your local municipal course?

Government: See "Working with Recreation Departments", April '77, **The Leader**. But don't overlook the many other municipal services such as police, water department, urban renewal, mayor's office.

Homes: The elderly get a lot of callers during the festive season but not during other months of the year. Why not consider this? Arrange for your minister or priest to conduct a service for the elderly, with your group, or hold a campfire, and sing lots of 'oldies'.

Judo: How about enrolling the boys in a mini course of basic Judo, Karate or one of the other martial arts now popular. You might get a deal with a whole troop or company involved for a month or so.

Landscaping: Why not adopt a vacant lot and maintain a 'tot lot' for a year. Your recreation and parks department or civic beautification committee would be available to assist you.

Libraries: Libraries offer a multitude of community services ranging from pre-school story hours, to books for the deaf, and interesting lectures and films. For instance, it was through Howard Cogswell of the Saint John Regional Library that this idea was started. He introduced me to a little pamphlet entitled **The Yellow Pages of Learning Resources** by Linda Young which led me to the ideas you're reading here. The resources of the library have lead me to many Scouting programs and in exchange the troop has done a couple of good turns for the library. Why not look into your library?

Lie Detectors: Is it possible to arrange a demonstration through your local police department or RCMP?

Limousine Service: How many of your lads have actually travelled in a Cadillac or Rolls Royce?

Loans: How about having a banker explain what it really costs to borrow money? Perhaps he can encourage the opening of a few camp savings accounts at the same time. "Thrift" is still a part of Scouting training.

Lumber: Have you ever visited a lumber mill and watched a log being transformed into planed lumber?

Motion Pictures: It's sometimes possible to rent pictures that are really relevant to your training. There are several agencies that will provide free films, or films at a reasonable rent. Some sources I've used

are: National Film Board, (consult your directory); Audio Visual Services, (your school board has the address); Canadian Film Institute, 1762 Carling Ave., Ottawa, Ontario, K2A 2H7; Modern Talking Picture Service, 1875 Leslie St., Don Mills, Ontario; Imperial Oil, 111 St. Claire, West Toronto, Ontario, M5W 1K3; Association Sterling Films, 333 Adelaide St. W., Toronto 133, Ontario. Feature films are available from commercial distributors. The addresses above are the central Canadian ones, they may direct you to east or west branches.

Motorcycles: All boys are fascinated by these two-wheelers. Perhaps you can arrange a demonstration for potential buyers.

Music: From rhythm bands, to the latest in rock, it is available in your town. Some possibilities: attend the symphony orchestra; arrange a visiting 'rock group' to do a benefit for the community — yes, they will do it and free! Form a guitar instruction group; ask the local musicians association to do a free concert from their musicians' trust fund, but give them lots of notice; take in free concerts as part of the arts program at your university.

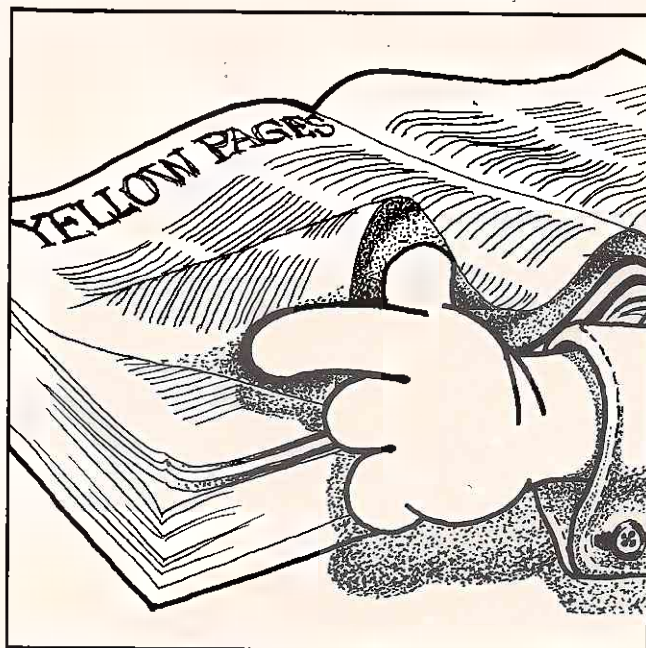
Nursery: Baby that is. How many boys can do a babysitting job properly, down to changing a diaper? Maybe they're not interested, but it's a new world we are living in and shared marital duties are necessary with working wives. Why not try to introduce this training!

Paper: Some groups still have a market for newspaper sales, others can develop one by looking around. Our group picks up \$125 annually, by selling papers for packing parts, to a local distributor.

Photographers: Years ago packs and troops had annual group photos taken, with copies sold to everyone. With the multitude of simple-to-operate cameras around today, you'd think this would still be done — but it isn't. Why not try it? With an instant picture camera and some construction paper you can easily make cards of the boys, in uniform, to take home, for about 75¢ per boy. It makes a nice keepsake.

Pizza: Why not try cooking a troop pizza over an open fire, in a mud oven, on your next campout. It can be done, *John Sweet told me so!*

(continued on page 18)



Radio: With C.B. so popular, it's overshadowed the traditional opportunities of commercial radio and TV. A radio station is still an interesting place to visit and local disc jockeys are still a big draw at troop or company dances.

Railroads: Many have never been on a railroad train, or visited a roundhouse or hump yard.

Recycling Centres: There is a need for many of the pieces of junk people throw out. Investigate the need and your treasury could be richer by several hundred dollars.

Rentals: There are agencies in your town who will rent anything! Don't let the lack of equipment hold you back from an activity — give them a call.

Schools: Schools are often available after regular hours at no charge to Scouts, Cubs and other youth groups. If your meeting hall lacks some space, why not use a school gym from time to time? Schools sometimes have pools, gymnastic equipment and modern teaching aids you might be able to use.

Second Hand Stores: Are a great place to pick up camping gear at reasonable prices and to get rid of collected junk you've cleared out of your neighbourhood basements, in aid of your treasury.

Skiing Centres: Why not introduce your Scouts or Venturers to this fast growing activity at a hill near your town. Most offer rental services and some will offer a group discount to new skiers or youth groups.

Social Service Organizations: Explore these in your community. Select one a month to visit your troop to explain their job and offer your lads a chance to volunteer their services. Tomorrow's volunteers

will come from today's youngsters.

Theatres: Why not talk to your local theatre about running a movie especially appropriate to Scouting during Scout-Guide Week. A movie like "Follow Me Boys", with a jamboree film as a trailer, presented at a good price (or free), would be a good activity for the mid-February celebration.

Universities: Only after I received a letter from Kathy Zaichkowski at Mount Allison University, did I realize how much I was missing by not making use of the university in my town. She suggested: visits to the university radio station with a chance to be on the air; use of the athletic centre; demonstrations in biology and chemistry labs; geology exhibits, gems, fossils, etc.; use of the conservatory and its musical instruments; visits to the research library, art gallery, computer centre and a look through the university telescope. So, if you are near a university, ask what they have to offer!

Well, that's about it. You can't say I haven't tried to give you some leads to some activities. I can't say I've tried them all, so no ironclad guarantees that they will all be of interest. For the remaining letters could I suggest:

X: marks the spot.

Y: You must get there with your group.

Z: I thought I just saw a zebra going down my street with a pack of Wolf Cubs in hot pursuit. Now there's a new idea!

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ON PLANNING AN EVENT



19

Behind every successful event lies good planning. Whether it is a weekend Cub camp or a Beaver picnic, the time and effort that goes into the preparation dictates how effective the event will be. This **ROYAL BANK OF CANADA NEWS LETTER of August, 1975** provides detailed steps to be taken to ensure that the special event you plan will be a success.

Our thanks go to The Royal Bank of Canada for their permission to reprint this article.

Every man and woman in Canada is called upon at some time to plan something. It may be a big event in business or social life or a little party for young people. No matter how big or how little, planning can be done more easily and more successfully if a few principles are observed. This *Letter* gives some guidelines.

The first thing to do is decide whether the project will be worth the time it will take out of your life. The superiority of what you do will not come about by accident. It will rest on a solid base of preparatory work, and to this you must direct yourself. Planning an event takes into account the application of proper tools — telephone, memos, letters, and interviews; the selection of workers, the systematic ordering of operations, and sustained control of all that pertains to your project.

The word "project" is used because everything we do has in some degree the quality of something con-

templated, devised, or projected. Some events are: meetings, conventions, displays (Scout and Guide displays, for example), concerts, festivals, field days, exhibitions, parades, campaigns for funds, and campaigning against pollution.

Here, in capsule form, are the ingredients for planning any of these projects: Decide precisely what form the event will take; establish the purpose the event is to serve; develop a sound organization of capable people; inspire them with a sense of purpose; and maintain adequate control over the operation.

BEING A LEADER

Whatever your title may be — chairman, moderator, president or manager — you are the leader of the enterprise, and you need to prepare yourself to lead. Analyse the elements of the project and note the points in it where you can use your imagination to introduce originality and your management skill to ensure success. To these you must add hard work, patience and tenacity.

As leader, you are the power centre of the group, setting the pace in work, enthusiasm, drive and efficiency. It would be a mistake to think that you have to do everything yourself, but you have to enter into every phase of the work of all your helpers.

You will, of course, profit by learning what others have done in similar circumstances, but do not limit your efforts to what they did. It is exhilarating to try some untried ways.

Amid the pressing routine of your assignment, allow yourself time to think and to dream. The imagination is not governed by the laws of mechanics or physics. Allow your mind to relax and wander. Alfred North Whitehead, a philosopher who worked with realities, remarked once: "There is always more chance of hitting on something valuable when you aren't too sure what you want to hit upon."

In Maurice Maeterlinck's most famous fairy play *The Blue Bird*, a visitor is shown "The Kingdom of the Future" where the children who are not yet born are sleeping. He asks: "Do they do nothing?" the answer is: "They are thinking of something." "Of what?" "They do not know yet."

When inspiration, an unshaped kind of something, first appears in your mind, it may look like an indistinct photograph: you need to develop and enlarge it. Then ask yourself whether it can be worked into shape to help your project. Brahms, the great composer, is quoted in favour of persons who take their ideas out "for a long, cool walk" instead of sitting in uncritical admiration of them "in which every splutter of the goose-quill looks to them like part of a swan-song."

Nevertheless, be enthusiastic about your brain children. Enthusiasm expressed in action is one of life's great blessings. Get interested in the part of the task on which you are working and enthusiasm will grow on you. Interest is a quality within you, not something that things have. When you put the full sweep of your interest into the job you abolish doubt and anxiety, and develop self-confidence. Henry Fielding wrote a powerful satire called *Jonathan Wild the Great*. In it he has Wild observe that many men fail in wickedness for want of going deep enough in. The same principle applies to those who indulge in good works and important projects.

SELLING AN IDEA

When you go before an audience to sell the idea of supporting your project spend ninety per cent of your time thinking of the people before you, and only ten per cent on yourself.

Present your idea in terms of the experience of your audience. People shrink from the mental effort of translating your idea into terms of their own thoughts. This technique reminds us that when a person goes fishing he chooses his bait according to the taste of the fish, not his own taste.

Predigest your plan and your ideas as completely as you can before exposing them to an audience, so that you speak with assurance. When you meet resistance, welcome it as giving you the opportunity to display the soundness of your ideas. Do not appear to rush things: people need time to mull over and consider what you say.

Dramatize your presentation when it is possible. If the nature of your project is suitable, present your plan accompanied by something visual — photographs, sketches, a program or a list of events. Combine something new with what is already familiar to the people in your audience and show how they can make this new thing interesting and advantageous.

SETTING THE OBJECTIVE

Every project must have a purpose: to make money, to construct something, to adorn, beautify or preserve

something; to benefit a person, a group or a community.

When you are sketching the first broad outline of your project, give imagination the right of way. This is the creative phase: judgment comes later. See that all who will be working on the project with you, and all those whose support you desire, get the big picture.

Your picture must have a point of interest. Every project needs a purpose, an objective. Of this be sure: you cannot lead a group toward goals you have not defined along paths you have not visualized. Without clearly stated objectives a project cannot possibly be effective and efficient.

Here is a sample of how your project might be outlined for presentation to the people you hope to influence:

Theme: Children are becoming people.

Motivation: The need to show parents, teachers, children and the general public how Scouting and Guiding contribute to the pleasure, education and social integration of children.

Objective: To portray in demonstrations, photographs, exhibits and screen pictures the processes by which Scouting and Guiding perform their functions.

Organization: Form groups of concerned adults. They may be called committees, divisions, boards, or groups, each one responsible for a particular section of the project.

PLANNING THE EVENT

A plan that hopes to succeed needs a minimum of detail, flexibility for adjustment, and constant visibility. The method of its working out must show. This means that the leader needs to define the project in exact terms; break down the job into sub-jobs, each defined and limited, and make a count-down chart, starting now and ending on the date of completion.

When you have worked out your plans on paper, look at every part of it critically. Is it workable? Are the steps too steep for the workers?

Making a list of things to be done is vital to your peace of mind. By knowing ahead of time what items are essential and what may be left out you relieve your mind of the nagging thought that perhaps you are falling down on the job.

Write a list of five or six most important jobs and number them in order of their importance. Start working on number one, the top priority item. Stick with it until you have carried it as far as you can: then start number two. When you do this you are always sure that you are working on the most necessary item.

Success of any event depends upon good organization: disorder is an enemy to any sort of plan. Ask about every proposed action: is this the reasonable, most effective and most economic way to do this? Brief every person who will be working with you, so that all will be pulling in the same direction. Imagine yourself writing a play: give your actors cues so that everyone knows when to come on stage and perform his part.

When setting up committees or working groups make sure that they have definite, non-overlapping lines of responsibility. Just as you have to bear responsibility for carrying out the whole project successfully, there should be one person in every group responsible for that group's part of the work. This, as Oliver J. Greenway wrote tersely in *Master-Planning the Small Company's Future*, will avoid buck-passing.

WORKING WITH PEOPLE

Details of a material sort, like arranging for a hall, obtaining scenery for a show, and printing program will be handled by the groups you have assigned to look after them. Your problems will be mostly people-problems. You need to inspire workers, keep up their enthusiasm, direct their efforts, correct their mistakes and keep them pushing toward the finish line.

When you take a genuine interest in people you develop poise, charm and personality. Personality is the sum total of the effect you have on other people, and it counts a lot toward the successful carrying out of your project.

A plan is almost certain to fail unless those who are going to do the work have been involved in its preparation. In serving the public, such as through participation in church work, home and school associations, community improvement groups, and others of that sort, it is ineffective to draw up a plan and present it on a take-it-or-leave-it basis to the people affected. To be successful, it should grow among and be developed by those who will be doing the work.

You need to recognize every person's importance as an individual. The craving of people for personal recognition is a deep and fundamental need.

Give praise and credit when it is merited. A true leader does not hog the limelight. When we give a person a good opinion of himself we earn his goodwill: we help him to sustain his ego.

When group leaders or workers come to you to tell their troubles, listen with evident interest, and then work out with them the answers to their problems. Concede as much as possible to a worker who is disgruntled. The question to ask yourself is: "Can I yield this point without putting the project in danger?"

SELECTING WORKERS

When selecting members of a working group, keep in mind that their potential contribution is more important than their status in society. These workers are the people who are going to give your ideas life. You depend upon them. They must be people who will respond enthusiastically to your needs.

Many persons who plan successfully have found it best to determine the specific functions to be carried out and then select people to fit the functions. They should have the knowledge necessary for the job and a strong sense of responsibility for doing it well.

As a general rule, have at least one other person — preferably the one who will fill in should you be absent — take on intimate and detailed part in the planning. In fact, everyone who will have an important part to play in carrying out the plan should help in its preparation. Being consulted in that way, they are committed to doing their best towards its success.

Listen to what people have to say about the project. Able leaders whose skill has been called uncanny are merely persons who are careful to watch and listen for bits of evidence about other people's reaction to what they are doing. In addition to helping you regulate things that may be going wrong, listening gives you the opportunity to consider suggestions for improvement of the quality and attractiveness of your project.

Thinking up and planning an event can be a happy adventure, but it is one that should include the cal-

culatation of risk. Should it become evident that your plan is not going to be effective in reaching your goal, the alternative is another plan. This may be less magnificent, but it may have a better chance of working.

You need to be prepared to face unexpected things. You never know, when you tear open an envelope or pick up your telephone, what new trick of fortune may be about to be played.

Even if you are one of the fortunate few who enjoy encountering obstacles, you will benefit by trying to foresee the difficulties that may arise so that you have solutions partly worked out in readiness. A helpful analysis to make is that of the "suppose it should happen" type. When you know about the danger spots you will be mentally ready to cope with them.

It is in the difficult spots that you can display your efficiency and your competence to lead, but do not exhaust yourself needlessly. When a problem raises its head, examine it to see whether it is worth the effort to solve it. C. F. Kettering of General Motors and head of the research laboratories warns: "It takes just as much effort to solve a useless problem as a useful one."

WRITE IT DOWN

Many people seem to have an ingrained dislike for writing anything, from a grocery list to a letter, but if you plan to be an efficient organizer of an event you simply must write things down. Without notes of things to do, of what was decided, of actions you have taken, and of what others on your team should do, have done, or have omitted to do, you will be in constant fidgety anxiety through not knowing what is going on.

As the work develops, you will pick up and make notes of ideas that occur to you and of suggestions made to you by others. Make your notes exceedingly clear so that their meaning will be evident weeks from now. Many a person has been annoyed and frustrated upon coming on a note that is obscure.

Besides communicating with yourself, you are involved in communication with others. Direction of a project cannot be done from the high level of a project leader unless he keeps in touch with the operation details of the group leaders.

You and the leaders of the group whom you have appointed form a sort of "committee of the whole", or, in army language, a general staff. You watch constantly the progress being made, and confer on improvements that may be introduced, but you handicap yourself if you do not keep written notes.

Here is a fool-proof method. After every meeting at which you preside, send every member of your general staff a condensed report, not more than half a sheet of writing paper, in this form: "On a suggestion by A.B., I am to contact C.D. to obtain . . ."; "Upon hearing a report from E.F. of difficulty in arranging . . . we decided to ask G.H.'s group to help." A similar report should be made to you by every group leader after a group meeting.

Committees and working groups should meet at regular intervals to report and check progress. The meetings should be business-like, not squandering time in listening to other people thinking out loud what they should have thought of previously, or making speeches. These meetings should have a chairman to guide discussion, to ensure that every member has a chance to participate, and to make certain

that the decisions are understood by all.

Most difficulties in meetings are not caused by the affairs being discussed but by personality kinks in the people present. The most serious differences can be solved if we are willing to keep our egos out of the debate. It is necessary to show respect for other people's knowledge and opinions.

TIMING AND CONTROL

A great deal of waste time and waste effort can be attributed to lack of proper and detailed instruction. Do not be backward about making clear to workers just what is to be done when, and who is responsible for doing it. Certain things are to be done by certain actors and you have to give stage directions. These, when addressed to workers, are contained in action words: obtain, record, provide, check, receive, and forward.

You, as head planner, must pay attention to the calendar and the clock, because time is a most important ingredient in planning.

As the person in over-all control you must know day by day whether jobs are being handled in such a way that they will be completed in time to feed properly into other jobs. This knowledge puts you in position to push the right combinations of activities to keep the program running smoothly on time.

This is where a count-down sheet comes in handy. Work out calendar schedules for the individual jobs, listing the jobs with their start and finish times. Set down the dates on which sections of each group's job should be completed and check the list daily. Only by such a system can you know with assurance that your objective will be reached on time. The list reveals where you need to put in a word to expedite performance.

A person accepting authority as a project leader must assume the responsibility that authority entails. You alone will be held accountable for final success. Guard against allowing yourself to become immersed in one aspect of the operation. Your good leadership of the *total operation* is the most essential element in the plan.

When you have people working to carry out your plan, expect the best but check frequently to see that you are getting it. An ideal working force would be one in which the leader found it unnecessary to check anything except end results, but few organizations are perfect.

Insist nicely but firmly on knowing the truth about group progress. When a group leader reports that his part of the job is 50% completed, make sure that the "0" has not leaped in there on the wings of hope.

If your co-workers seem to be faltering, do not panic or subside into melancholy thoughts about your trouble. Find out what is causing the slowdown and act decisively to get things running smoothly.

You will learn quickly that being busy is not everything. There is a vast difference between being busy

and being fruitful. Some group leaders will give the impression of working hard, but they are not accomplishing. Persuade them to commit themselves to results. Having undertaken to do their job by a certain date they are in honour bound to deliver the goods.

If sweetness and persuasion fail to remedy the situation you have no alternative, in view of your own obligations, except to say: "this is a job that must be done on time if the project is to survive. Either do the job or make room for someone who will."

The best way to get anybody to do anything is to make him want to do it, and it is therefore advantageous to give suggestions, not orders. Make the person feel happy about doing what you suggest.

If you have to prove a person at fault, do it so adroitly that you give no offence. In certain situations you can say: "I don't blame you one bit for feeling as you do. If I were you I should undoubtedly just as you do. But there are other angles to consider."

A FEW GUIDELINES

Planning an event requires more old-fashioned brain power than it does banks of flashing computers. Planning is the only known method to make sure that you do not overlook vital details, and there is no other way in which you can provide a measure by which to keep track of progress.

Here is a suggested drill suitable to the planning of any enterprise:

Fix the objective, plan the manner of reaching it, and set down the steps or levels of achievement to be reached at dated periods along the way. There are six steps involved:

Assessment: Gather data to show the present situation and the desirable goal.

Strategic planning: Determine the grand design of the project.

Resource calculation: What resources are there? Where is the balance to come from?

Tactical planning: Decide how and by whom the job can be done best.

Recruit workers and get on with the first phase.

Review: Make notes in your diary periodically to check progress against your planned schedule and to consider improvements in your plan.

Show confidence in the outcome. You are not expected to sit down with a necromancer's crystal ball and predict the success of the enterprise. You can, however, spread out your planning sheet on the table top and show that, *if everyone involved does his or her part thoroughly and well*, the event or project has a high probability of being successful.

Efficiency in carrying a plan to completion does not consist alone in personal power but in inspiring all those under your direction.

Believe in the importance of what you are doing. It is true that having faith in your objective cannot move mountains by itself, but it does give a decisive impetus to the spade with which you tackle them.

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THE ROYAL BANK OF CANADA





The other Sunday morning we all went down to gather wild daffodils in the woods at Dunwich — Claire, Pauline, our next-door neighbour Tessa, Katrina, Kimberley, Maurice and self.

Dunwich is that tiny Suffolk fishing village which might still rank as a city if its cathedral had not long ago slipped quietly into the North Sea. Now it is just a small church, an excellent inn, a scatter of stones labeled "Ancient Monument" and a few cottages. They do say, however, that sometimes when the wind is in a certain part and the neap tide on the ebb, you can still hear the bells of the cathedral calling the countryside to matins. Unfortunately, on this particular Sunday morning both wind and the tide were against us and all we heard was the calling of seabirds over the broken water.

Maurice and Pauline are Katrina's parents and Kimberley, to whom we were briefly betrothed when she was three, before she fell for a budding scrum-half called Thomas, is their youngest.

Back at Dunwich this breezy March morning we found the usual cluster of salty longshoremen in quiet conversation at the head of the ramp that runs down the steep shingle and into the sea, the usual straggle of patient fishers-off-the-beach at the water's edge, the usual carloads of binocular-carrying bird-watchers making purposefully for the desolate reed beds of Minsmere in the hope of catching a glimpse of Robert Dougal or the avocets in that order of preference.

And so to the woods.

The daffs, as expected, had triumphed over the snowdrops of our previous visit but were still in bud. It was while we were culling them here and there that a woodpigeon suddenly took off from a treetop almost directly above our heads.

Maurice looked up and spotted the nest. "Eggs or chicks up there," he said.

I shinned up to have a look. He was right. Two beautiful white ovals in an untidy clutter of twigs.

We walked on through the wood and once more a pigeon flew out of the branches with a great flapping of wings. "Nothing up there," said Maurice.

Again I investigated and he was right.

Now, so far as my own observations went, all that had happened was that two birds of the same species had behaved in exactly the same way when danger approached. Or had they? That is something you might like to discuss with your patrol leaders.

Maurice is Suffolk born and bred with a country boy's intuitive awareness of what goes on in his own bit of England. Something had told him that one bird had responsibilities, while the other had none. What was that something?

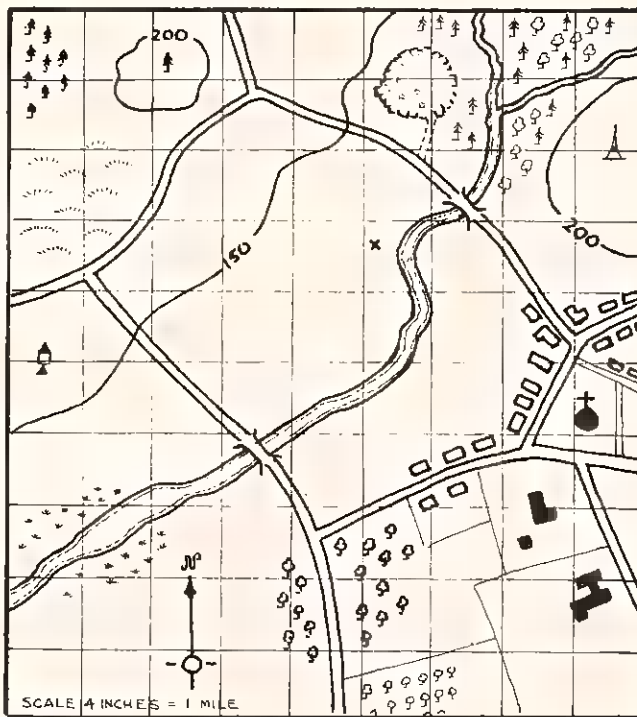
It goes without saying that a troop Scouter should never take his patrol leaders **completely** by surprise. Let us give you a simple f'rinstance.

Suppose you wish to run a slightly amended version of that fine old observation relay in which patrols make enlarged copies of a much smaller sketch map. The amended version will be called '**X marks the Spot!**' As usual, patrols will be at one end of the room with felt pens and a large sheet of drawing card already gridded with 75 mm squares. At the far end, opposite each patrol, the sketch map itself, with (say) a 25 mm grid, complete with north point and scale, plus a very small **X** marking the spot.

The idea will be, of course, that Scouts will visit their own map one at a time so that they can make an enlarged copy at the other end of the room. At the briefing it should be made clear that the time allowed for the exercise will be **totally inadequate**. The boys should be left in no doubt that they cannot hope to complete their copy before the game is called off.

All clear so far?

Clear to you, perhaps, bearing in mind the name of the game; but in the heat of the moment it may not occur to rank and file, the only thing that matters is the precise location of the 'spot.' Another thing they will not know is that, at the previous meeting of the Court of Honour you have given their p.l.s an oblique tip-off, including a preview of the sketch map, so that without actually spelling it out in words of one syllable you have enabled them to think the



thing out for themselves and, hopefully, come to the right conclusion.

Now if you will kindly turn to the sketch map we have provided, you will at once notice that there are certain features in the landscape which not only identify the general location but actually give a direct cross-bearing on the 'spot' itself.

The scale, of course, will have to be adjusted to accord with the larger grid, but we suggest that you leave this important matter to the p.l. himself. Much as we love the lad, it is no part of our philosophy that we should wrap him in cotton wool.

Now is the hour:

- to devote several troop and/or patrol meetings to a course of pre-camp training.
- to promote a late night illuminated kite flying competition.
- to organize a Kangaroo Court with the object of finding who is, or isn't, pulling his weight at home.
- to start laying in a stock of watertight plastic containers so that you can build and navigate an unsinkable shallow-water raft to your own unique design at summer camp.
- to make and fly a hot-air balloon.
- to make sure that any hooked pulley blocks in your gear have been suitably doctored with a file to make them mousable. (And do remember that, when it comes to mousing, sisal twine is useless. What you want is tarred hemp spunyarn or, failing that, any soft stuff that will hug the steel of the block instead of skating off it.)
- to remind your Court of Honour that it is high time they ran one of those good-old-fashioned Wide Games — perhaps in cooperation with the Guides.
- to qualify for the award of the Lunatic Fringe Certificate by performing a patrol activity of exceptional intelligence and originality.
- to promote a 'Let's Be Kind to the ADC (Scouts) month' in which you all combine to make the poor soul feel wanted.

Another clause has been added to the OTL Hypothesis. Here it is:

SCOUTING IS AN ECCENTRIC MOVEMENT IN WHICH ECCENTRICS ARE BECOMING INCREASINGLY ILL AT EASE.

(Thinks: Don't we know it!)

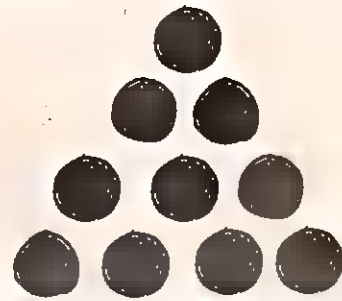
Which brings us to another Deep Thought:

"Many Scouters tend to become resentful, even jealous, of their patrol leaders when they begin to show signs of breaking the umbilical cord."

A slight confusion of ideas there, we fear, but no doubt you catch our meaning.

A friend has loaned us a well-thumbed copy of **The Boy Scouts Own Book** containing a splendid article headed *Conservation! A Great Task for Boys*.

Nothing new in that, of course. Nothing new in the article, either. It contains the usual warnings about the wastelands we are creating by our own stupidity, selfishness, lack of consideration and so on. We've read it all before. The only difference is that this particular article was written in the United States — in the year 1914!



TURN THE PYRAMID UPSIDE DOWN BY MOVING THREE COINS ONLY.

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HAVE
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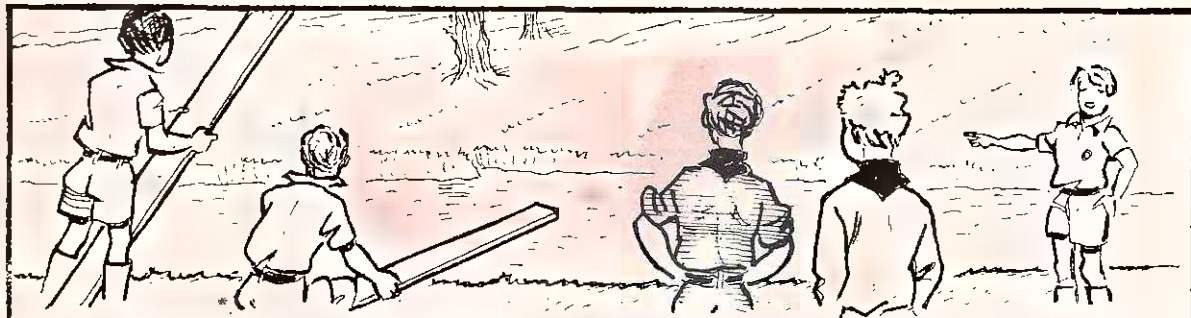


ROLL A VOLUNTEER IN CANVAS, SAC BLANKET OR WHATEVER AND USE THE PRINCIPLE OF THE PARBUCKLE

As for this month's "Have a Go" we hope you won't regard it as an insult to your intelligence if we tell you that the coin problem is solved by moving one coin from each end of the bottom row to the sides of the two coins near the top and then moving the single coin at the apex to the bottom.

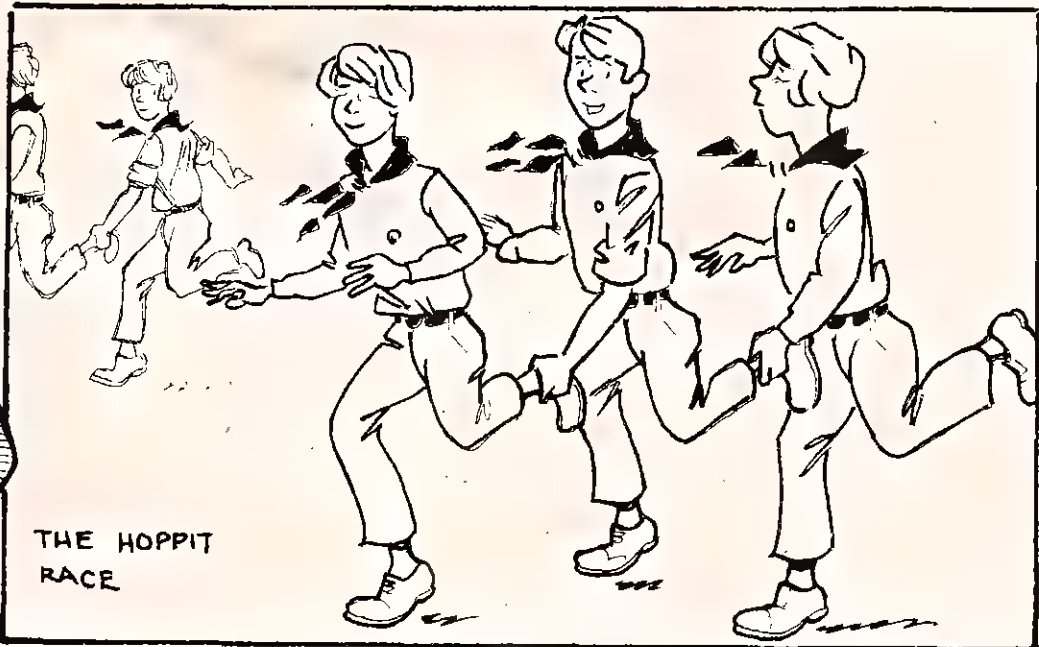
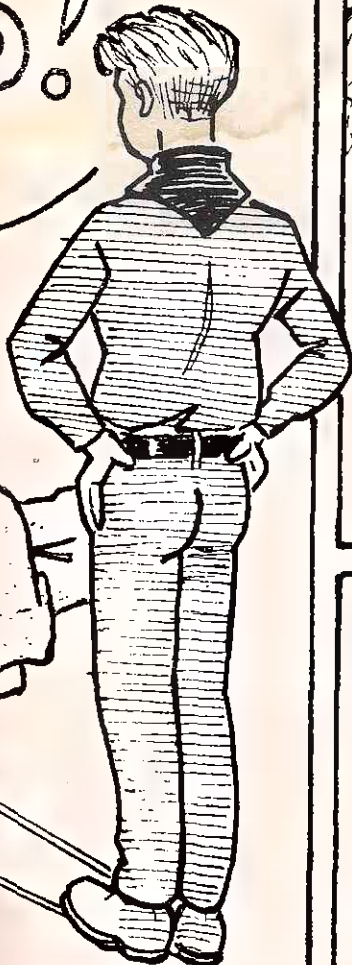
To draw an ellipse on the floor, of course, you stick a couple of drawing pins in the boards and put a loose strop of string around them. All you have to

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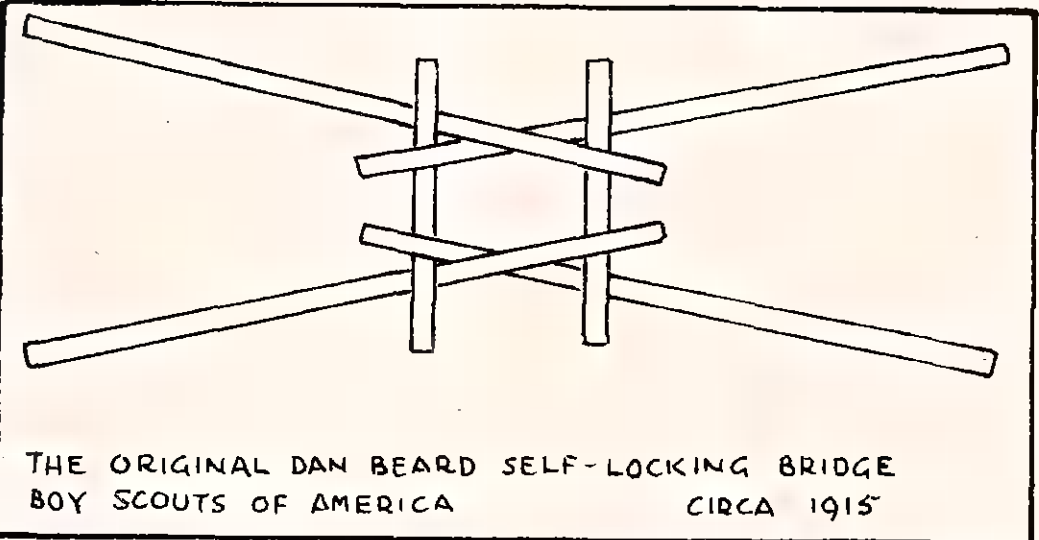


THE PATROL HAVE TWO PLANKS, EACH THREE METRES IN LENGTH AND MUST USE THEM TO CROSS THE BROOK FOUR METRES WIDE. *HOW?*

WE
O!



THE HOPPIT RACE



THE ORIGINAL DAN BEARD SELF-LOCKING BRIDGE
BOY SCOUTS OF AMERICA
CIRCA 1915

...KING, AN OLD
...IM TO DEMONSTRATE

do then is to catch the strop with the end of your stick of chalk and keep it at full stretch while you draw your ellipse.

One way of tackling the plank problem would be to push the end of the first one out across the stream for about two-thirds its length and get a couple of meaty Scouts to stand on the near end to support it. The second plank would then be pushed across until the far end rests on the opposite bank. The

lightest chap would then be persuaded to walk across and, having presumably reached safety in the dry, would stand on the landward end of the second plank to give extra stability while the next 'volunteer' walked across. The position of the two planks would then be reversed so that the first plank (on the take-off side) was supported by the second, and in this way the rest of the patrol would (hopefully) cross in safety.

PLANNING

THE KEY TO A SUCCESSFUL CAMP

by Cecil T. Hunter

A successful Cub camp doesn't happen out in the woods. It happens the weeks prior, in some enthusiastic leaders' living rooms or basements, where they meet and plan.

I am a support leader (Bagheera) with the 1st Pitt Meadows Cub Pack in British Columbia. In July, 1975 we had one of the most successful Cub camps in our history and perhaps what we learned can be of value to our fellow Cubbers across Canada. As a leader, I have found great value in fellow leaders' experiences. I'm always willing to adopt their successes in order to strengthen my program. If what I present here is beneficial to your program, then our efforts will have had the ultimate in usefulness.

Our group here in Pitt Meadows is too large for one pack so we have split and formed two. Although we function independently as packs, our camps are jointly planned and carried out.

Our primary concern was to plan a camp that was constructive as well as fun. In the past we relied too heavily on games and, while they are a necessary part of camp, they cannot carry the bulk of the action.

This year we decided it would be different so we began planning our camp in March; this gave us approximately three months to put a program together. The first meeting was a bit of a brainstorm session. We all agreed that the theme was to be: *Challenge Equals Fun*. Nothing was decided upon at that meeting but a lot of good ideas came out of the woodwork. We have some very enthusiastic women leaders who contribute more than their share of the ideas and also the effort it takes to implement them.

At our second meeting we decided on two interesting handicrafts we knew the boys would like: bird house building and outdoor patio flower pots. These were chosen because they lent themselves to pre-cutting and were within the capabilities of the average Cub. Another reason we chose them was the availability of material. The patio flower pots were made of short pieces of cedar or pine 2" x 2", which we found at building sites. One Cub's father manages a lumber yard so we got the bird house material through him.

The building projects required the boys to arrive at camp with hammers. Names were printed on masking tape then stuck to the hammer handles. This proved invaluable when the tools were stored collectively in a big box. Any other necessary items required were identified the same way. Akela, with the assistance of his trusty crew, estimated required amounts of material per unit and multiplied it by the number of boys expected. He also made prototypes which provided good visual aids. The boys were ar-

ranged in a circle while Akela explained and demonstrated how to attain the final result. The afternoon passed quickly and amid a barrage of noise from hammer on nail, we saw a few dozen patio flower pots emerge. There were no complaints from bored boys; everyone was much too happy and busy.

The following day repeated the performance, with the bird houses. The house design we used was a simple pattern available almost anywhere. It was not as elaborate a project as the flower pot but it filled a morning for 65 boys and provided a tangible and useful item to take home.

Another constructive project was laying a fire and cooking a small lunch. The boys bought jackknives to make shavings from the kindling that we pre-cut. Knives were checked in with leaders and only issued at time of fire laying. The food was prepared beforehand and wrapped in foil. Every boy learned to light his own fire and got to eat his own cooking. This took considerable planning and work but it was worth it all to watch the boys take a step toward adulthood. Incidentally, there were no burnt fingers and no cut hands. Most boys, when given the opportunity to partake in an activity as significant as fire lighting, will act quite maturely. It also paves the way to Scouting and allows them to step up with a basic knowledge of outdoor cooking and handling fire.

Our women leaders developed a point system that promoted order and cooperation. Points were awarded to sixes collectively; this encouraged them to police their ranks and apply pressure that would go unheeded were it administered by a leader. Points were given for everything from clean cabins to first-up-and-at-attention in the morning. The score was kept on a master chart where all could see it. This kept every boy competing for top spot and contributed to an orderly camp.

The point system was extended to include our campfire skit program. Previous experience revealed that the after lunch rest period was usually a volley of squirming, laughing and sometimes fighting which accomplished nothing. Now rest period was to be a skit preparation period.

Anyone who has taken boys to camp will not need a lengthy explanation of what to expect the first night. Every cabin is a beehive of subversive planning. Wild imaginations work far into the night plotting strategic attacks on their neighbours. Fortunately for Cubs and leaders alike, these fantasies of war, bombs and spy missions usually diminish to a handfull of grass being flung into a darkened cabin; at most a resounding crack of a rock landing on the roof. Little harm is done except every board and nail in the shack is reminded to "hang on brother!"

for the next day or two.

Although the possibility of a leader getting any shut-eye on the first night is remote; we think we increased the chances somewhat. Night patrol was handled this way. Each leader was given the responsibility of one cabin. He or she maintained law and order in that one cabin only. This kept it organized and localized. We stationed our tents, campers or trailers fairly close to the cabin we were responsible for and from then on we weren't running helter-skelter, trying to keep everything down to a low howl.

About 10 p.m. on the second evening, there is some synchronization of energy levels and everyone is usually sawing logs shortly after mug-up.

Throughout the year, at regular meetings, we work with a ratio of one leader to eight boys. This works out well. For camps we like to decrease the number of boys per leader for two good reasons; first, the larger groups (two packs combined) are harder to control. Second, we try to fit in rest periods for the leaders. While two are resting, the load can still be carried by the remaining adults.

Getting enough help for Cub camp is sometimes a problem. A lot of people who are regular leaders during the year balk at going to camp for overnight or longer. I'm sure if my good wife was not a leader, I would be reluctant to go to camp as well. As it is, we do our Cubbing as a joint contribution to the community and no one is left home alone. We encourage our group leaders to enlist their spouses' help for the camping trip. There is a gold mine of help available in this resource but most importantly, husbands and wives don't have to endure a weekend alone.

The complete itinerary is written up on 3" x 5" sheets of paper, then photocopied to provide a copy for every leader. Every event is entered along with the time, chronologically. The leaders involved in that particular event are listed and the one responsible for its success has his or her name underlined. Finally we paste these sheets of paper in a small pocket note pad and pass one out to every leader. Now, as the day goes on, he or she just has to glance at the book and watch to know what's happening. Everyone

has the same book, so communications are always straight. The following is an example of our pocket pad itinerary:

July 12th P.M.

- 1:00 Prepare skit for campfire.
Each leader assist their cabin.
- 1:30 Build patio flower pots.
Len, Cec, Trenna, Alan.
- 1:30 16 Cubs light fire, cook food.
Chris, Bob, Gary, Pat.
- 2:45 Refreshments
All help.
- 3:00 16 Cubs light fire, cook food.
Chris, Bob, Gary, Pat.
- 3:00 Build patio flower pots
Len, Cec, Trenna, Alan.
- 4:15 Free time.
- 5:15 Wash up.
Garry and Pat.

Cabins were all numbered beforehand and boys were assigned to their sleeping quarters before we arrived at camp. The little pocket book contained a list of the boys and their cabin number. This made it easier to keep track of who belonged where.

By Sunday noon we were ready to leave camp. Everyone was beat, and here and there a leader could be seen sneaking a few minutes sit down time beneath a shady tree.

It is difficult to measure your success at an event such as this. If you ask the boys they'll assure you it was great, but then they have a great time just being present in an outdoor setting. Perhaps our best yardsticks are how we all feel as leaders. Everyone agreed our organizing paid dividends in various ways. The boys were challenged to reach for skills they weren't sure they possessed. They all did something worthwhile; everyone had a flower pot and a bird house to take home. They were no longer strangers to outdoor cooking and they learned to handle fire properly.

I'm not so sure we ever know how successful we are. Perhaps our final trump is played when 20 years from now a young man tells his son about the weekend Akela, Baloo, Bagheera and Grey Brother took the time to point the way to manhood.

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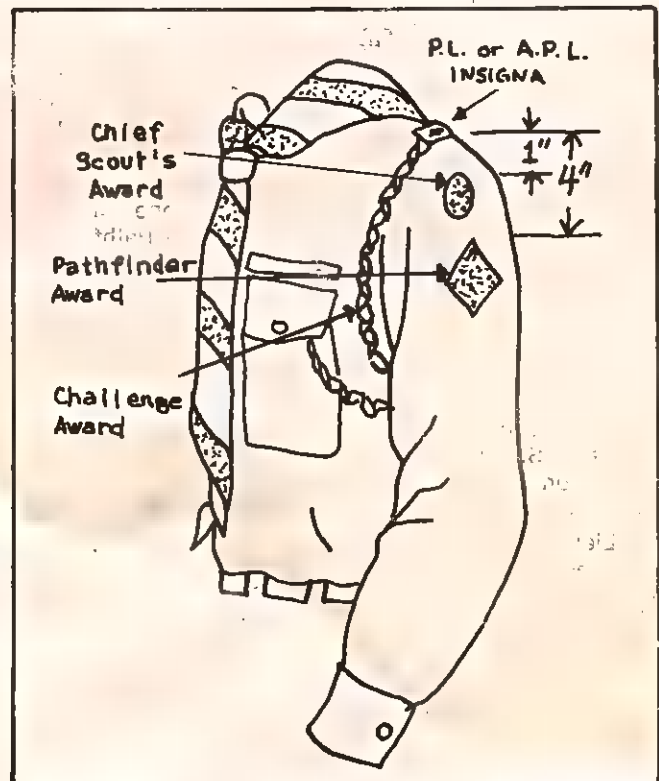
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Understanding the Chief Scout's Award



Chief Scout's Award to be worn on the left sleeve of the shirt. The badge should be centred on the sleeve with the top point one inch from the shoulder seam.

The Pathfinder Badge to be worn directly below the Chief Scout's Award. The badge should be centred on the sleeve with the top point four inches from the shoulder seam.

The Chief Scout's Award (cloth badge) is worn on the left sleeve of the Scout shirt. It should be centred on the sleeve, one inch from the shoulder seam. The Pathfinder Award is worn centred four inches below the shoulder seam.

A Scout earning the Chief Scout's Award should be referred to as a Pathfinder Scout, holder of the Chief Scout's Award. He should not be referred to as a Chief Scout as there is only one Chief Scout of Canada, the Governor-General.

It is intended that a Pathfinder Scout should receive the cloth badge as quickly as possible after completing the requirements. The decision as to successful completion should be made by his "peers" or "fellow Scouts" and troop Scouters. **It was not intended that the potential recipient would be required to appear before special examiners, district staff or service team.** This approach is based on the fact that Scouters and boys from the Scout's group know him best. The decision as to who will receive the award is in the hands of those who have seen demonstrated the necessary leadership, voluntary service and outdoor skills. They know the amount of effort put into earning the Award.

How the requirement — "as judged by your fellow Scouts (peers) and your Scouters" — is to be interpreted must be decided within each troop. For the purpose of the Chief Scout's Award, a troop may decide "fellow Scouts" or "peers" will mean the whole troop or just the Scout's patrol or the Court of Honour. The same applies to the terms "your Scouter" and "troop Scouters." Within a troop this

The primary purpose of this article is to try to answer a number of good questions which have been raised recently concerning the Chief Scout's Award.

Questions like: "How did the Award come about?" "Where is it worn?" "What must I do to earn the Award?" (from several Scouts). "What is meant by peers?" "How does a boy get the certificate?" "How does he get the badge?" "Does the service time from the Citizen Badge count for the Award or must there be an additional 50 hours of service?" All good questions and here are some of the answers.

Two factors combined to bring about the development of the Award — the desire on the part of the Chief Scout for something which would reflect His Excellency's close relationship with Scouting and the expression of troop Scouters that some form of prestige badge or award was needed to provide a focus or goal within the Scout-section badge system.

Consultation between the then, Deputy Chief Scout, Wally Denny, the provincial commissioners and the Program Committee of the National Council resulted in the development of a set of requirements and the proposed design of a cloth badge. These were presented to the Chief Scout for his approval.

On September 18, 1973, the then Chief Scout of Canada, Governor-General Roland Michener, inaugurated the Chief Scout's Award by presenting the Award in the form of a cloth badge and a certificate to two Scouts representing Boy Scouts of Canada. The original badge, certificate and Chief Scout's challenge are now hanging in the museum at National Headquarters. The two Scouts who received the award on behalf of Scouting were representing the Movement **not** receiving their Award. (See **The Leader**, October, 1973.)

The focus of the Award was captured by the Chief Scout in the words of His Excellency's challenge. In it he states that the Scout receiving the Chief Scout's Award has exemplified the principles of Scouting through his leadership, his voluntary service to his community and his outdoor skills.

may mean just the troop Scouter and the boy's Scout counsellor or a combination of all the Scouters working within the troop. The important point is that, within the troop, boys must be involved with the adults in arriving at the decision to approve the gaining of the Chief Scout's Award.

The cloth badge should be presented at an appropriate ceremony within the troop by one of the Scouters. It may be desirable to invite the Scoutmaster and Scout's parents but only after consultation with the Scout.

The certificate, signed by the Chief Scout of Canada, is intended for a public presentation. The following in order of precedence, are suggested as appropriate people to make the presentation:

- National level:
 - Chief Scout
 - National Commissioner
- Provincial level:
 - Lieutenant-Governor
 - Provincial Commissioner
- Regional/District level:
 - Regional Commissioner
 - Chief Magistrate
 - Mayor or Reeve
 - District Commissioner

The requirements for the Chief Scout's Award are set out in the *Canadian Scout Handbook* on page 444. A diagram on page 53 shows the correct placement on the uniform. Page 95 in the *Scout Leaders' Handbook* also has information regarding this award. By the way, the chapter, "The Scouting Good Turn," pages 215 to 222, of the *Scout Leaders' Handbook* could be useful for project ideas.

In keeping with the prestige inherent within an award presented under the name of the Governor-General of Canada, service projects undertaken to earn other badges (e.g. Citizen) may not be credited toward the earning of the Chief Scout's Award. The 50 hours of service must be solely for the earning of the Chief Scout's Award and may be completed over a period of several days, weeks or months, or as one large continuous project, such as manning a lost child booth at a fair or exhibition.

A number of Scouts have earned the Chief Scout's Award since its inception. How the public presentation ceremonies were conducted and the kinds of service projects undertaken by the Scout receiving the Award would be useful information which could be shared through this magazine with Scouters and councils. Problems encountered with any aspect of the Award could also be shared.

Please drop a line to, **Director — Scout Program, Boy Scouts of Canada, P.O. Box 5151, Stn. 'F', Ottawa Ontario, K2C 3G7.**

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(If applicable) # of Sea Scouts in your group:

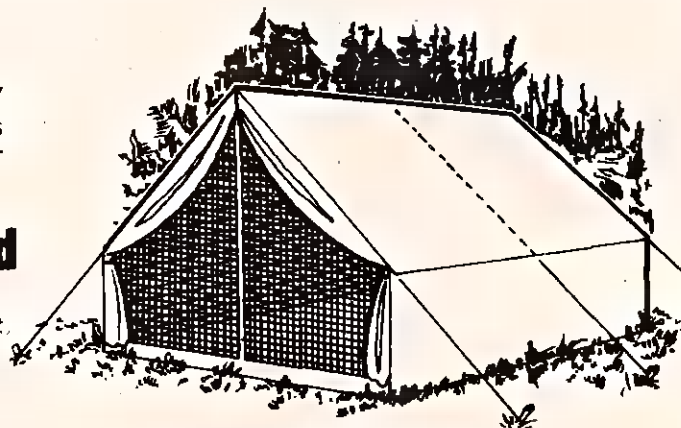
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This month Reg writes
about ...

Taking the Trainer Role

In past articles I have written about many of the things that trainers should do or be aware of, but in looking back it seems that little has been said directly about the trainer role. This oversight was brought to light when I recently began to prepare for my own attendance at a trainer development program and some of the pre-course reading raised the question of just what the trainer role really is.

More often than not, I believe, people who become involved in training, do so because they have shown an interest in training other adults or have demonstrated a particular aptitude and so, have been asked to join the training team or participate in a certain training event. Rarely do such people serve an "apprenticeship" and often just what is expected or what the job entails is something one learns more by accident rather than design.

The trainer, in my view, is a person with special responsibility for helping individuals and group members learn from their experiences. Being a trainer is a complicated and sometimes difficult business and one that can be very demanding, however, having become involved in a trainer role, most will agree that it is an extremely satisfying role and one that tends to become more challenging as time goes on.

The Trainer Role

The role of the trainer is that of a facilitator and guide to learning. It's also one of helping participants learn from whatever situations they find themselves in.

A trainer must be a planner before the training begins, a guide during the training program and an evaluator following an activity and during the planning of new activities.

Planning

The trainer must help participants develop practical plans for learning. To do this a careful assessment of members' needs and experience must be made to establish where they are at the moment, and where it is they wish to be as a result of a training experience.

Dissatisfaction with their current state of skill or knowledge is usually a major reason for people to change and that change — the higher state of skill or knowledge — is what the trainer hopes to help the learner achieve.

Often participants know what it is they want to learn or to become more proficient in doing, but do not know the best way of going about it. The trainer, because of some special knowledge, can provide the technical help required to get the learner started.

The trainer is also in the unique position of being able to observe the process of what is going on, and can see if the learner's needs are being met. The trainer can help to establish a climate in which participants feel confident to try new things; to risk showing ignorance, as they try out new skills and learn new ways of doing things.

The trainer can also encourage the participant to look at what is going on — what new skills are available — and project them into the future. In this way the participant can see how the new learning will benefit in the back-home situation.

Norms

A trainer is a model for appropriate behaviour and much of what the trainer does is copied by the participant. Seeing how the trainer behaves can set the pattern for the future behaviour of the participant. If the trainer treats people with respect and lets them know they are important, the chances are strong that the participant will treat others in the same way.

Since learning by doing is a method of learning long supported in Scouting, trainers encouraging this approach will quite naturally make it easier for participants to learn this way, then go on to use the method with their section back-home. Cooperative behaviour exhibited by trainers as members of a team will do much to encourage trainees to adopt team leadership skills when they work with other adults.

In any training event, the end result is that participants learn new skills and acquire new knowledge. This objective has the best chance of being met when the trainer demonstrates the behaviour most likely to help such results take place. By recognizing that people are important, that it is safe to try new skills, that objective analysis is preferable to critical antagonism and that planning together will achieve maximum commitment to completing a task, the trainer sets the stage for meaningful learning to take place.

Guiding Training

The trainer has the responsibility for guiding the training along those lines which will achieve the best learning for the members and to do so, certain functions need to be supplied. A major one is that of knowing different ways of doing the same thing.

Often a trainer becomes very familiar with a particular method of training and uses that method to the exclusion of all others. I believe there is a need to look at different ways of approaching the same task and offering variety to participants, so they can select ways appropriate to their learning needs. Trainers need to feel secure enough to try new things if it helps the learner.

Helping the participants share their own knowledge and skill is another trainer function. The resources of the trainees are often extensive and a wise trainer will encourage participants to share their skills with the total group. While the trainer has many skill areas — others do too, and the trainer can encourage the participants to take on the trainer role themselves and lead the group in some new learning area.

Concern is sometimes expressed by new trainers about the possibility of 'losing' control of the trainees, however, if the trainer is confident of an ability to

help people learn, rigid control is inappropriate. More appropriate is to encourage the participants to take an equal responsibility with the trainer in the learning process.

Evaluation

I have indicated as a trainer role that of helping in the planning and guiding of training activities. It is equally important to evaluate and replan not only for the next event but also in case a change of direction is needed in the current event.

The trainer must be open to continuous analysis by the trainees as well as personal analysis as to how well the training is progressing toward the desired goal. While pre-planning is intended to set the general direction the training will take, it is important to consider changes of direction if goals are achieved earlier than planned or if new concerns arise which suggest other goals needing to be met.

Trouble spots may require some replanning, or hard to grasp material — a new approach. With session by session evaluation, trainers will find goal achievements and participant satisfaction and learning easier to reach.

The Effective Trainer

While almost any interested person can undertake a trainer role some general characteristics may help to identify the make-up of an effective trainer. While set out only as guidelines, they provide a useful checklist for active and prospective trainers.

a) Openness to change — trainers need to see situations in a flexible and open manner. Looking at oneself and questioning current practices one has always taken for granted can help develop an awareness of the need for change.

b) Comfortableness — an effective trainer needs to like him/herself as a person, be comfortable with others and be able to cope with new situations without getting upset.

c) Desire to help — the effective trainer needs to have a real desire to help other people.

d) Being seen as helpful — often overlooked is the need to be seen by the trainees as a helpful person. Do participants really see 'me' as being competent to help them learn?

e) Formal and practical knowledge and skill —

having knowledge both formal and practical in those areas in which you are training. This doesn't mean being the complete expert but it does mean having enough knowledge and skill to respond to most aspects of the training area in question.

f) Understanding the training process — a good trainer has a reasonably clear picture of how people can learn through the learning-by-doing process.

g) Methods of training — an effective trainer needs to have reasonable working knowledge of various training methods and techniques and their appropriate use in training situations.

Summary

I stated in the beginning that the trainer role is one that carries a special responsibility for helping people learn; that it is complicated and sometimes difficult, but that it is generally rewarding. As a guide and helper, the trainer's role is to enable others to learn for themselves rather than be the receivers of knowledge and skills poured out by the trainer.

Supplying technical help, suggesting useful methods of approach to various training situations and modeling the patterns of behaviour seen as most appropriate, enables the learning to take place more readily.

Planning the training program, working with the participants and evaluating the progress of the training with the trainees will do much to ensure the achievement of the training objectives.

A final observation is that those involved in training others need to be regular learners themselves — learning from their own experiences both good and bad; learning from books and papers about new skills and techniques and revised ways of practising training.

Perhaps most important, you learn how you are seen as a trainer, by the participants. Check regularly with trainees to see how you are doing. Is what you have to offer valuable, and are the participants using your help to enable them to do a better job back-home?

People new to Scouting come into training programs hoping to be more effective in their chosen situation as a result of the training. Trainers have an obligation to help each participant realize this hope in the best possible way.

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EDITOR'S NOTEBOOK

On Saturday morning, October 30, 1976, I met **Ron Jeffries**, editor of **SCOUTING** magazine, and his son **Graham**, in the lobby of **Baden-Powell House** in **London** and with them taxied to Waterloo Station for the two hour train trip to Poole, Dorset, for our visit to Brownsea Island. (See Brownsea Island 1907-1977, page 4.)

The whole thing had begun some months before when I wrote to Ron to tell him that I would be visiting in the fall and to ask if, since 1977 was the 70th anniversary of Brownsea, he could possibly locate a couple of the original campers who might be willing, (and able) to go to the Island with us, to help put together a word and picture story for **The Leader**. He liked the idea and suggested that he would also run it in **SCOUTING**, in the July '77 issue.

As usual, Ron didn't let me down and by the time I arrived in London, he had a detailed itinerary for our sentimental journey to the place where it all began.

With the assistance of **A. W. 'Alf' Murray**, a former district commissioner, Poole, and now an assistant country commissioner, **Ron** had arranged for **Arthur Primmer** and **Terry Bonfield** to meet us in Poole for an interview; their participation in the trip to the Island would depend on the weather.

The railway tracks run along the harbour front in Poole and my first glimpse of Brownsea, from the train, came as a surprise. For some reason, I had expected a much smaller place; not the long, low piece of land, clearly visible from the mainland.

Waiting for us on the platform were **Alf and Terry** who informed us that **Arthur** would not be available until after twelve, as he, in his capacity as a registrar (justice of the peace) was performing his 19,640th wedding ceremony.

With the newly-weds safely on their way, we sat in **Arthur's** office and taped the first part of the interview and then, because the weather was good, we all drove down to the Brownsea ferry pier for the water trip to the Island.

Waiting for us at the ferry were a number of smartly uniformed Scouts and Sea Scouts with their leaders, who were coming along with us to have their pictures taken with the 'vets' of Scouting.

On arrival at the Island pier, we were met by the resident warden, who thoughtfully had a hot cup of tea waiting for us.

Then it was into the only motor vehicle on the Island, the Warden's Land Rover, for the short drive to the site of the experimental camp. The rest is contained in the story.

The opportunity to visit Brownsea with two of the original 20 campers (and there are only about four left) was an unforgettable experience and I might add, a perfect example of the Brotherhood of Scouting in action. **Ron**, **Alf**, **Arthur**, **Terry** and all the rest, went out of their way to be gracious, helpful hosts and the story, hopefully, is worthy of their efforts. To all, I send my sincere thanks.



As regular readers are aware, we do not have a 'letters to the editor' column in **The Leader**. When, from time to time, we feel a letter is of sufficient interest to a majority of our readers, we reprint it in this column.

We appreciate your complimentary letters on the magazine and attempt to acknowledge them promptly, after which they are placed in what we call our 'fan file.' We don't make a practice of reprinting this type because we feel it is a bit like patting ourselves on the back — that is, until today.

It's Friday, February 25 and it started out a real mess: I had been away from the office for a day and a half with a crippled leg; the area had just been hit by a massive ice storm and the February blahs had really set in. Then I looked in my "IN" basket and bless you **Ann Vossen** of **Belle River, Ontario**, there was your let-

ter and while I may be accused of trying to add a dislocated arm to my other complaints, this is what **Ann** wrote:

"Well you finally made me do it. Oh, I've been saying for years that I would . . . someday, and today is the day I am gonna write the editor. It was your February issue that did it, right from the start with the cover of B.-P. you got me. He is already cut out and will become a decoupage STA (spare time activity) one of these days.

More pictures, this time of **Pax Hill** and **B.-P.** and those delightful recollections of **Eileen Nugent Wade**; just what was needed to get the old fire burning and kindle the spirit, and body lag, in that dormant period before spring decides to grace us with her presence. Of course, **Pierre Berton's** face caught my eye next with the caption, "My Love Affair with Scouting" and caught my heart as I thought of my own love affair with Scouting; of the sadness and gladness of it all.

"Then the story on the beaver. How did you know that one of my New Year's resolutions was to learn more about Beavers? But here you were with stories, crafts, songs and stuff and such, all of which were just great.

But then, there it was! I had been waiting, watching, hoping for someone to say, 'Here it is . . . we were there!' . . . 'Scouts at the Olympics.'

"During our visit to the stadium and the campsite, that was to be home to our boys for ten days, I don't know when I have been more proud to be a Scouter. I'll tell you it was enough to make you run home and get your neckerchief. They had rain, long hours, sore feet and the usual bizazz that goes with camping and maybe it wasn't a bed of roses back in the old sleeping bag, but you wouldn't have known it from the smiling faces that greeted you everywhere. The warm handshakes, the friendly hellos, the polite 'Please move along, sir', and 'Please don't block the aisles, ma'am.' These were great guys, doing a great job and Scouting can be well proud of them. And when several weeks later, a 14-year-old Venturer who was there says to his mum, 'Boy, I sure have wasted a lot of my life,' we know that these boys gained far more than they gave. But then, isn't it always like that in Scouting?

"And so it went until I finally came to the back page of the magazine: CJ '77, camping, crafts, training and **Bob Butcher's** 'Pak-sak' assuring us that the wolf, be he old or be he a Cub, has full right to Canadian citizenship; and this is one old Akela who is glad of it.

"Thought provoking, tear jerking, rib tickling but all of it worthwhile. All of it representing hours and hours of Scouting.

"To all of you, have a great Scout-Guide Week, keep up the terrific job that you are doing and in the spirit of B.-P., allow me to say, 'Thank You!'"

The February issue did draw a lot of favourable comment and to all who took the time to write or call, our thanks, but special thanks to Ann who brought some sunshine into a dark February day and made it all seem worthwhile.

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Photo by John Evans Photography Ltd.

An Investiture of Bravery Decorations was held at Government House in Ottawa, on February 11, 1977, when His Excellency, Governor General Jules Léger presented 21 medals on behalf of the Government of Canada.

The youngest recipient was Scout James David Dean Piecowye, who was presented with Canada's Medal of Bravery. His citation read:

"On 31 July, 1975, when six persons fell overboard at Fishing Lake, Saskatchewan, nine-year-old James Piecowye of Ajax, Ontario, towed three boys and his grandfather Fred Salikin some hundred feet to shore. Their boat had overturned in 15 feet of water after

one of the adults stood up; this person was drowned and the rest of the party began to swim to shore. With James in the lead, the boys surrounded Mr. Salikin, James holding his grandfather's head above water. As they neared the beach he applied artificial respiration to Mr. Salikin but to no avail. Had it not been for James Piecowye's persistence more lives would doubtless have been lost."

At a 1976 Investiture ceremony held at Government House, James received Scouting's **Gold Cross**.

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Another letter I was especially happy to receive, came from **Olave, Lady Baden-Powell**, widow of the Founder.

At Mrs. Wade's request, I sent Lady B.-P. a copy of the February issue and by return mail received a long and newsy letter, typed, as usual, by the lady herself.

While she reported that, "I am not awfully well these days, as diabetes and old age has caught up with me, and taken away the use of my legs, so that I cannot get about or walk at all," the signature was still firm and the contents indicated the same sharp and enquiring mind.

Although she was 88 on February 22, her memory is still good as proven by references in the letter to her trip to Canada in 1936 with the Founder. She concluded her letter in this way: "Thank you for sending the charming 'story' of my Beloved man's life."

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Yet another letter, this time from **Mrs. Elizabeth Little, Rich's** mother, acknowledging a copy of the March issue, which contained the 'Rich Little' cover.

Mrs. Little writes, "My memories of the Scouting days when Dr. Little and our three boys attended the meetings and also Scout camps, are lasting ones. One of the many amusing incidents I recall was when (at the last moment) I was sewing on one of Rich's badges. I enquired, 'What is this badge for?' His embarrassed reply was, *sewing!*"

+

President Jimmy Carter of the United States has had a long association with Scouting in his home state of **Georgia**. He was a troop

committee chairman, Explorer advisor, Scoutmaster and with his wife, **Roselyn**, was Cub leader of Pack 25 of **Plains**. All three Carter boys were Cubs and Scouts.

In 1974, while governor of Georgia, he headed the Scouting 'Fall Roundup' in that state and Mrs. Carter served as chairwoman of the Atlanta Area Council's potluck dinner which attracted over 5,000 people.

Recently, at a White House ceremony, Mr. Carter accepted the post of honorary president of **Scouts of America**.

His predecessor, **President Gerald Ford**, who was a boy member and has maintained an active association with the movement during his adult years, recently became honorary vice-president of American Scouting and noted that BSA was one of three organizations he intended working actively for in the future.

Supporting his pledge, he recently participated in the **Jackie Gleason Golf Tournament**, in Florida, from which proceeds go, in part, to Scouting.

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The members of the **1st Guelph Wellington District Venturer Company** have taken on an ambitious project. They are converting an old Volkswagen car into a camping truck. Their leader, **Greg Elliot**, a commercial artist, has turned over his garage to the boys to do their work. Thanks to our good friend **Colin Clarke**, of **Willey & Clark**, photographer in Guelph and long-time Scouter, for the picture.

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Some Thoughts on Beavers



by Bob Butcher

Now that another season of Beavers is drawing to a close, we can pause briefly, look back and reflect a little on the growth and development of the Beaver program.

I find it difficult to believe in looking back, that only six years ago there were no Beavers at all in Canada. It was August of 1971 that Scouting officials in Winnipeg met to discuss the possibility of developing an experimental program for this young age group. With the acceptance of the idea it was only a matter of weeks before things got off the ground. Our records show that the very first colony met at St. Cuthbert's Anglican Church in Winnipeg on September 23, 1971.

34 While searching through our library recently I came across a photocopy of the first registration form for that colony. It showed the names of ten boys and three leaders.

Who would have dreamed at that time that within five years Beavers would grow from the original ten to 35,071? These are figures tabulated last August, the most recent date for which country-wide figures are available. I would guess that when the current year's figures become available this August or September, we will show a membership of nearly 50,000 Beavers.

Looking back, there were a number of us in Canada who had a feeling as early as 1972 that Beavers was going to be something special. I recall being fortunate enough to be chosen to attend the first national Beaver conference in Winnipeg in 1972 to see firsthand what Beavers was all about and to learn from Winnipeg's first year.

After a week there were 45 of us who had caught the Beaver spirit and came away almost as disciples, as it were, to spread the word from B.C. to Newfoundland.

The events of the past five years have been staggering. Even in our newly found enthusiasm I don't think any of us could have visualized the extent of growth about to take place.

It gives me the impression that this is what it must have been like in Scouting during the five years between 1908 and 1913 when B.-P.'s Scout patrols were springing up all over.

What are the reasons behind such a phenomenal success story?

Other so called "new" programs such as Venturers and the "new Scout program" now nearly ten years

old, while successful, haven't "taken off" as Beavers has.

Some traditional Scouting people will say "Ah, but shared leadership — that's the problem that was introduced to Scouting." But look at Beavers. Shared leadership or team leadership is one of the fundamental elements of Beavers and it has proved highly successful.

Other traditional Scouting people may say, "All that talk of peer groups in Scouting put people off." Look again at Beavers. There is provision for peer groups as well as family groups but we don't call them that, we call them something else.

Others may point to "the amount of flexibility of choice introduced into Scouting" as a roadblock in other sections. Yet in Beavers there is so much choice and so much flexibility that it can be downright frightening to a new leader. However, when he is equipped with the knowledge of the opening and closing of ceremonies, a game or two, a song and a craft, he is well on his way and usually performs admirably.

What then, makes Beavers so successful when it has all of these characteristics that are sometimes cited as "difficulties" in our other programs?

That's a difficult question to answer. While it is perhaps, a little too simple an answer, there are two reasons which I feel come close to the mark.

One is that Beaver leaders are new and different people in our organization, somewhat different from those recruited in other sections.

This is not to say they are any better or any worse, just different.

Most of them are young parents of the boys who belong to the colonies. Almost three out of four are women and while some of them may have been Scouts or Guides in their own childhood, very few of them have played a leadership role in Boy Scouts of Canada before. For most, this is their first experience as a leader.

These are people who haven't been told that shared leadership "doesn't work," they just go out and make it work.

These are the people who haven't been told about a peer group versus family group controversy, they just go ahead and use both types; tail groups when they are appropriate and lodges when appropriate.

These are people who haven't been embroiled in arguments about flexibility and variety in badge requirements, they just go ahead and successfully operate a program without badges or awards of any kind, a program which has attracted more boys than Venturing and Rovering combined and in at least one province, more boys than the Scout section has.

It seems to me that the leaders in the Beaver section are very special people indeed. The majority of them might even be referred to as the new generation we keep hearing about that grew up with television, sliced bread, no real memories of the last war and all those other characteristics of today's society.

What they lack or what they have not been, is steeped in the tradition of our organization. They have gone ahead and surmounted many obstacles simply because they haven't seen them as obstacles.

In its early growth stages, the Beaver program developed with some degree of insulation from Scouting's other programs and in many ways this contributed to its success. It's only been recently,

since it must be integrated into the "organization structure" of Scouting, that small points of friction have developed.

Of course, there were always those few who opposed Beavers from the beginning, who said Beavers would "never get off the ground" or "never last", but we don't hear that kind of grumbling anymore.

However, as we are well into the integration phase, Beaver people tend to frequently rub up against the 'old guard.'

In one sense this is good because leaders in all sections can benefit. Leaders in other sections are now beginning to learn and do some of the things that grew out of Beavers. For instance, Cub leaders in some parts of the country now attend Cub Caring Sessions and in a sense are catching the Beaver spirit. Beaver leaders, in their turn, are being introduced to more of the history of Scouting and in a sense are acquiring the Scouting spirit. *The Beaver Leaders' Handbook* was designed to aid this.

I hear the word "sharing" used nowadays throughout the organization, at all levels.

While a certain amount of 'rub-off' between program sections is healthy, the danger flag should go up whenever anyone suggests making Beavers and Cubs too similar, especially if it means complicating the Beaver program. In fact, given the opportunity to write the program over again I could think of a few ways to make it even more simple than it is at present.

This train of thought leads me to recall a favourite expression of our National Commissioner, Lieutenant-General W. K. Carr. When General Carr became involved in Scouting he asked someone more experienced than himself for some advice on how to do well in Scouting. The advice which he received and which he often shares with others is "keep it simple and keep it for the boys."

I believe that the Beaver program is the embodiment of simplicity in our organization and that is why I, and many of my colleagues in Beavers, tend to resist any efforts to clutter up the program with too much paraphernalia, requirements and other non-essential items. That is why we have cautioned

Beaver leaders about relying too heavily on Cub resources or about participating in too many Cub leader training courses. That is why we have been somewhat hesitant in considering the introduction of formal training programs for Beaver leaders. For it is this simplicity of Beavers that I believe to be the second reason for the success of the program.

This simplicity, together with the newness of the leaders involved in Beavers, will continue to account for the enthusiasm, the acceptance and the growth of our newest program for quite some time.

What then, can we look forward to in the next five years? No doubt there will be continuing steady growth of Beavers, perhaps not at the same rate as the first five but steady nevertheless. Apart from the introduction of a few new resources for Beaver leaders and boys, I can foresee no major changes except the likely introduction of a formal training program for Beaver leaders. If this comes about it will be because Beaver leaders have indicated quite positively that it is desirable.

One of the important considerations we are going to be faced with in the next five years is not so much what will become of Beavers, but what effect Beavers will have on the rest of our organization. Long before Beavers appeared on the scene we were aware of a decline in the average age of members in Scouting. With the introduction of our newest program section and its rapid growth we are being faced with a continuing decline in the mean age and this trend shows no sign of reversing itself.

Many Cub leaders are now saying that new chums who were Beavers seem to adjust to Cubbing more readily. Does this mean that the Cub program will have to be made more challenging in order to retain boys until they reach Scout age? This is one of the things we hope to explore in the next review of the Cub program.

Whatever develops, I believe we can safely say that Beavers has significantly changed the face of Scouting and that it will continue to do so for quite some time.

Who knows what we'll be able to reflect back on in Scouting five or six years from now?

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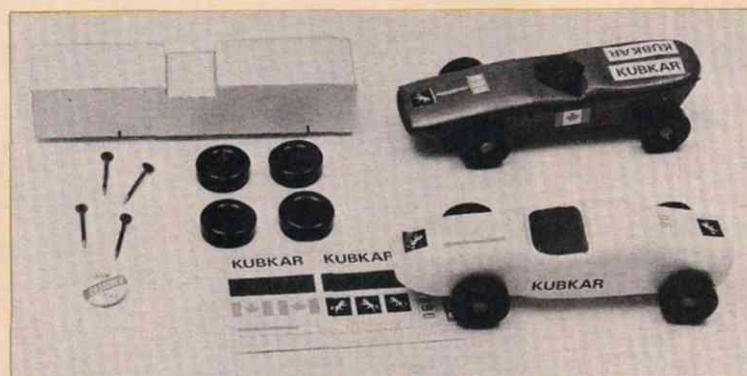
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(See Kub Kar article, page 11)

SCOUTER'S FIVE MINUTES AND SONGS



DON'T ASK FOR THE WRONG THING

Imagine a gardener standing in an apple orchard and using bad language because the trees only had apples and he wanted a basket of plums; it would not be particularly sensible. But the world is full of people exactly like that.

Each one of us bears some kind of fruit and there is nothing we like better than having it appreciated. We like to give the thing we are specially fitted to give. The tiresome and even maddening thing is when people expect something we can't give.

We do this especially in the matter of judging people's characters. For instance, we blame so and so for being impatient; while, if we had looked for that valuable thing, quick sympathy, we should have got it. We want a good listener, because we are longing to announce some news or tell a tale of woe. If we choose a good talker, always full of interesting things to say, we must not blame him as being self-centred and heartless, if we have to go away, our sad tale still untold. There are slow people and quick people: we must not mix them up, and grumble at Slow-but-Sure because he can't scurry around like a young rabbit.

Each individual has his own 'line'; it is part of the art of life to know whom to ask for what.

A BEAVER SONG

(Tune: Shortening Bread)

All the little Beavers love sharing, sharing,
All the little Beavers can work and play,
All the little Beavers love doing, doing,
Having fun in a happy way.

Put on the Beaver scarf,
Put on the hat,
Get to the pond, that's where it's at.
Say hi to Rainbow. Hi, to the rest,
Get down to work and do our best.

All the little Beavers love caring, caring,
All the little Beavers love our country too.
All the little Beavers love one another,
Meeting at the Beaver pond is good for
you.

—from Shirley Enns (Bubbles)
Swift Current, Sask.

THAT DREAM CAME TRUE

(Tune: I've Been Working on the Railroad)

I was dreaming of a campfire
Burning clear and bright
Dreaming stars were out above me
Upon a summer night.
I was dreaming that my comrades
All were-a-dreaming with me too.
When I woke and looked around me
Say that dream came true!

DO YOUR EARS HANG LOW?

(Action song)

Do your ears hang low?
Do they wiggle to and fro?
Can you tie them in a knot?
Can you tie them in a bow?
Can you sling them o'er your shoulder
Like a Continental soldier?
Do your ears hang low?

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JUST TO SMILE

(Tune: Battle Hymn of the Republic)

It isn't any trouble just to S-M-I-L-E,
It isn't any trouble just to S-M-I-L-E,
There isn't any trouble but will vanish like
a bubble,
If you'll only take the trouble just to
S-M-I-L-E.

It isn't any trouble just to G-R-I-N, etc.
It isn't any trouble just to L-A-U-G-H, etc.
It isn't any trouble just to Ha, Ha, Ha, Ha,
Ha, etc.

THERE WAS A BEE

(Tune: How dry I am)

There was a bee-i-e-i-e
Sat on a wall-i-al-i-al,
And it did buzz-i-uz-i-uz,
And that's not all-i-al-i-al.

There came a boy-i-oy-i-oy
With a big stick-i-ick-i-ick,
He gave that bee-i-e-i-e
An awful lick-i-ick-i-ick.

And then that bee-i-e-i-e
That boy did sting-i-ing-i-ing,
And it did hurt-i-urt-i-urt
Like everything-i-ing-i-ing.

And then that boy-i-oy-i-oy
Let out a yell-i-ell-i-ell,
He lit for home-i-ome-i-ome,
He's running still-i-ill-i-ill.

Songs — page 30

TO BE A FRIEND

Here is my hand,
Take it.
A portion of my life
I give to you.
Share it.

Stand by me,
I need your strength,
I'll stand by you
And share mine.

Watch me.
Help me.
I can help too.
Call out,
I'm listening,
I'll try to hear
To see
To know
To be a friend.

—from Rick McLeod,
Northeast Div., London, Ont.

PEANUT BUTTER

I come in a jar, my colour is brown.
Of peanuts and oil I am a compound.

Two textures I come in: crunchy and
smooth,
And all kids like me as a general rule.

I am usually served on bread
As kind of a sandwich spread.

It's potassium and iron that I contain
Not to mention lots of niacin and protein.

All ages like me, I'm good to eat,
And available at a cost hard to beat.

—from "Alphabet Soup",
A. D. Selph and B. G. Street,
Durham, North Carolina.

Scouter's Five Minutes — page 428



Have You Talked About Sharing Lately?

Our thanks go to SHEILA STAFFORD, of Aylmer, Quebec, for sharing these thoughts and experiences with us.

I can visualize some eyebrow raising as you read that title— TALK about sharing? Surely doing it is better! Well, I agree — talking about it is not the same as doing it but sometimes a little talking can pull things together, provide a new perspective.

Let me tell you about my friend Billy who came to visit this morning. He had a rough start to the day — an accident in the family which sent his sister off to hospital, then he lost his way coming home from the store. So he decided that a quiet glass of ginger ale at my house would give him a break. There are no small children living in this house right now but Dinky toys and books are still in adequate supply. Billy and I share a delight in collecting china animals and sometimes we make a trade. We each have three new ones after this morning! And we talked about Beavers.

Billy is five and I had forgotten he is a Beaver, newly invested. He has his hat, neckerchief, woggle and vest, yet his serious little face showed concern at not having proper Beaver shoes (are there such things?). He alternates between his Buster Browns and desert boots and thinks that's OK.

"Tell me about Beavers, Billy."

"Well — Beavers work hard."

"What kind of work?"

"... make paper bag masks. But mine wasn't very good because I don't know how to make round eyes."

"What else do you do?"

"Well — sharing, sharing, sharing — that comes first."

"How do you share, Billy?"

"I share my camper when my friends come over to play. But I'm not allowed to take my camper out of the house."

"How else do you share?"

"I don't know."

"How do you learn to share at Beavers?"

"I don't know — there's a lot I don't know."

"What would you like to know, Billy?"

"How to make round eyes!"

"Have you asked someone to show you?"

"No."

"Have you asked about sharing?"

"No."

"What do you think might happen if you asked?"

"I don't know — there's a lot I don't know."

"How about asking me?"

So he did and we talked a bit about sharing over another glass of ginger ale. Bill said drying the dishes is helping not sharing. So we talked about what he gives when he dries the dishes — his time; his energy, his willingness to help; his enjoyment of polishing each plate to a shiny brightness, his ability to hold onto the dishes without dropping them; his sense of fun when he and his mum blow bubbles together.

Like most children (and a lot of grown-ups), Billy thinks sharing happens with things — outside ourselves, that we can actually hand over to another person — like his camper to his friends, or the scissors when they are making paper bag masks. And sharing is limited when you can't take your camper out of the house or when a Beaver meeting only happens once a week.

What he does not realize is that sharing truly happens when you give something of yourself — from inside — because you want to or because you see another's need.

If sharing becomes moralistic and duty-bound, it loses its 'raison d'etre' — its fundamental purpose of giving to another something which is important and has meaning to oneself.

Sharing often becomes confused with selfishness — you are selfish, (not nice) if you don't 'share' your camper whenever I want it.

Sharing happens between two people — it has to be a giving and a receiving to make sense and people behave in ways that makes sense to them.

Billy shared a lot of himself with me today and it did not happen when we traded the china animals! He brought the animals to trade — he brought himself to share. Giving each other time and attention, trying to understand each other, exchanging our knowledge and ideas, learning from each other through words, actions, and enjoyment — sharing, sharing, sharing! He gave me enough to think about for a week and the incentive to share my thoughts with you. I know this happens in Beavers — it's sharing all the way — I'm not sure if the Beavers know it and it seems important that they do.

Starting next week — Billy and I will be working on a paper maché mask. I'm looking forward to this visit — perhaps if we talk once in a while, we'll both begin to understand what sharing is all about.



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