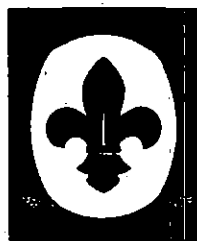


ROVER HANDBOOK



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FOREWORD

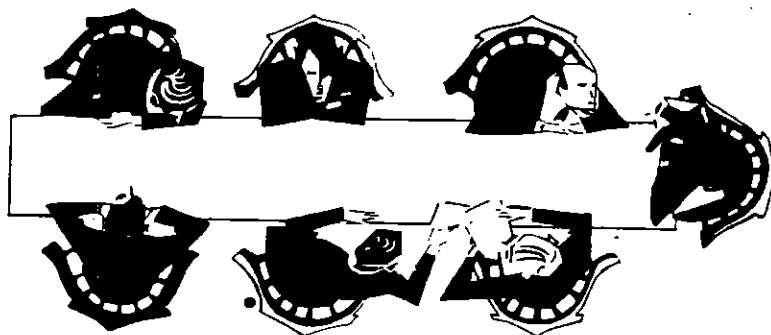
Rovering, as practised by young adults, is a genuine commitment to action in order to do something with their individual lives in a group atmosphere of learning and fun. It is hoped this handbook will aid both Rovers and advisors towards this commitment. The handbook is designed to give Rovers and their advisors guidelines to help develop their individual and group character in their crew. The handbook will take a look at Rovering and its ideas through organization as well as program planning. Some of the items will be concrete in their meaning and implementation, while others will be guidelines, leaving details to the imagination and commitment of the crew. The handbook is action-oriented and should be kept handy by the crew to serve as a reference. It is in a form which can be deleted from or added to. Do not hesitate to do either.

THANKS

Many people have spent long hours in the preparation of this book, from the basic ideas, rough draft material, proof reading and final evaluation, to the finished product you have before you.

Special thanks must go to the task groups in every province and to the Rover Subcommittee members. The names are too numerous to mention but without their ideas, support material and hours of time and effort, this book could not have been produced.

You can add your thanks by sending comments, ideas and suggestions for the improvement of future printings to Program Services, National Office, P.O. Box 5151, Station 'F', Ottawa, K2C 3G7.



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"Rovering, to my mind, is a definite step forward in the direction for which we all aim. The promotion of God's Kingdom of Peace on Earth and Goodwill among men."

BADEN-POWELL OF GILWELL

ROVERING IS:

- * involved young men and women with high ideals
- * living the Scout Aim and Principles from an adult point of view
- * a wholesome social outlet
- * the challenge of the outdoors
- * assisting each member in their progress toward individual goals
- * a resource which assists in the furthering of an individual's goals through the wider scope of their associations
- * fun, fellowship and fulfillment
- * the encouragement of a person's individual plan for life
- * a personal development program
- * what you make it!



CHAPTER ONE

WHY JOIN A ROVER CREW?

There are many reasons why you might find it worthwhile to join a Rover Crew. You could for instance, go camping, horseback riding, bowling, meet people and generally have a good time. The crew atmosphere will give you the opportunity to develop yourself in a fun atmosphere.

One of the most attractive aspects of Rovering for many is the fun, fellowship and action. The action, of course, takes place with young adults of similar age, interests and abilities. You can join with a friend or with some group you enjoy; in fact, it is possible for you and your friends to start your own Rover Crew.

It may or may not be of any particular interest to you that forces and values are present in group life. However, it is important to be aware of them because they can work FOR YOU if you give them a chance.

A Rover Crew has great possibilities. For example, it offers a wide range of activities and interests: car rallies, travel - national and international, co-ed programs, camping, mountain climbing, community action programs, self-help and development, contacts, new skills, hobbies and almost anything you want to take a swing at - depending of course on the type of crew you join.

Obviously not all Rover Crews are the same, and there is no reason why they should be, so the range of activities will be governed a great deal by the particular crew you

join. Join a crew with others you enjoy being with and the chances are you will have a good idea of what to expect.

If you are a Venturer and thinking of joining Rovers, you can do so through two ways. First, you might want to join an existing crew in your community. Second, you may want to organize a crew from the company and other friends in the community. Just remember that as you grow up, start working or go to school, your ideas and interests will change. These changes will always have an effect on your decision to join a crew.

While many crews have been in operation for some time and are already committed to many projects and programs, don't overlook them just because you live away from home or you can't get anyone interested in starting a new crew. An established crew might just have the thing you are looking for without you knowing it. A change of friends may provide a challenge for you.

Most young adults undergo a shift or change as they enter into the world of the adult. They often choose to participate in activities which link them with older people and new interests. There seems to be a growing desire for accomplishment and self-satisfaction. Direct involvement with people and issues can lead you to the fulfillment of these desires.

The opportunity of contributing to community life and practising citizenship through volunteer service work; enjoyment of the company

of others and the sharing of good times; and the chance of travel are all possible in Rovering.

Finally, the opportunity for a stimulating kind of education within the group is present and a crew can provide a good forum for discussion.

Joining a Rover Crew, or sharing one with your friends, may be one of the most important steps you take in your life. It can open doors to new contacts, new adventure and unforgettable experiences.

IT'S YOUR MOVE!

Rovering: Purpose and Objectives

2 This chapter is designed to give an overall look at the purpose and objectives from which the Rover program is designed. In order for any group to form a part of a larger organization, they first must have an understanding of the basic aim and principles of the organization they wish to join. In this case, it is a group of young people wanting to form a Rover Crew within Boy Scouts of Canada. In gaining an understanding of the aim and principles, a group of young people can determine whether or not they wish to become Rovers. Once decided, their understanding of the aim and principles will also help to further their commitment to the new crew, and towards their own personal development through the Rover program.

Aim and Principles of Boy Scouts of Canada

The Aim of Boy Scouts of Canada is to help boys, youth and young adults develop their character as resourceful and responsible members of the community by providing opportunities and guidance for their

mental, physical, social and spiritual development.

Scouting is founded on the principles that man must, to the best of his ability:

- Love and serve God,
- Respect and act in accordance with the human dignity and rights of individuals,
- Recognize the obligations on himself to develop and maintain his potential.

To help Rovers and their advisors achieve some success, Boy Scouts of Canada has stated a purpose and outlined some objectives for the Rover section.

Purpose

The purpose of the Rover section is: "to encourage young adults to become self-directing personalities and responsible participants in the world around them."

This is a very general type of a statement and can be achieved through many aspects of the Rover program which will be described later on.

Objectives

The program objectives of the Rover section give some tangible ideas by which we can measure our success in reaching the Aim and Principles. In fact, a Rover Crew can check its success by how well it has achieved some of the objectives.

The objectives of the Rover section should be followed as closely as possible by all Rovers and their advisors as they conduct their activities.

- 1) To promote self-development, to help the individual in establishing their own life style and a sense of self-identity, individual attitudes, skills and values. To ensure an atmosphere that places value on spiritual depth, human joy and a sense of humour.
- 2) To provide for participation in group oriented activity, to develop meaningful and lasting friendships; to complement the need for self-discovery and personal freedom, within the context of group responsibility and accountability.

To provide opportunities for members to develop physically and to participate in satisfying outdoor activities.
- 3) To become aware and understand the needs of the community, participate in community affairs and actively aid in the development of a better society.

Rover Promise and Motto

A promise and motto are provided for in the Rover program. They are designed with the purpose of showing commitment to Boy Scouts of Canada and to give direction for activities.

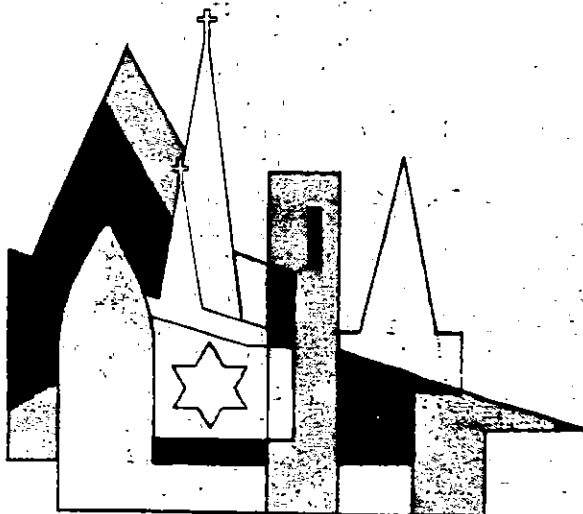
Rovers may be asked to make a promise. It might be at a very formal investiture or a simple ceremony depending on the type of crew to which they belong. But no matter how informal the ceremony or the promise which the crew selects, it must include love of God, love of country and love of fellow man.

Some Rovers may have made this

promise as a boy or girl, in Scouting or Guiding. Think back to when you were told that your best should get better as you grow older. As Rovers grow to become adults they should strive to make the promise a lifelong commitment.

Love of God

To love and serve God, and thereby fulfil the first part of the promise, Rovers must first learn as much as possible about their own religion. In order to love anyone we must know everything about that person. A lot of people today reject religion without really knowing why (or what particular church or group) or have read something bad about the church or organization to which they otherwise would like to have become a part. Remember God is not an "organization" or a "church group." Learn as much as possible about God and religion. Rovers will find beauty and moral value to guide them when making up their minds about having their own religion to follow. This will ensure a life of peace and happiness for them. There are many ways Rovers can serve physically. These have been outlined in *Scouting for Boys*, *Ideas for Rover Scouts* and in *Crew Activities*. But the greatest achievement and satisfaction will come if Rovers find their way to serve God spiritually.



If Rovers study hard and learn all they can while they are young, they will find it will become a way of life and stay with them as long as they live.

Scouting is inter-denominational. Rovers should, after finding their way of life, study some of the other religions of the world. In this way their personal horizons will widen and some of their inborn or accepted prejudices will disappear. Rovers will be amazed to learn, that in many other religions, the moral code and values so highly prized in leading a truly useful and spiritual life, are very close to, or the same as, their own. Then Rovers will be able to accept and respect their Brother Scout, Rover or neighbour from across the street or across the ocean. That's what religion and serving God is all about.

Love of Country and our Fellow Man

Since Scouting began, Rovers have stood up to the challenge of rendering services which are now part of history. It is difficult to prove ourselves in the same way in a country like ours which has a peaceful society.

Rovers should learn all they can about their country, before they make the promise to serve it. Keep in mind that many of the people who came to Canada, came here to find a better and happier life for themselves and their families. Some came to escape oppression or discrimination. All wanted to be free. Many people fought overseas to maintain the freedom we enjoy. They fought against dictatorship and many paid with their lives for our freedom. In their memory and in the spirit of Scouting, learn about our democratic system on all levels, discuss it with the crew, friends, visit the city hall, provincial and national

parliaments, meet members of parliament, and aldermen. Learn about the background of all the people of Canada. Visit other ethnic groups in the community, see their traditions, and learn their way of life. Rovers can meet people from all over the world by just crossing the street but they have to cross that street.

Someone once said: "Brotherhood is a two-way street," which is so true, but unfortunately, in life we sometimes live on one-way streets. In order to break through to people, Rovers may have to drive the wrong way, against the stream. It is hard to push oneself in that direction but, once this has been done, the experience of seeing brotherhood in action makes one feel good inside. Become actively involved with the crew in your community.

Safeguard the environment, the freedom of the country, by becoming a responsible citizen exercising not only the rights but also the duties of a citizen. In doing this as a Rover you exercise the meaning of your promise.

Promise

The promise is the outward sign of commitment to Boy Scouts of Canada and the acceptance of the Aim and Principles. The promise is made by members on their personal honour to live by the ideas expressed in the promise. There is no specific promise for the Rover program, each crew may design their own promise to suit their particular situation. Even though a crew may design their own promise it must include:

- a) that Rovers are part of a world wide organization of Scouts and,
- b) either the actual wording or

a declaration of acceptance,
of the Principles of Scout-
ing.

Example A: On my honour, I promise
that I will do my best -

To do my duty to God and the
Queen,
To help other people at all
times,
To obey the Scout Law.

Example B: I promise to do my
best -

To love and serve God,
my Queen, my country and my
fellow men,
and to live by the Scout Law.

Example C: I promise to develop
myself so that I may better -

- love and serve my God,

- respect and help my fellow men,
- honour and render service to my
country.

Motto

In Boy Scouts of Canada each
program section has its own motto
and this is used to give some direc-
tion for the members to follow. The
Rover motto - SERVICE - indicates
the action and direction for the
Rover program. Crew members should
know the motto and try to emphasize
service as part of their program.



CHAPTER TWO

HISTORY OF ROVERING

To help Rovers and their advisors better understand the Rover program of today, a brief outline of the history of Rovering is shown below. This outline takes us from the early days of Rovering, as it was conceived by the Founder, Baden-Powell, to the present day Rover program, as it is offered to modern youth.

Rover Scouting was born because there was a demand for it. Older Scouts wanted to engage in activities that were more suited to their interests and abilities. Others wanted to retain active membership in a section where they could carry on a form of "advanced" Scouting.

Boy principles were translated into adult terms to help guide the young adults. The objectives of Rovering were taken from the Boy Scout section and described as being "interpreted for older boys."

A series of experiments were conducted, and in 1916 the original pamphlets about the new Rover program appeared. In 1917, Rover Scouting was officially launched as the third section of the Boy Scout Movement.

The general aims of Rover Scouting were developed and presented to the Movement when Baden-Powell wrote *Rovering to Success*.

While *Scouting for Boys* presented a program for boys, *Rovering to Success* never pretended to present a program for young men.

Baden-Powell himself explained this when he said, it was to outline

his philosophy of life and that he was passing on a few thoughts and ideas he had gathered over the years. As he put it:

"It always seems to me so odd that when a man dies he takes out with him all the knowledge that he got in his lifetime whilst sowing his wild oats or winning successes."

Attempts were made to introduce various changes in Rovering over the years. Rover Crews, however, sometimes found it difficult to operate under the complete group concept; that is, the Cub Pack, the Scout Troop and the Rover Crew. Rovers tended toward small independent self-contained units, without attachment to any particular group, (composed of a pack and/or troop).

This move, away from the group, was often misunderstood and misinterpreted by other members of the group and the Scouting family. Also, as Scouting in Canada moved through the 50's and 60's, it rode on a wave of social and technological change. This had a profound effect on recreation, education, attitudes and moral values.

The National Council recognized that these changes in society would affect programs being offered to boys and young adults in Scouting. In 1968, after several years study, the new Venturer section for boys 14 to 17 was introduced. At the same time the Cub program had already undergone a change in 1966 moving from the two star to the five star scheme.

When the new Scout and Venturer programs were introduced, Rovering lost its direct tie with the Scout section and much of the support material for Rovering became out-dated.

In April, 1968, the National Council approved the formation of a National Rover Subcommittee to study the Rover section in Canada. Its terms of reference:

"The Rover Scout Subcommittee was charged with the study and review of Rover Scouting and to make recommendations based on that study."

In 1969, the first recommendation by the subcommittee was submitted which declared that there was a place for the Rover in Canadian Scouting and that there was still a need to be met in the age group 17 to 23; this recommendation was accepted and approved.

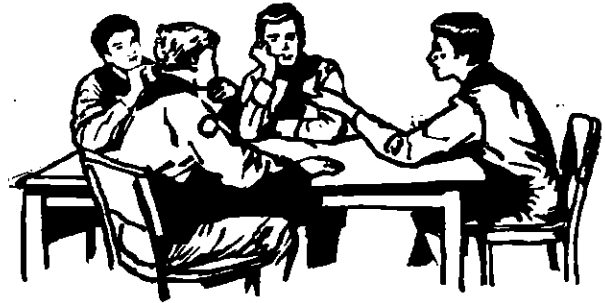
In 1970, the Rover Subcommittee presented two submissions: one on co-ed membership for Rover Crews (crew option) and one that covered policy changes.

The National Council accepted in principle these submissions and changes for a trial period of 3 years, subject to approval by the Rovers at Naroco '71 (National Rover Conference).

The Rovers accepted the interim paper known as Rovers '71 at that National Conference, and requested a more permanent handbook.

After a national survey of all crews, advisors and service personnel, the result showed 86% in favour of co-ed Rovering (crew option). In 1973, the Rover Subcommittee appealed to the National Council to arrange for policy changes to make co-ed Rovering (crew

option) permanent. This was accepted in November, 1973.



Today, Rovers are involved in challenging and exciting programs. Rovers are the planners of their own destiny; and through crew programs continue to carry out Rovering as it was conceived by the Founder.

Rover Sea Scouts

During the history of Rovering in Canada the appeal of "messing about in small boats" resulted in the formation of Rover Sea Scouts. The appeal was especially strong where the crew was part of a group with a Sea Scout Troop.

Strangely enough, when Air Scouts became part of the scene during the early 1940's, little or nothing was heard of Rover Air Scouts. This may be attributed to the fact that World War II was being fought and many young men were part of the real thing, serving in the Royal Canadian Air Force or the Royal Air Force.

During the war, those Rovers unfit for military service played a manly part by offering their services as Scouters, replacing those who had enlisted. Scouting will always be grateful to those who kept the home fires burning.

Rover Moots

Following the war, Rovering again hit its stride. Gatherings of

Rovers, called Rover Moots - Jamboree-type of camps, with a program suited to the Rover age grouping - became popular. Canadian contingents, in 1949, attended the 4th World Rover Scout Moot at Skjak, Norway, and the 5th Moot in Kandersteg, Switzerland, in 1953. Rovers, of course, attended Jubilee Jim in England in 1957 (Jim standing for Jamboree, Indaba and Moot) as part of the very large contingent of Scouts, Rovers and Scouters.

After the successful 1st Canadian Jamboree held near Ottawa in 1949, the Rovers held their 1st Canadian Rover Moot at Blue Springs, Ontario, in 1951. The 2nd Canadian Rover Moot was held at Sussex, New Brunswick in 1956. The third Moot was at Banff in 1959 and the fourth at Mekinac, Quebec in 1962.

History of Scouting and Roving

To appreciate the Rover program it is important to have an understanding of Scouting's history. The life of the Founder, his beliefs and his eventual work on the Scouting program plays an important role in the heritage of Roving. Following is a brief history of the Founder and Canadian Scouting.



The Founder

On 22nd, February, 1857 at 6 Stanhope Street, in West London, a boy was born to Professor H.G. Baden Powell and his wife, formerly Henrietta Smyth. He was their fifth son and was named Robert Stephenson Smyth Powell, the Stephenson Smyth being his grandfather's name. The hyphenated Baden-Bowell came during his boyhood after his father's death. In his family and friends he was known as "Ste." This was the

boy who was to grow up to be such a great influence upon the youth of the Twentieth Century.

He grew up to be a happy, red-haired, little fellow who loved to listen to the tales of adventure which his grandfather used to tell him. His mother's family, the Smyths, were descended from Captain John Smith who had travelled as a colonist to the New World of America during reign of Queen Elizabeth I. For the little boy this man became a great hero, for his life seemed to be full of exciting adventures. He became skilled in sailing, was a fine hunter and had a profound knowledge of woodcraft gained through his study of nature and by using his eyes and his wits. As a pioneer and a leader of many expeditions he had learned to think and act very quickly. He was intelligent, resourceful, and very courageous; in fact, he possessed all the qualities which go to make up a good Scout. Young Baden-Powell always regarded this ancestor of his as one of the "Scouts of the Nation."

The boy also enjoyed hearing stories of his grandfather's own life and about the delights and dangers of the sea, and his spirit of adventure was soon aroused. With four older brothers in the family, "Ste" was able to put this spirit of adventure into practice. Warrington, the oldest, who virtually assumed control of the band or patrol of brothers, was on the naval training ship "Conway" learning to be a sailor. During his holidays he taught his brothers how to fend for themselves out-of-doors and when they went sailing he organized their life on board as strictly and efficiently as would any true sea captain. Much later, Warrington's contribution to Scouting took the form of a textbook on Seamanship for Scouts.

Besides their sailing trips the boys loved to hike around the country in every kind of weather, and always managed to provide themselves with food and a place to sleep. Their father had died when our future Founder was three years old and there was little money to spare for holidays, so for the boys this was an excellent opportunity for seeing a lot of country at little expense to themselves. They made written notes of any animals, birds, strange flowers or plants which they noticed in their travels and sketches of any interesting architecture they saw. They became proficient in the art of map reading and found out how to travel at night with the aid of the stars. When they reached any large town they sought permission to tour some factory or plant, finding out what was made there and how it was manufactured. This wise use of their leisure time was often described by B.-P. as the beginning of his Scouting.

School

Robert Stephenson Baden-Powell, soon shortened to B.-P., spent most of his school days at Charterhouse School in Godalming, Surrey. Near the school was a small wood called the "Copse" and though it was forbidden to the boys it was a favorite place of relaxation for the masters. It was also a favorite spot of B.-P.'s, who by allowing his imagination full play, devised various means of outwitting the "Red Indians" as he called the masters. Here he could pretend to be a pioneer like his ancestor or, as he learned to be more skillful in wielding an axe, could imagine himself to be a backwoodsman. He learned how to fend for himself by snaring rabbits for his food and made friends with many of the birds and other wild creatures whose habits he loved to watch. During

one of his reminiscing moods B.-P. said, "without knowing it I was gaining an education that was to be of infinite value to me later."

Career

Such was the background of the youth who, after finishing school, was given a commission in the army and was drafted to India. He set off from Portsmouth on the troop ship "Serapis" on October 30th, 1876, and this being his first time on a large ship, he explored it thoroughly. He noted anything of interest as the ship progressed and spent a good deal of his time in sketching and painting.

His regiment was stationed at Lucknow, a town in Northern India, and B.-P. soon found that most of his colleagues were unable to live on their pay and had to have money sent to them from home. B.-P. however, decided, that by living plainly and economically and by supplementing his income with a little journalism, he would avoid accepting help from his mother. He worked hard and played hard but after several bouts of fever the regimental doctor decided to send him home. After recovering he returned to India to complete his tour of duty.

1885-1895

B.-P. was again in India as Colonel of the 5th Dragoon Guards. E.K. Wade tells us in her book "Twenty-one years of Scouting" that "it was here he introduced the first Scout badge -- a Fleur-de-lys or arrowhead as given on the compass or map to show the north point. He awarded it to such men as qualified and who proved themselves proficient in the art of Scouting. After a time the War Office approved it as

the badge of a trained scout for all branches of the Service." He decided to put into book form all the new ideas in Scouting which he had learned during his stay in Africa, and this book was called *Aids to Scouting*.

Mafeking

It was for his exploits during the Boer War in 1899-1900 that B.-P. became a national hero. He had already taken over the defence of Mafeking and although beseiged by an overwhelming force of Boers, he showed great cunning and ingenuity in the development of his men and the use of his materials. Here it was that B.-P. proved that boys would respond if given responsibility. Boy Cadets released the men from the more menial and less arduous duties of carrying messages, doing lookout duty and acting as orderlies, and so enabled them to go and strengthen the firing line. B.-P. tells of how he said to one of these boys on one occasion when he cycled in through rather a heavy fire, "You will get hit one of these days riding about like that when shells are flying." He replied, "I pedal so quick, sir, they'd never catch me."

After 217 days the siege was lifted by a relieving force, amongst whose officers was B.-P.'s brother, Baden. Queen Victoria, in acknowledgement of B.-P.'s outstanding achievement caused his promotion to Major-General to be effected.

South African Constabulary

After Mafeking, B.-P. was given the job of raising and organizing the South African Constabulary to take over pacification. Again he made further use of the small unit under a responsible N.C.O. for

training and work. The uniform he designed -- shirt, shorts, scarf, and broad brimmed hat - was later adopted as the Scout's uniform and the green and yellow colours of the Constabulary uniform were adopted as the Scout colours.

1903-1910

In 1903, he was made Inspector General of Cavalry and was in charge of a volunteer force of 25,000 men. He served in this capacity until, in 1910, at the suggestion of H.M. King Edward VII, he decided to retire from military life and devote himself to the Scout Movement.



Boy Scouts

Although the year 1908 marks the official beginning of the Scout Movement, Scouting primarily began with the Brownsea Camp in 1907.

B.-P. had discovered that his book, *Aids to Scouting*, the proofs of which he had corrected during the Mafeking campaign, was being used as a means of instruction in several boys' and girls' schools. This, together with the many letters he had received in connection with the book, gave him the idea that it might be a good thing to adapt his book to the special needs of boys and so, in 1906, he sent to Sir William Smith, the founder of the Boys' Brigade, a short summary of *Aids to Scouting*.

In the summer of 1907 at a house party given by Sir Arthur Pearson, the well known publisher and man of wide interests, B.-P. had a heart-to-heart talk with him about the training of boys. Sir Arthur and his manager Mr. P.W. Everett entirely approved of such healthy and informal training, and the former offered considerable financial assistance while Mr. Everett helped with the organization.

After a course of talks and lectures which B.-P. gave throughout Britain, he was ready to try out his ideas in practice. He conducted an experimental camp for boys in August, 1907, on Brownsea Island, off the South coast of England. Writing of this camp later, Mr. Everett says, "No one who was present will ever forget the wonder and attraction of that first Scout camp. Twenty boys took part, drawn from all grades of society. Eton and the East End of London lived happily together in the same patrol, and shared equally in all the activities of the camp life...They were all unconsciously acquiring valuable habits of observation, manliness and fair play and consideration for others."

The results of this experiment were so satisfactory that in January 1908, he published his great book *Aids to Scouting*, in six fortnightly parts, and because it appealed to boys' love of adventure it was, and still is, in great demand.

Hundreds of boys up and down the country read the book and formed their own patrols and set out to put B.-P.'s suggestions into practice. He had little, if any, idea of starting a Movement as such, but the boys decided otherwise. It should be remembered always that this great World Wide Brotherhood of Scouts, came about not because B.-P.

thought it would be a good thing for boys, but because boys themselves decided that they intended to have it.

In 1909, King Edward VII who was an enthusiastic supporter of Scouting, honoured B.-P. with a knighthood and agreed that Scouts who had attained a certain high standard in Scouting should be known as "King's Scouts."

Marriage of B.-P.

In 1912, B.-P. married Olave St. Clair Soames, the present Lady Baden-Powell, who as his partner and helper, rendered valuable assistance to the Scout Movement. By becoming Chief of the Girl Guides of the World, she enabled girls as well as boys to profit by and enjoy the fundamentals of Scouting. They had three children, Peter, Heather and Betty.

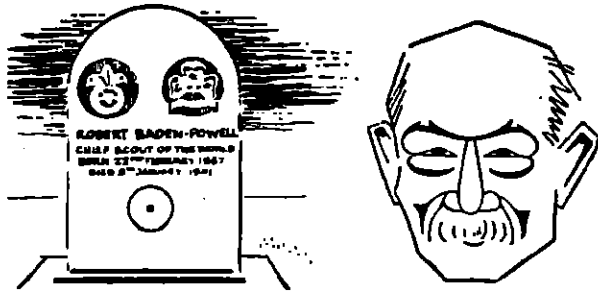
In 1929, B.-P. was elevated to the Peerage and chose to be known as Lord Baden-Powell of Gilwell, much to the delight of the Scouts everywhere.

Visit to Canada 1935

Since his visit to Canada in 1910, B.-P. and Lady Baden-Powell had returned in 1912, 1919 and 1923 to see for themselves the progress of Scouting in this country. The last visit in 1935 proved to be a busy three months for them for they crossed the country from Vancouver to Quebec, being warmly welcomed by both Scouts and Guides.

One of the sights which impressed the Chiefs most was the gathering at rallies of handicapped Scouts and Guides - deaf, blind or invalid children who had wanted to take part.

B.-P. concluded his tour by a visit to Newfoundland and then crossed the border into the United States and was enthusiastically received by President Franklin D. Roosevelt.



Death of B.-P. in 1941

After 1935, the Chief spent more time travelling, inspecting, advising and generally fulfilling his role as the Ambassador of Goodwill for Scouting but it was obvious that it was becoming more of a strain than formerly. In the fall of 1938, the two Chiefs said farewell to England for the last time and travelled to Nyeri in Africa where they had a bungalow in the rich and fruitful highlands of Kenya. Here at "Paxtu" as he called his home, when he was almost 84 years old, B.-P. died. On his gravestone under the badge of the Scouts and Guides is incised:

Robert Baden-Powell, Chief Scout of the World.

The Growth of Scouting

Boys in countries overseas had heard of and were attracted by the idea of Scouting and boys in Africa, Australia, Canada, Chile, Brazil and the Argentine gathered together and formed their own patrols.

Canada

By 1908, Scouting had taken root

in Canada, and in August, 1910, B.-P. was invited to make a tour of the Dominion. By means of a competition held in England, he chose two patrols who, as they journeyed across the country, demonstrated practically the aims and methods of the Movement. B.-P. did not accompany the patrols, but travelled quite independently.

The year 1911 was the Coronation year in England and on July 4th, the day George V was crowned King, a contingent of Canadian Boy Scouts was present to mark the occasion. Fifty years later a group of 1911 Coronation Scouts met at the new Scout Headquarters in Ottawa to celebrate this auspicious occasion.

From its inception in Canada until 1914 Scouting had been directed by numerous Provincial Councils. There was a co-ordinating body based in Ottawa with Sir Percy Sherwood of Ottawa as Dominion Commissioner. In 1911 B.-P. persuaded the new Governor-General, Earl Gray, to accept the position of Chief Scout in Canada; a post filled by each succeeding Governor-General to this day. In June of 1914 the Canadian General Council with Headquarters at Ottawa was incorporated by Act of Parliament. The Act of Incorporation was a big step forward for Scouting in Canada because until that time, it had relied on the British Boy Scouts Association for quite a number of its requirements. After 1914, it was able to take full responsibility for its own organization and administration, nevertheless still coming under the jurisdiction of Imperial Headquarters in London, England. It was not until 1945 that it achieved separate representation on the International Conference.

The Graves of Fathers of Confederation

In 1927, as part of the Diamond

Jubilee commemoration exercises, the National Committee for the celebration of Canada's Golden Jubilee gave the following commission to the Boy Scouts Association: They were "to brighten up surroundings of monuments, memorials and local historical sites with special attention given to monuments to the Fathers of Confederation and other famous men and women of Canadian history." They were to decorate such monuments with wreaths of maple leaves supplied by the Jubilee Committee to each district organization or individual Scout troop concerned.

The Boy Scouts of Canada were very happy to be given this assignment and many were the impressive ceremonies at the various graves after the work of renovation was complete. It was very gratifying to many of the descendants of these great men, who were often present at the ceremonies, to see their ancestors remembered in this manner.

When the Confederation Building was erected in Ottawa in that same year, as a token of appreciation for what the Boy Scouts had done, two statues of Boy Scouts were placed over a window near the main entrance to the building. These statues were modelled on the figure of the famous Boy Scout by Tait Mackenzie.

During Canada's Centennial the Scouts repeated this service performed by their older brethren.

Lord Rowallan, Chief Scout 1945

Two years before his death, B.-P. had named Lord Somers as his successor, but in July, 1944, Lord Somers himself died of a slow and painful illness. Lord Rowallan then accepted the position of Chief Scout of the Commonwealth and Empire, and visited Canada in 1946.

Post War Scouting

In Britain, during the war (1939-1945), group huts and headquarters of the Boy Scouts Association had suffered from bombing and requisitioning -- valuable gear, such as tents, had been destroyed or had seriously deteriorated. However, if Britain had experienced difficulties, the situation in countries which had been under occupation was far more serious. By means of aid given mainly by Canada and the United States of America, associations which had been suppressed were able to reform much more quickly than would otherwise have been possible.

Coronation of Queen Elizabeth II, 1953

In order to be present on the occasion of the Coronation of Her Majesty, Queen Elizabeth II, thirty-two Canadian Queen's Scouts with four Scouters journeyed to Britain in 1953. During their stay in Britain, besides seeing the Coronation, they managed to spend five days in camp at Gilwell. To round off the visit they had tea with Lady Baden-Powell at Hampton Court Palace, attended a magnificent pageant "The Boy Scout" at the Royal Albert Hall and a great Commonwealth and Empire Youth Service in Westminster Abbey.

The smartness, deportment, courtesy and general behaviour of the Canadian Scouts was noticeable at all times and they were a credit to Canada and to the Movement.

Wolf Cubs and Rover Scouts

By 1914, boys of the younger age groups wanted to join the Movement and some actually had managed to join troops although under age, so

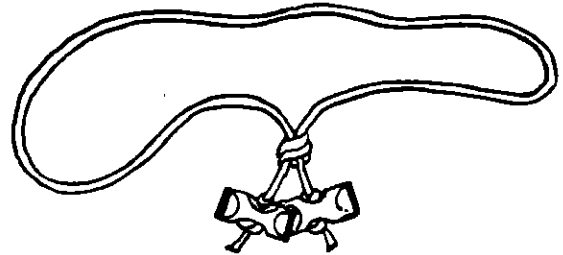
it was considered necessary to form another branch, the Wolf Cubs, to officially incorporate them into Scouting. Similarly, Rover Scouting became the means whereby the older boys of seventeen onwards, could continue to participate in Scout life.

Gilwell Park

In 1919, when Mr. W. de Bois MacLaren bought Gilwell Park and gave it to the Boy Scouts Association for a camping ground for Scouts, B.-P. suggested that a part of it be set aside for the training of Scouters.

When it was first acquired Gilwell was a large, derelict, overgrown estate, but year by year it has been restored and improved until today it has become a place of great beauty and activity. It will always retain memories of the Chief Scout of the World from the many souvenirs which are treasured there, one of which is the caravan, affectionately nicknamed "Eccles," which was pre-

sented to him at the Coming of Age Jamboree in 1929. Nearby is a cast of his footprint, while on the West Lawn is the Bronze Buffalo presented by the Boy Scouts of America, and the Canadian Sugar Maple tree which was planted by Lord Rowallan, then the Chief Scout of the British Commonwealth and Empire.



Wood Badge training was started at Gilwell and today it is known as the International Centre for Wood Badge training.

B.-P. upon attaining his peerage chose the title Lord Baden-Powell of Gillwell. It was at this time that the College of Heralds stepped into the picture and decreed that the spelling of Gillwell should be changed by dropping the first of the double "l's."

CHAPTER THREE

STARTING A ROVER CREW

To start a Rover Crew it is good to get a number of young people who like to do things together, stir up some enthusiasm, add a dash of imagination, shape up an approach, point yourself in the direction of a challenge, and you're on your way. Get a good head start by keeping your rules and procedures simple; and concentrate on organizing the things you want to do as a group. If you get bogged down in drafting by-laws, ceremonial procedures and a constitution too early in the game, you may lose sight of why you got together in the first place.

The Ground Floor

Starting right from scratch is always a problem, but where there's a will and enthusiasm -- there's a way. Some of the steps you may want to consider when starting are as follows:

Step One

- Get a group of young people together and acquaint yourself with the Rover program. Perhaps hold a "Get Acquainted" meeting. If this is what you want to do, then contact your nearest Scout office for help.

Step Two

- Find a sponsor, or arrange for a section charter yourself. If there is an existing group in your area, approach the group/section committee with a view to your crew becoming a section within that group. This should be done only if the crew

decides they want to become a part of an existing group.

Step Three

- Recruit an adult to be your Crew Advisor.

Step Four

- Make contact and seek advice from your local district officials and the nearest Rover Crew. Arrange with other crews in the area to visit them during a meeting. If there are no existing crews in your area you may want to find some expertise through your local Scout organization. In some areas there is a local Rover Round Table, which will have the names of crews within your community.

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Step Five

- Attend Rover events, they are a good place to exchange ideas and make contacts. Car rallies, conferences and moots are some

of the events that generally attract a good cross section of Rover membership.

Step Six

- By now you should be well on your way and want to consider such things as:
 - a) Organizing the crew
 - b) Drafting out individual and crew objectives
 - c) Putting together a program.

Recruiting Rovers

There are many ways in which to recruit members to Rovering. Rover membership comes from two groups of young people. First, they come from Venturers who are already members of the organization. Second, they come from young people in your community. In order to do a good job of recruitment some planning must first take place. Such planning would cover items like:

- the best time to recruit in your community
- where in your community do young people go
- what other activities in your community are offered for young people
- targets, how many people do we want to recruit.

To help in this area here are some suggestions:

Time: Any time is the best time for recruitment, although the start of the school year usually has people thinking of doing things.

Where: Friends, highschoools, colleges, local hang-outs and Venturer companies are probably the best.

How: - Visit Venturer companies

- Advertise on radio and in local papers
- Hold an information night
- Personal invitation through personal contacts
- By having a good program and telling people about it
- Recruitment through example
- Invite recruits on a camp and during the camp sell them on joining.

If you wish more information on the subject of recruitment contact your local district officials or Scout office.

Sponsorship

A Rover crew can gain official recognition with Boy Scouts of Canada by any one of the following methods:

1. Affiliating themselves with an existing Scout group operating under a group charter.
2. Locating a separate sponsoring body for the crew from an association, institution, organization, business or body of citizens, and applying for a charter.
3. Chartering through an adult advisor.

- Be honest with potential advisors, tell them exactly what will be expected of them.

A Rover Crew should carry the responsibility of recruiting their advisor. If everyone on the team participates in the decision, you can count on better co-operation in the end.

The Initial Meeting

The initial meeting can be a very critical point for a new Rover Crew. Young people will come to find out what Rovering is all about, what uniform is worn, how do they join, and what are the operating procedures. But, what they really want to know is: "What are we going to do?" This question and more should be answered by the person or persons in charge of the first meeting. The first meeting might be called a "Get Acquainted" meeting. This means getting acquainted with the founding members of the crew, if they are not known to each other, as well as getting acquainted with the Rover program. In addition the meeting may prove to be the first attempt at formally organizing a crew and some general items should be considered such as:

- program - camps, bowling, other activities
- how often to meet - where to meet - a name for the crew
- membership fees and registration
- relationships to Scouting at all levels - local to international
- internal organization (crew officers/executive).

Remember, fun and fellowship

should be present right from the beginning. To give a good impression, the meeting must be organized and interesting. Remember, the people who are going to attend this meeting are there to learn about the Rover program, so use methods which will encourage new crew members to participate in the learning, and they will have a greater understanding of what Rovering is all about.

If possible, at the initial meeting plan some practical activity as soon as possible, perhaps a ramble, or some other kind of outdoor activity.

Make sure your meeting starts and ends at a reasonable time. In planning for this meeting allow lots of time for talk and be ready to answer all questions. Never try to bluff your way through a question, if you don't know the answer tell the participants that you will find out. Also, remember to leave time for some initial program planning. Even if it is just an introduction to planning.

Invite a district person or a Rover from another crew to help answer questions.

Do not spend any time trying to invent administrative procedures or rules of order.

Rovering in Rural Areas

Starting Rovers in rural areas may provide the organizers with some unique situations. An extra effort may be needed to guarantee success. As with all crews, help should be sought from local district people. They will probably have the experience to help get started. Some special situations to be considered are:

- having a central and convenient place to meet



In each case chartering and registration is accomplished through the co-operation and guidance of the next senior Scout council.

Some examples of those who might sponsor a Rover Crew are:

- business, companies or industries
- religious institutions
- associations, schools, colleges, universities, societies or fraternities, hospitals
- armed forces, lodges, service clubs, fraternal and civic organizations
- professional, business and occupational associations
- recreation commissions and other youth agencies
- groups of interested citizens, community groups or associations and parents
- tenant associations.

In seeking a sponsor, be sure the potential sponsor fully recognizes their role. They are not just affiliating themselves with Scouting, they are making a major commitment to actively support the crew and Scouting in general.

Advisor Recruitment

Recruiting an adult leader for the crew can be a difficult job. It should be noted at this time that recruiting an advisor is a team job. The team made up of the sponsor, the district, and the crew members. Some suggested recruiting methods are listed below:



- List two or three adults that appeal to you and have a delegation of two visit them, in order of preference, so there is face-to-face contact by the adult and the members of the crew.
- If your crew is attached to a group committee, the crew may ask them to suggest some adults they feel might be interested in working with the crew.
- Remember to thank those adults who have shown an interest in the crew, but may not be able to serve as a crew advisor. The crew should leave those adults with the feeling their talents may be used by the crew in the future for some short term programs.
- Consult the pamphlet *Seven Keys to Recruiting Volunteers* for additional information. (Available at Scout offices.)

- allowing time for those who may have to come a long way
- insuring there is adequate transportation for everyone.

Although rural situations provide some unique problems the crew which accomplishes them usually creates a very strong bond between its members.

Some Cautions Around Starting New Crews

Starting a crew is not always the easiest task to perform. Below are some notes of caution, read them and try not to let them hamper the way to success.

- Try not to borrow traditions and methods from other crews.
- Use your imagination, create your own or modify those of other crews. What has been good for one crew may not necessarily be good for another.

- Be cautious of other crews trying to impose their methods of operation. Tell them thanks, - but, no thanks.
- Remember "Action Oriented" crews live on - "Do Nothing" crews die.

The Last Word

Good Luck! In starting the crew sound advice makes a strong base for a successful crew. If help is needed, do not hesitate to contact your local Scout officials or nearest Scout office.



CHAPTER FOUR

CREW THEMES AND OPERATIONS

Introduction

Once the young people are committed to remain as full participating members of a crew it is now time to decide how the crew will operate.

When doing this there are many areas which should be considered by the crew. Such areas are:

- crew themes and operation
- organization
- requirements for membership
- co-ed membership and activity
- uniform and insignia
- Rover awards and recognition
- records and reports.

Crews should remember these are suggested guidelines and they must use their own imagination in developing their crew operation.

Crew Themes and Operation

Rover crews are organized around a variety of themes and operations. Different types of themes are what make each Rover Crew unique. Special themes allow for different forms of operation, ceremonies, and special activities. Many crews are organized around a knighthood theme where new members enter the crew through an orientation or probationary period as a squire. Ceremonies are conducted to show the traditions of knighthood. Some

other crews are water oriented and they make use of naval terms in their operations and ceremonies. Crew themes may also have a bearing on the type of uniform and activity dress to be worn. When considering the type of theme for the crew remember the following five classes can be mixed to suit the crews needs.

- Scout service group
- theme (such as mountain climbing group or Sea Rovers)
- young adults club or service club
- fraternity
- committee type.

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Crew Service Corps

A crew may wish to have "Service to Scouting" as its main theme. It should not be difficult to find opportunities for service to Scouting. Rovers can serve in many capacities depending on their individual leadership skills. A Rover may serve as a section leader, activity leader, or a Scouter-in-Training in any of the other sections if they meet the leadership requirements. Some Rovers may find more satisfaction working on their local district service team. It should be noted the Rover giving service within the Movement benefits by training himself in the art of leadership or, better still, by taking one of the training courses offered by Scouting.

Theme Crews

Crews may choose to use a theme as a basis for its operation and program emphasis. Examples of themes are:

- a) Knighthood theme with squires and the three stages (probationary, training and service).
- b) Nautical theme where the emphasis is on water activities, boating and the naval use of terminology.



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- c) Air theme where the emphasis is on gliding, aircraft engines and flying.
- d) Speciality theme such as Emergency Measures Organization or rescue units where the program emphasis requires specialized training. Also a crew may become involved as an alpine club if mountain climbing is available in that area.
- e) Musical or theatrical interests - gang shows, little theatre, or plays.

Young Men's Club or Service Club

Due to individual interests many

young men are drawn to a club-like structure where community centered programs and social events offer a variety of challenges and interests.

For instance, a club organization might be far more suitable when the crew is sponsored by a golf club, service organization or a businessmen's club. Basically, this crew would have a club-like and committee-type operation.

Crews which are church centered or who operate in colleges and universities may also find this kind of structure far more acceptable.

Many young adults, because of their community involvement, prefer to participate in groups which allow them to belong to a close group of friends; where they can participate in meaningful activities, to develop self, to help others in the community, without going through various forms of rituals and ceremony. The service club theme may fill this need.

Fraternity

A fraternity is usually a society organized for social and other purposes; a body of persons associated by ties of common purpose and interest - a brotherhood.

There are situations where, because of location and circumstances, a fraternity-type of crew may get started or be sponsored by a university or college organization.

There are many young people who live away from home most of the winter months who could get together with others of similar interest - who are in fact Rovers - to form a crew. There are other groups that should not be overlooked as potential sponsors of crews, particularly if the young group of adults

want to establish or maintain a closer relationship with their family, ethnic or religious group.

Any connection with groups of this nature of course, could affect their method of operation, terminology, activity, dress and crew theme.

Some types of sponsors are:

- ethnic community clubs
- service clubs
- church organizations
- school, college or university fraternity
- special sports clubs and organizations.

Committee Type Theme

Crews who do not care for a great deal of ceremony may wish to use a simple form of committee operation. Depending on the size of the crew and the nature of operation, a committee type structure can mean anything from a simple operation to a complex one. Some crews may only need a chairman, a secretary-treasurer and two members to look after equipment and program. Others may need more to deal with special areas of interest.

A crew may wish to use the following guidelines in organizing committees to ensure that they are successful.

- Appoint a committee only for a

specific purpose. Crews sometimes have too many committees and therefore become over-organized.

- Define the purpose of the committee. Guidelines should be drawn in order to give direction to a committee, so that it will know the job they have to do.
- Keep committees small, flexible and workable. Be sure the number of people you have working on your committees is just the right number in order to accomplish the task.
- Select members who are qualified and acceptable to the crew as a whole. Try not to hold up your operation by arguing over personalities, procedures and powers of the committee. Select the qualified people who can make these decisions for you.

Within a committee type operation there are two types of committees - standing and special. A standing committee is a committee that is permanently established by the crew to deal with the continuing and specific aspects of crew business. These aspects would include such things as property, finances, membership, and program. A special committee is a committee that is organized by the crew to handle a special assignment or short range program. This means that crews may have special committees for planning moots, arranging service projects, and running crew dances.

CHAPTER FIVE

ORGANIZATION

Once a crew has determined the theme it will follow, the next step is to decide on the type of organization which will conduct the affairs of the crew. Every crew wants to have an efficient operation which takes as little effort as possible. Many benefits are received in having an efficiently run crew. Members show their satisfaction through increased participation, they start to take on projects because the others are successful, and members enjoy the recognition of the crew for doing a good job.

Formal or Informal

No matter which type of operation a crew may choose it will fall into either a formal or informal category. There is no set answer whether the crew should adopt one style or the other. The only solution is that the crew will select a style of operation which suits their needs and is a mixture of the benefits of both formal and informal operations. Each operation has its own characteristics shown below so the crew can design a form of operation by comparing the two.

Formal Organization

- tends to be rigid
- its foundation is based on a system of procedures and a central style of leadership, usually an executive
- decisions tend to be made by the leadership and then taken to the membership for approval

- this style tends to be very efficient, but at the cost of making members totally dependent upon the organization and its central leadership. Members usually rely on the organization for direction.

Informal Organization

- tends to be flexible
- its foundation is based on the responsibilities of the members to be active and to provide leadership in areas where they feel competent.
- decisions are usually made as a total group with all members expected to voice their opinions to aid in the decision making process
- the leadership is shared among the members and therefore there is less central guidance to members
- this style tends to be a little chaotic at times as there is no central direction. This style though does allow members to be creative in their participation and the members tend to become dependent on each other rather than the organization.

The management of a crew becomes one of the ongoing crew activities. The crew should have a management style which is balanced between the informal - sensitive, human management style and the formal - efficient, corporate management style. In selecting the crew's

style of management there are some points to be considered. These are:

- a rigid organization must have strict management, everyone is accountable to the organization and its central leadership. Discipline becomes an organizational responsibility.
- an informal organization places the responsibility of management on all the members, everyone is accountable to each other for the crew's operation. Discipline becomes a member responsibility and means more than "good behaviour," it means helping to design good programs with the concern for others.
- a formal management style tends to hamper discussion through a system of rules, central leadership giving reports, and parliamentary type decisions - majority rule.
- an informal management style tends to pressure members into listening, participating, and being frank during discussion. Because decisions are made by the total group, a consensus is needed to make a decision.

The management of a crew deals in mainly two areas - these internal affairs which concern only the crew and those external affairs which effect people outside the crew.

Internal affairs are:

- the handling of crew funds
- decision making effecting the crew
- election of officers
- program.

The internal affairs are usually managed through a set of by-laws

and/or job descriptions.

External affairs are:

- relations with Rover Round Tables, group/section committees, sponsor and district/area leadership
- programs involving other organizations, such as the Girl Guides.

The external affairs of the crew are usually managed through job descriptions.

Two Types of Organization

Two types of crew organization are outlined below. The type your crew chooses should be decided upon these factors:

- size of the crew
- style of management desired
- type of setting: formal or informal
- crew and personal objectives: which operation will be efficient to achieve them?
- type of leadership style desired.

A crew should use its imagination and knowledge to design an operation which will suit its own unique characteristics and situations.

Crew-in-Council - operates on an informal style of management. Some of the characteristics of a Crew-in-Council are:

- the whole crew is involved in the planning process and decision making
- the leadership is shared, but a

nominal leader called the Rover leader, Mate or President coordinates the crew's business to make sure it is accomplished

- members pick up special tasks such as program activities, service projects and keeping crew records such as correspondence and funds
- members are responsible for their own discipline, and if discipline is needed, it is done on a group level.

Crew Executive - operates on a formal style of management and usually meets separately from the crew in order to conduct business. Some characteristics of a Crew Executive are:

- executive is elected by crew members to be responsible for conducting the crew's business
- executive controls funds, suggests program activities and service projects, and is responsible for administration
- executive positions have a job description usually controlled by a set of by-laws which determine the length and powers of the office
- the crew executive is responsible for discipline in the crew through its interpretation of the crew by-laws.

When deciding the type of operation for the crew keep in mind that the advisor is always a member of the group. In the Crew-in-Council operation the advisor's role would be that of an active member. The advisor should state opinions and give advice during the meeting for all the members to benefit from this

guidance. In a Crew Executive the advisor's role would be the same as above, but the guidance and advice would be to the crew executive only. The advisor though, has the right to voice the same guidance at a full crew meeting.

Job Descriptions

To help crews decide on the job descriptions for crew leadership some general outlines are shown below, and should be modified to suit the style of leadership the crew wishes to have.

Mate/President/Chairman

- presides over meetings of the full crew and executive
- in consultation with the executive and advisor prepares an agenda for each meeting
- co-ordinates the activities of the crew, working closely with the advisor and the executive
- attends committee meetings, as necessary, as an ex-officio member
- if determined by crew, represents the crew at group/section and district/area/meetings.

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Assistant Mate/Vice President/Vice Chairman

- responsible for the activities undertaken by the members
- looks after the recruiting and discipline of the crew
- replaces the Rover leader if the Rover leader is unable to carry on his/her duties
- helps the Rover leader draw up the agendas.

Secretary/Scribe

- keeps permanent records of all crew and executive meetings, and presents those minutes at each subsequent meeting
- is responsible for handling all the correspondence of the crew
- sends out notices of up coming meetings and events as determined by the crew
- keeps a record of all crew activities
- keeps an up to date record of all members, addresses, telephone numbers, etc.

Treasurer

- collects, banks and controls the distribution of the crew funds
- keeps an accurate record of all

the crew financial matters; this includes general matters as well as activities

- presents a financial report at every crew meeting
- prepares the books once a year for an audit by an independent auditor.

Committee/Activity Chairman

- responsible to the executive and the crew to ensure the project is carried out
- reports to the crew when called upon by the Rover leader
- informs the Rover leader and advisor of all committee meetings
- presents a final report to the crew covering the activity and the use of funds.

CHAPTER SIX

REQUIREMENTS FOR MEMBERSHIP

It is customary when a new person joins a group to go through some period of probation or initiation. Later on new members are made full members of the crew through some gesture such as a simple handshake, being handed a membership card or a formal investiture ceremony. In a Rover Crew it will largely depend on the theme or type of organization the crew has adopted. The requirements for membership are designed by the crew and should be shown in its by-laws. Membership requirements should be drafted in consultation with the crew advisor and be consistent with the general membership requirements laid down by Boy Scouts of Canada.

Admission to the Crew

Some admission guidelines a crew might consider are:

- Young adults ages 17 to 23 years



- Show an interest in subscribing to the Principles of Scouting as described in *By-Laws, Policies and Procedures*
- Show an interest in subscribing to crew objectives.

Orientation or Probationary Stage

On joining a Rover Crew new members should attend all meetings and activities as a regular participant. This is important as they will be exposed to crew members and in particular they will have the opportunity to experience some of the Rover program.

The duration of the orientation period can be determined by each crew, but it should not exceed three months. Any length of time beyond this may act as a barrier to other people who may be considering joining the crew. All possible assistance should be provided to the new member by the crew in order to make the orientation period as meaningful as possible.

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Purpose of the Orientation Period

There are many benefits to having an orientation period for new members. This period can be one of learning and making new friends. This period should be conducted in a serious manner and in no way hindered by unnecessary and immature initiation. The benefits of a meaningful orientation period are that the new members:

- get to know the crew members
- begin to understand the purpose and objectives of Rovering
- become committed to the crew objectives
- explore the intent of the Principles of Scouting, and

determine their personal commitment to Scouting

- are encouraged to complete the other requirements the crew may have.

During this period the crew may wish to have some invested Rovers helping the new members. This can be done through an appointment by the crew and take the form of sponsorship. The topic of Rover sponsors is covered later on in the chapter.

Once the orientation period is over, a time should be put aside by the crew to allow new members to present themselves to the crew. At this time the crew may require the new members to present a personal program of objectives, outlining the route they will take in their personal development.

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Designing Orientation Requirements

The crew should design requirements which are consistent with its theme and are attainable by any new members. Requirements should emphasize the crew objectives and be flexible so they can meet the personal needs of new members. The orientation period should allow the new members the opportunity to learn about themselves and their community; to explore new areas of interest, especially those which relate to the crew they are joining.

Self-Examination before Crew Membership

It is important that new members have the opportunity to reflect upon their decision to join the crew. This opportunity can be carried out in many ways. Learning about oneself can be very important, as it affects how we work in groups, such

as the crew. Self-examination is one way in which new members can determine whether or not they wish to become active members of the crew. The decision whether to use any method of self-examination before admitting a new member to the crew, is a crew decision. Rovering has used self-examination in the past and this method is called a "Vigil." Baden-Powell thought it important that every young adult should engage in some sort of self-examination before being invested into a Rover Crew.

The vigil is a form of self-examination and not a question and answer session conducted by the crew. In today's society, with all its pressures, the self-examination process becomes even more important to a young adult before making any commitment. Some suggestion on how to carry out a vigil are shown below.

The Preparation

- can be done alone or with someone else to provide guidance
- if done with someone else, some suggestions are the new members crew advisor, priest, rabbi, minister, teacher or sponsor. The basic idea is that the person chosen should have the full confidence of the new member
- it must be clear that honesty with oneself is the only route towards a successful vigil
- if members decide to do the vigil alone they should be encouraged to concentrate on one topic at a time
- the choice to do the vigil alone or with someone else lies with the new member.

The Vigil

- should be conducted in a place free from outside disturbance.
- should have a series of questions to help guide the member through the thought process.
- to be effective, the vigil should be the last requirement before formal acceptance into the crew.

Some Suggested Vigil Questions

- Am I making the best use of the life that my God has given me?
- Am I doing anything that counts, or am I just wasting my life?
- Am I doing things which may be hurting other people?
- Am I seeking too much for myself and my own enjoyment at the expense of others?
- Have I let people down or hurt them in some way? Is there a way I can make amends?
- Whom have I helped in my life? How did I do it and can I do it for other people?

In Rovering we get no pay or reward for doing service, but that makes us a better person. Rovers are not working for an employer, but for their crew and their own consciences. Service is not for spare time only. Rovers must constantly be on the lookout for those who may be in need of service.

- Am I joining the Rover Crew only for the fun I can get out of it?
- Am I determined to put real

self-sacrificing service into it?

- What do I mean by service?
- Do I really think of others, rather than of myself, in my plans or undertakings?
- What kind of service am I best suited to do? at home? at work? in my spare time?

As the success of our service will depend to a great extent on our personal character, we must discipline ourselves in order that we may be a good influence on others.

- What are some of my bad habits? How do I give them up?
- What are some of the weak points of my character?
- Am I absolutely honourable, truthful, and trustworthy?
- Am I loyal to my God, my Queen, my Country, my employers, the Scout Movement, my friends and myself?
- Have I the courage and patience to stick it out when things get rough?
- Have I a mind of my own, or do I allow myself to be carried away by the persuasion of others?

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Other Orientation Requirements

A crew may wish to have some other form of requirements for membership in the crew. These can be based on the crew theme, be outdoor oriented or based on an exploration of the community. Some of these requirements might be:

- go on a weekend hike to a place

of your choice, and a partner of your choosing. Prepare a log of your journey showing places of interest, types of wildlife and miles travelled. During your hike do a study of the needed conservation for that area

- if the crew is oriented towards search and rescue the requirement might be to complete a standard first aid course or go on a survival hike with another person
- if your crew is service oriented new members may have to participate in two projects and do a survey of services needed in their community.

Acceptance for Full Crew Membership

Once new members have finished their period of orientation, to the satisfaction of themselves and the crew, it is time to accept them as full members into the crew. If a lot of work has gone into the orientation period then it is only right that a meaningful and suitable event take place to recognize the effort. This recognition can take many forms. It can be a formal investiture ceremony with the new members committing themselves to Scouting and the crew through the Rover Promise. Recognition can also come in the form of a dinner or small token which is unique to the crew. No matter what form the recognition takes, it should show that new members belong to the World Wide Brotherhood of Scouting; and through the promise they will endeavour to live by the Aim and Principles of Boy Scouts of Canada.

Further information on ceremonies can be found further on in the handbook.

Rover Sponsors

After members have joined the crew and are seeking full membership, a sponsor might be assigned to help them through the difficult orientation period. The sponsor would ensure that the process is taken seriously and that it is completed on time.

The use of sponsors is a crew decision - sponsors can be used at any time during a Rover's development. An example of this would be invested Rovers who are given a senior Rover sponsor to help them through the Development Awards. The use of sponsors is popular in the knighthood theme during a squire's probationary period.

A Rover may have one or more sponsors who are appointed by the crew in consultation with the new member. One approach might be for the new member to choose a sponsor and the crew appoint the other.

The responsibilities of the sponsor are:

- to provide guidance where necessary
- to create a bond of friendship between new members and the crew
- assist in the vigil, if the new members wish
- to be the second on a hike if this is desired
- to determine if new members will fit into the crew - if there is any question the advisor should be consulted
- to aid the new member in stating personal objectives, if necessary

In some cases the use of a youth sponsor is a good idea. New members may find it difficult to speak to their advisor in an open fashion. A

new member will appreciate having someone their own age as they are more likely to be open and at ease.

CHAPTER SEVEN

CO-ED ROVERING

In January, 1971 the National Council of Boy Scouts of Canada approved a three year experiment which would allow Rover Crews the option of extending membership to females of Rover age. In November, 1973, co-ed Rover Crews were officially recognized as being an important and regular part of the Scouting scene. Following are the basic guidelines which have been put together to govern the membership and rights of co-ed Rover Crews. These guidelines may also be found in *By-Laws, Policies and Procedures*.

Guidelines:

- a) Rover crews may, as individual units, admit young women in the ages 17-23 as Rovers.
- b) Female Rovers will be entitled to the privileges and carry the responsibilities of full Rover membership in the affairs of the crew.
- c) Female Rovers are entitled to wear shirt or blouse, skirt or slacks, stockings and shoes (as for female Scouters' uniform), the Rover beret and Rover tie or group neckerchief. (Activity dress may be appropriate to the occasion.)
- d) For the purpose of registration, female members will be identified as Rovers.
- e) The admission of young women to a crew is a crew option available to members and it should be clearly established that the crew as such has exercised that option.
- f) While an all male crew is acceptable, an all female crew is not. Where, for any reason, an imbalance heavily in favour of females occurs in a mixed crew, appropriate action should be taken to restore a balance. Facing this situation a crew should be allowed approximately six months to remedy the situation.
- g) A crew operating under a group charter must have the approval of the group or section committee before proceeding to form a mixed crew. Consideration should be given to determining the Rover Crew Advisor's confidence to work with co-ed membership. It is recommended that an adult woman be appointed as Advisor in a crew and, as such, have qualifications equivalent to those for a male Rover Crew Advisor. A mixed crew is subjected to all policies, the rules and regulations of Boy Scouts of Canada in exactly the same way as an all male crew.
- h) Co-ed crew activities should be governed by accepted behaviour standards and social practices of the community in which the crew is located and of Boy Scouts of Canada (*By-Laws, Policies and Procedures*).

i) Guidelines state that co-ed camps should ensure that every consideration be given to propriety - (further information can be found in the section of Joint Movement Activities).

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



CHAPTER EIGHT

UNIFORM AND INSIGNIA

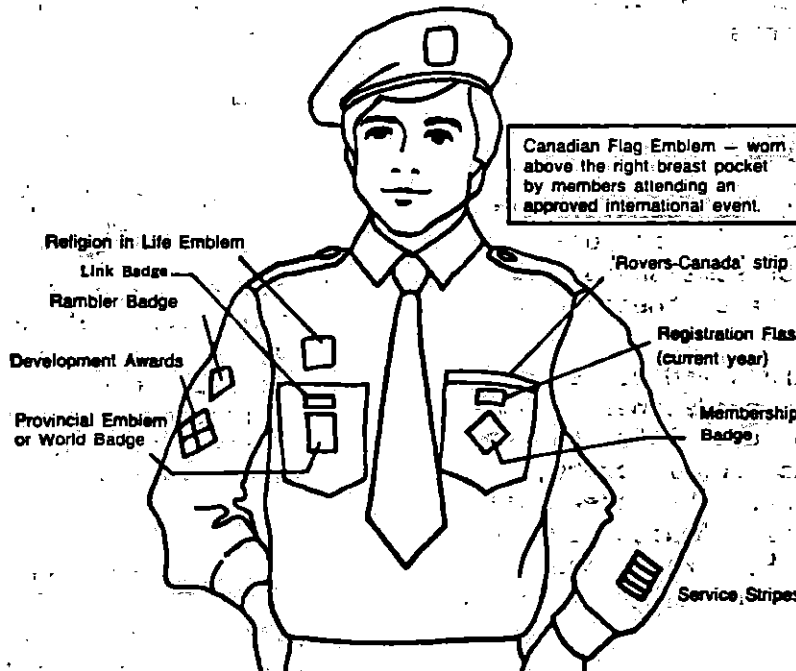
Why Wear a Uniform?

Wearing a uniform can mean many things to many people. Boy Scouts of Canada is a uniformed organization and it encourages all of its members to wear its official uniforms. To Rovers though the uniform may mean even more than just being a member of Boy Scouts of Canada. When Rovers wear their uniform it is an outward sign of commitment to their crew and the Aim and Principles of Boy Scouts of Canada. The uniform should always be worn correctly, with a feeling of pride and distinction. Rover Crews may decide when the official uniform or their activity dress should be worn. But, they should also be conscious that

while in any uniform they may wear, as Rovers, they are seen by the public as members of Boy Scouts of Canada.

Official Rover Uniform

- Red beret or Sea Rover cap with Rovers-Canada insignia
- Red tie or crew neckerchief (the design, colour and material of the neckerchief to be determined by the crew and approved by the group/section committee)
- Shirt - silver grey
- Trousers - grey



Group, district, regional, provincial, world emblems are worn as directed by appropriate council.

Agency awards, may be worn as decided by the crew.

Rovers may wear the Queen's Venturer Award if they earned it as a Venturer. Shirts now have pocket flaps.

Rover Progress Thong may be used in place of Development Awards if Rover wishes and crew approves. Worn around left shoulder.

- Belt - official Scout belt
- Shoes - brown or black

Female Rovers are entitled to wear shirt or blouse, skirt or slacks, stockings and shoes, the Rover beret and Rover tie or group neckerchief. Activity dress may be appropriate to the occasion.

Activity Dress

Rover crews may, if they wish, develop their own activity dress. The degree of formality and the specific choice of items are determined by the crew.

Crews will establish their own regulations whether public service badges or Rover awards are to be worn on the activity dress. The activity dress does not replace the "official" uniform when required at local, provincial, national and international events.

Insignia and Awards

Rover insignia is usually presented following investiture or upon completion of some award. Most of the insignia have their proper place

on the uniform and crews must abide by these guidelines. Some decisions though are left to the wishes of the individual crews; an example is whether the crew will wear the Development Awards or the Progress Thong. Following are the guidelines for official Rover insignia:

- Red Rover epaulets - worn on the shoulders of the shirt
- Red Rovers-Canada name strip - worn above the left shirt pocket

- Rover Development Awards - worn on the right sleeve of the shirt midway between the shoulder and elbow

- Rover Progress Thong - worn around the left shoulder, under the shoulder strap with the end tucked in the left shirt pocket

- Rover Rambler Badge - worn on the right sleeve

- Group/District/Regional/Provincial emblems - worn as designated by those levels

- World Scout Badge - worn on the right pocket or at the direction of the Provincial Council

- Religion in Life Emblem - worn above the right pocket

- Link Badge - worn on the right breast pocket

- Registration Flash - worn on the left breast pocket

- Agency Awards like Red Cross or St. John Ambulance are worn on the left sleeve. However, a Rover must obtain approval from the crew before wearing any agency or Rover badges. Usually crews have set some guidelines as to insignia on their official uniform and activity dress.

Rover Awards and Recognition

The Aim of Boy Scouts of Canada is to help boys, youth and young adults to develop their character as resourceful and responsible members of the community by providing opportunities and guidance for their mental, physical, social, and spiritual development.

To reach this Aim the organization sets out objectives for each of the program sections. These objectives are to give guidance to those who are actively involved in obtaining success in their program section. Young adults in the Rover program are challenged to accomplish the Rover objectives through their crew activities. To help accomplish this there are a series of awards which Rovers can work towards. These awards focus on each of the four development areas in the Aim. Once an award is completed there is recognition for the achievement.

Development Awards Scheme

The awards for this scheme are designed to encourage Rovers to do some exploration in the areas of spiritual, physical, mental and social growth. The requirements for the awards are laid down by the crew, keeping in mind personal and crew goals. Three questions which can be used to determine when a Rover has completed an award are:

- Did the Rover display a good effort?
- Did the Rover acquire any new skills?
- Did the experience effect the Rover's attitude?

Requirements should always be based on the ability and be flexible enough to meet the needs of all members.

Recognition for the completion of the Development Awards are as follows:

- Spiritual - white patch
- Physical - green patch
- Mental - gold patch

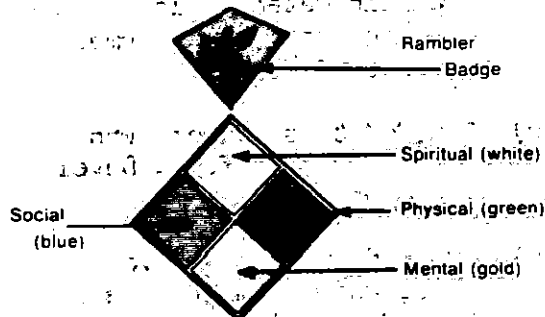
Social - blue patch.

All of these awards are placed on a large red background patch,

OR

the crew may wish to replace the patch scheme with a Progress Thong. Each Rover would wear a leather lanyard and as each Development Award is completed a diamond knot is tied onto the Progress Thong.

Development Awards
Four separate diamond awards on a red backing



Rover Rambler Badge

The detailed requirements for this award are left up to the crew to decide. Standards should be set, taking into consideration such items as personal and crew goals, as well as personal abilities. Below are some examples of crew standards in order to qualify for the award.

- a) Awarded specifically for outdoor achievement. Some standards might be:
 - hike a total of 100 miles (160 kilometers) outside of the community or,
 - 200 miles by canoe, (320 kilometers) or,
 - 400 miles (640 kilometers) by bike and

- keep a log detailing such items as places visited, dates, miles travelled and points of interest.

b) Awarded as a crew specialty award. If a crew was involved in community service and specifically search and rescue the standards might be:

- complete a recognized search and rescue course
- hold the Standard Level of St. John Ambulance
- participated in three search and rescue emergencies.

c) Awarded to a Rover who has completed the four Development Awards:

d) Awarded to a Rover for outstanding community service beyond that level expected of an individual in the Development Award scheme.

NOTE: A crew may wish to combine different elements of the above as a set of standards - an example would be part of A and D.

Religion in Life

The requirements for this award are designed for each religion. Pamphlets describing the requirements can be obtained from local Scout offices. The Religion in Life Emblem is worn by a Rover in addition to - not in place of - the Spiritual Development Award.



Public Service Awards

There are a few awards which are awarded by other agencies that may be worn by a Rover. The crew will decide whether these awards are to be worn on the official uniform and/or the activity dress by an individual Rover. These awards are for skill, or high standing, and concern the safety and the protection of others.

Examples are:

St. John Ambulance

- Minimum requirements for a Standard First Aid Certificate
- St. John Ambulance

Royal Life Saving Canada

- Minimum requirements for a Bronze Medallion, Royal Life Saving Canada.

Canadian Red Cross

- Minimum requirements for a Senior Water Safety/Swimming Award - Red Cross.

Search and Rescue

- Emergency Measures Organization, Alpine Mountaineering Club or Lands and Forests (depending on the part of the country) often provide high skill courses in search and rescue. Any insignia at the intermediate or senior level that indicates these skills are practised and declare the qualification and/or certification of a Rover may be approved by the crew for wear.

Queen's Venturer Award

- Rovers may wear the Queen's

Venturer Award if they won it as a Venturer.

Exploration Areas for the Development Awards

Depending on the choice of words - goal or quest - the Development Awards are tied to individual growth and experience.

GOALS of course are something aimed at; being the object of perception and thought.

QUEST is a word well known in Rovering in the past as it was tied specifically to the knighthood theme. It is a knightly expedition; to search for; and search or hunt; to go on a quest - a quester. It was often described in Rovering as a search for trust. The choice of terminology is up to each crew.

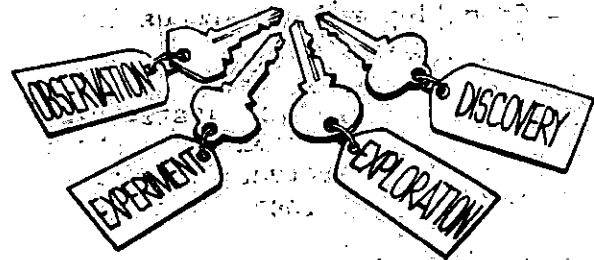
Guidance by the members or sponsors in a crew to an individual could be important if personal growth is to take place. Any exploration by an individual might be with his friends, other crew members, the Rover Advisor, or the full crew.

Areas to Explore

Self, creativity, personality, relationships, sociology, philosophy, social psychology, the humanities, the arts, the sciences, communications, transportation, drama, religion leadership, group dynamics. Man as an Economic Being, Man as a Scientific Being, Man as a Religious Being, Man as a Social Being, sports, nature, outdoors.

Things To Do - General

- Learn judo
- to speak a foreign language



- to play an instrument
- to type
- Discuss bilingualism
- Teach or help teach swimming to the handicapped
- Play cards, chess or checkers with senior citizens
- Take senior citizens for Sunday walks and drives
- Act as a counsellor to disadvantaged groups
- Help to put on a play with underprivileged children
- Form a band, choir or barber-shop quartet
- Become involved in social and community action
- Start an anti-pollution group
- Become involved in crime prevention
- Clean up a local park, restore a local playground
- Sponsor a sports team
- Tutor grade and high school students who are dropping out
- Explore great books and writings
- Work on a political campaign
- Explore great religions

- Education and continuous learning
- Discuss the major institutions of today: - family, school, church, government - what is happening to each
- Explore the mass media
- Why are houses so boxy - why hasn't Buckminster Fuller and people like him made more head-way with their suggestions and designs? What about the "habitat" concept in helping to solve the housing development?
- Explore problems of emerging and developing nations. Economics, relationships, culture, poverty.

Physical

What about exploring:

- Alcohol and drug use
- Systems in health and welfare
- The brain - the mind - memory - perception - attitudes - prejudices
- Physical fitness - sports
- Human pollution
- Smoking
- Social diseases
- Careers in dentistry and medicine.

Individual

- Democratic, autocratic or free rein. Which one can you live with?
- What are you?

- Member of a group or an individual or both?
- Influence of peers - good or bad?
- Attitudes, personality roles?
- Who are YOU really?
- conform or not - who with - when?

People

Teacher, professor, leader, mother, father, brother, politician, minister, priest, rabbi, student, businessmen, artist, actor, lawyer, doctor, radical, hippie, policeman, sales clerk, social worker, women's lib, psychologist, sociologist, philosopher, psychiatrist, labourer, welfare parasite, neighbour, homosexual, salesman, garage mechanic, farmer, fisherman, miner.

Places

Museums, libraries, night clubs, underground film shows, art centres, universities, colleges, archives, businesses, factories, courts, theatres, inner city hangouts, flop houses, hospitals, homes for the aged, crippled, blind, deaf, hospitals and institutions for the retarded and sick.



Spiritual

- Concept of your God
- History of your place of worship
- Purpose of life - brotherhood - man

- Role of clergy - the laity
- Relevance
- Parish, church, synagogue or hall as jumping off spot for discussion
- Meditation - gurus
- Great religions
- Speakers with a different point of view (denominational differences)
- Personal value system.

Community

- What makes your community tick?
- Locate its power group or power block

- What are its values, norms?
- What is its driving force?
- What is its history - what influence has this had on the community in the past - and today?
- Explore leisure and recreation - what does it mean?
- Time on your hands means - moonlighting or recreation?
- Social problems in the community
- United Appeal charities
- Do you have a less chance area or inner city? what can you do?
- Do you have an ethnic community - what do you know about it?

CHAPTER NINE

RECORDS

It is important to establish right away what records are going to be kept for the crew. Records should only be kept if they are serving a purpose and can be easily consulted for their data. Make sure the crew does not get into keeping unnecessary records of business and transaction that may make the job of record keeping overbearing.

Membership records - should contain information which will be used the most by the crew. This kind of information would be; name, address, phone no., joining date, age, and previous Scouting experience.

Finance records - the crew must maintain an up-to-date record of all its financial transactions. These records must be in good order so they can quickly show the financial position of the crew at any time. Also, every crew should have its books audited every year by an independent auditor. In some cases where a crew is part of a group the group committee may ask for monthly statements. Some bookkeeping documents are:

- balance sheet
- ledger or cash book
- cheques and bank books
- receipt book.

If a Rover Crew should have a bank account it should be in the name of Boy Scouts of Canada and then the crew name. The crew should appoint three members of the group

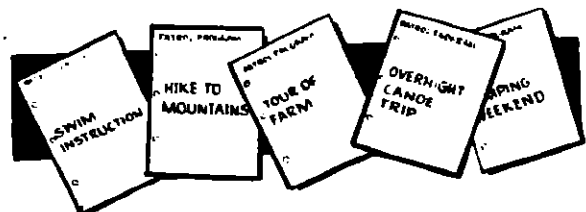
who will be responsible for signing cheques on this account. It is customary for members of the crew executive to fulfill this function together with the advisor or another member; usually any two can sign.

Business Records - kept by a secretary should contain such items as:

- minutes of regular and special meetings
- correspondence by the crew
- the long range plan and the accomplishments of planned activities.

Training records - training records are important if the crew is involved in different types of training programs. The record would contain the training progress of each member and all the details of what was covered on the course.

The crew may wish to design other forms of record keeping but should be sure they will serve the crew's needs. The various reports of activities that should be filed after each event will prove to be of value in recording the successes and failures of the crew.



Reports - when making an activity report it should include the following:

- who attended
- when, where, program content
- persons responsible for conducting the event
- financial reports
- special notes as to the success or failure of the project

- general comments by the organizers.

Crew Log - would be kept up-to-date by persons designated by the crew, and is a historical transcript of the life of the crew. The log contains the various programs the crew became involved in, special services, projects, and major decisions which may affect the life of the crew. Some crews keep a pictorial history of their crew by inserting photographs of various activities.

CHAPTER TEN

CREW BY-LAWS

Most nations, businesses and voluntary organizations as well as Scouting have a constitution. In the case of Canada our constitution consists of the British North America Act and our statutes and common law. Most businesses in Canada are incorporated with Letters Patent or Articles of Association which among other things spell out the purposes of the business and the people who will formulate the by-laws which govern the day-to-day running of the business. Boy Scouts of Canada is incorporated by Articles of Association granted by the Parliament of Canada, and in turn the National Council has formulated *By-Laws, Policies and Procedures* governing the day-to-day running of the Scout offices, and your Advisor should have a copy.

Because Rovers are part of Boy Scouts of Canada they are bound by the Articles of Association and Scoutings' *By-Laws, Policies and Procedures*. The by-laws spell out in broad terms the aims and objectives of the Rover section but they obviously can not spell out a set of by-laws for each and every Rover Crew across Canada. Each Rover Crew is unique, so the Scout Movement recognizing this, and the fact that Rovers wish to govern their own affairs, make allowances for each crew to write and update its own set of by-laws. Crew by-laws are usually short, written in simple language and are understandable to any member of the crew. Long winded, complicated and wordy by-laws usually result in the by-laws not being used.

The crew executive may set up a

special committee from the membership to write the by-laws based on the suggestions of the crew. By-laws should reflect the views of all members. They should, in their final form, be acceptable to all and this acceptance may become a condition for membership. By-laws should be reviewed annually and up-dated as required to keep them in tune with changing times and values.

A set of by-laws contains two types of statements. There are common statements which can be found in any set of by-laws; and specific statements which might concern the theme or operation of the crew. The following are common statements which are found in many by-laws.

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A statement:

- giving the name of the crew and its sponsor
- indicating the crew is a part of and subscribes to the *By-Laws, Policies and Procedures* of Boy Scouts of Canada
- as to the number and titles of the officers of the crew
- on the duties of these officers
- as to the term the officers serve
- on election procedures for officers
- on resignations and how replacements are elected or appointed
- on meetings

- on dues
- on uniform and activity dress.

There are many benefits from signing a set of by-laws. One benefit is the crew can learn more about participatory democracy. While a crew is drawing up its by-laws, it may want to investigate by-laws that are presently being used in their community, province and country. Also Rovers, through designing by-laws, may in fact be able to come to grips with their commitment to both their own crew and Boy Scouts of Canada.

The following is an example of a set of by-laws. When reading these by-laws, your crew should keep in mind that it will be trying to write by-laws to suit its specific needs and crew theme.

The name of the crew shall be "Red Otter" and it will operate under the sponsorship of St. James Church. All new members must understand and subscribe to the Rover Promise before being accepted as full members of the crew. Also, new members must meet the following conditions for membership:

- a) they must be between 17 to 23 years of age
- b) they must serve a probationary period of not more than three months. During this period crew members will assess the candidate in terms of obtaining full membership
- c) they must present to the crew a list of personal objectives they wish to accomplish while being members. These are to be passed onto the resource committee.

The crew will allow inactive members to keep in contact with the

crew. Inactive members shall not pay the regular dues, but will pay according for each activity they attend.

Officers and Duties

Mate/President/ Chairman

- Must be an invested Rover
- Must work in close relationship with crew advisor on all matters concerning the crew
- Conducts the affairs of the crew and acts as the chairman of all crew meetings
- Be aware of all committees and their meetings, attend or have someone as a representative.

Secretary (Scribe)

- Keep a copy of "THE OPERATING POLICY" and its amendments and supply each member with a copy
- Be responsible for all crew correspondence
- Keep the minutes of each meeting
- Keep an up-to-date listing of names, addresses and telephone numbers of all crew members
- Acts as a chairman in the absence of the Rover Leader.

Quartermaster/Telephone Convenor

- Responsible for informing crew members of all meetings and events
- Responsible for purchasing equipment upon crew approval
- Keep an inventory list of equipment up-to-date

- Keep a sign-in and sign-out record of crew equipment

- Provide refreshments or make arrangements for same when requested.

Treasurer

- Take charge and be responsible for all monies belonging to the crew

- Disperse money on the motion of the crew and keep receipts of all transactions

- Present a yearly financial statement, which must be audited by the group/section

- Make the books of account available at any time for inspection by any crew member.

Term of Office for Executive and Committee Members

- All terms of office are for one year

- In the case of resignation a new election will be held

- Other officers may be elected to the executive as the need arises

- The duties of these officers will be determined before an election

- There shall be dues of six dollars (6.00) per year to be paid to the crew treasurer within one month of the crew elections of that year

- Dues are to be paid by all active members

- Inactive members will pay pro-

portionately to their activities throughout the year.

Registration Fees

This is a fee to be paid yearly to the group/section committee or the next senior council.

Meetings

Regular meetings of the crew will be held every week.

Quorum

In order to conduct a meeting or carry on the business of the crew seventy-five percent of all active members must be present.

Voting

During a vote on any issue or election, every active member shall have one vote. No inactive member shall be permitted to vote.

Committees

A committee may be formed at any business meeting by a majority vote. The following committees must be set up each year:

Resource Committee

The role of the Resource Committee shall be to:

- provide information and direction in the area of objectives

- help old and new members to formulate their objectives

- provide new members with an outline of the Rover badge

system if requested

- keep records of how members progress with their objectives.

The committee shall consist of:

- the crew advisor
- four invested members of the crew.

Program and Activity Committee

The role of the Program Committee shall be to:

- present an outline for a yearly program
- conduct or cause to be conducted all activities agreed to by the crew
- provide an up-to-date resource list of all available community resources
- recommend service projects to the crew for its consideration.

The committee shall consist of:

- the crew advisor if he so desires
- mate/president/chairman
- three members of the crew.

Rover Round Tables

The purpose of a Rover Round Table government is to provide young adults in Rovering with a place for expression as a group and organizational representation at Scout council levels. In this way they have a say in policy making and decisions which may directly affect them. Other benefits of local Rover Round Tables are that Rovers would

be able to share ideas and experiences, and to develop program activities for themselves.

To establish a Rover Round Table within an area, crews send representatives to this central Rover Round Table. This would allow crews to communicate openly with each other and the next senior council. A round table, once formed, should spend some time in writing a set of by-laws showing its purpose, representation and terms of office. (Some guidelines for by-laws were shown earlier on in this chapter.) To help achieve this the local Scout council may be prepared to extend some form of support to the group by:

- a) providing adequate volunteer and/or professional adult guidance for counselling to assist Rovers in the operation of their round table;
- b) providing resources such as secretarial and office help, space in council bulletins, a meeting place and general support in finances;
- c) provide opportunities for the round table to report to, and engage in dialogue with the Scout council.

If Rover crews within an area do not wish to become involved in organizational representation, but wish to concentrate on program activities, they should establish a program committee to carry out these desires. Rover Round Tables are a good example of how crews can come together for program activities and still be a sounding board for local Scout councils. Rover Round Tables, should be sensitive to the fact that crews may still wish to do their "own thing." The purpose of the Rover Round Table should not be to try and control all crews in a given area, but to stimulate the feeling of brotherhood.

CHAPTER ELEVEN

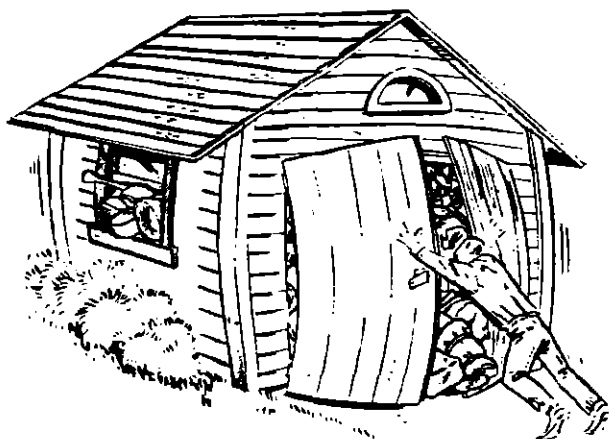
THE ROVER DEN

A Rover Crew needs a home or a place where the members can meet; this usually is referred to as a den. Exclusive use of a den gives Rovers a sense of responsibility and belonging. Not every crew is fortunate enough to have a place they can call their own. Many crews, however, have found places in churches, clubrooms, recreation rooms, and community buildings. In these cases the crew has a locker where it can store items. While it may not be possible for a new crew to obtain a den right away, it could be one of the crew's objectives and future projects. If a crew has to meet in a home or other quarters, a box containing portable equipment and a few ingenious items tucked away in it can transform any room into a den. Rover dens have emerged from chicken coops, backgarden sheds, old house trailers, barns, summer cottages, garages, attics, cellars, old school buses, boats and one room school houses.

Many dens have been built from the ground up by Rovers themselves. Some crews purchased small summer cottages, others pre-fab and pre-cut homes and erected them on land they were able to obtain or get permission to build upon. If a crew has the desire for a home of its own, good planning and strong commitment will play a vital role if there is to be success.

The crew's use of the den is dictated to a degree by their activities, but Rovers should be careful not to become den-bound or catch "den-i-tus." The den should be regarded as a base from which the members will set off on expeditions.

There is also the serious responsibility and problem around ownership.



Financing and Ownership

Many crews have worked long and hard to develop a den. In some cases a great deal of money has been poured into the renovation of an old shed in someone's back yard. The old shed, so easily discarded by the owner, suddenly takes on a new form. The place is cleaned, painted, insulated, heated and supplied with electricity. Thus renovation might cause the owner to take a new interest in the place and arguments may develop over the ownership and use of the building. It is important for a crew to check out all legal aspects, including the preparation of the necessary legal documents before committing funds and their spare time to a project involving private property. Even though the den may be resting on property owned by the Rover Crew Advisor or one of the most active Rovers in the crew, be sure it is understood what happens if they

leave the crew, especially if their exit is not a happy one. Before considering going into the ownership of property, the crew should consult with their sponsor representative, group committee and local Scout council who can offer advice in this area.

The financing of the den is the responsibility of the Rover Crew concerned. The management of the den is valuable training for home management and ownership, and with it comes responsibility and the necessity for responsible action.

CHAPTER TWELVE

THE ROVER ADVISOR

Although certain areas covered in this section may be of more value to the advisor, the contents are not exclusively for the advisor's use. These areas may also be of value to Rovers, as they determine the type of person they wish to have as a Rover Advisor.

To help the Rover Advisor do the best possible job, this section will cover many of the areas concerning Rovers about which there may be questions. Also, an attempt will be made to describe the role of the advisor as it pertains to accountability and responsibility.

Role of the Rover Advisor

The role of an advisor is primarily to assist the Rovers of a crew to become self-directing persons. For this reason his role must be complementary to, not competing with, the natural leadership of the crew. Scouting believes that individuals can be responsible for their own behaviour and development. The ability to do this is learned when individuals are exposed to increasingly challenging situations in which they have to make and act on their own decisions and accept the consequences.

Scouting is convinced that people respond positively to trust placed in them by persons who are themselves open and trustworthy. Dictatorial leadership hinders personal growth and creates hostility or resentment.

Scouting operates on the principle of shared leadership, assuming

that any member of the group may perform a leadership function. Scouting recognizes that for administrative purposes there may be a need for a designated leader in each section.

The advisor is accountable both to the crew and Boy Scouts of Canada for the operation of all crew activities. At the same time, all levels, including the crew, have an accountability to respect and support the advisor. As an accepted and trusted adult in the crew, the advisor will rely on the crew's respect and not his authority.



Leadership

Leadership style should be varied to suit each situation: there are times to direct, to suggest and also to keep quiet. Recognizing that Scouting is concerned in most situations with the growth of individuals, the normal style of leadership should be one which encourages individuals to accept responsibility for their own behaviour, but is ready to lend support when required. Such leadership should promote and support an open environment in which individuals are free

to explore, to learn by doing and to develop their own interests, abilities and values.

Successful advisors are direct, frank and willing to express themselves, and accept the fact that on occasion their advice may be rejected.

Above all, being an advisor demands sensitivity, humaneness, a sense of shared adventure with the crew members and always trying to be up-to-date with their way of thinking.

Rover Advisor Requirements

A Rover Advisor is registered at the council office, as working with a Rover Crew. He is appointed on the recommendation of the crew and approved by the group section committee and/or Boy Scouts of Canada.

The following qualifications are required:

- a) Age, normally not less than thirty. Where a person of lesser age is being considered, their experience and understanding of their duties in relation to the ages of the crew members must be taken into consideration.
- b) Personal standing and character to ensure ability to lead and work with young men and women if they join a crew.
- c) Willingness to subscribe personally to the Aim, Principles and Operating Policies of Boy Scouts of Canada.
- d) Willingness to undertake such training as may be required to better fit the Rover Advisor for the job.

e) A general knowledge of section programs, policies and procedures of Boy Scouts of Canada.

f) A general knowledge of the social needs of the community and the ability to help Rovers find resources.

It is recommended an adult woman be appointed co-advisor in a co-ed Rover Crew. And, as such, have qualifications equivalent to those for the Rover Advisor. Assistant Rover Advisors must meet the same qualifications as above, except the minimum age is not less than twenty-five.

Adult Leader Training

Boy Scouts of Canada makes available a continuing program of training for Scouters in the belief that training can help adults develop the knowledge, attitudes and skills required to be effective in their work in the organization.

The adult training program is provided by authority of the National Council. The responsibility for the design, conduct, operation and evaluation of training is decentralized to the provincial, regional and district area council that should most appropriately offer the training. National training material, guidance and some specialized training experiences are provided to facilitate this operation.

For the advisor there is training recognition available called the Wood Badge. The Wood Badge is separated into two parts, and as stated above is run by the level who can most effectively train section leaders. Recognition for completion of the Part I Wood Badge is a Gilwell Woggle or colour coded tie tack. Successful participation in Part II Wood Badge is recognized by

the Wood Badge and parchment or coloured tie tack superimposed on a gold Maple Leaf, plus parchment.

Although the Wood Badge is the recognition of completed formal training, an advisor should recognize that training is a continuous thing. No one ever stops learning. Advisors should make a point of

checking to see if there is any other type of training available to help them do a better job.

Advisors may wish to consult with their local Scout council to find out when and where courses will be available in order to take Wood Badge or other specialized training.

CHAPTER THIRTEEN

FACTS ABOUT ADOLESCENCE

Adolescence is that period between puberty, the beginning of full sexual development, and adulthood. It is difficult to describe the precise age range of adolescence because children mature at different rates and our society bestows the various rights and responsibilities of adulthood at different ages. However, adolescence is generally considered to span the years between 12 and 20 -- keeping in mind the possibility of individual variation.

What Changes Take Place During Adolescence?

The major changes which occur in adolescence can be described as three-fold: physical, emotional, and social. The physical changes of adolescence involve a rapid increase in body size and height, as well as changes in sexual organs and secondary sexual characteristics. Girls grow fastest around the ages of 12 to 13, boys 1 to 2 years later. Body height usually reaches its upper limit by the age of 17 or 18, but body size, mainly due to increase in muscle, may continue to grow for some time after that.

Sexual changes occur in girls about 2 years earlier than in boys, beginning with breast development, appearance of pubic hair, and the first menstruation. The maximum development of sexual organs in boys and girls occurs at about the time the body reaches its adult height. A person is not necessarily sexually mature just because he has the capacity for ejaculation or she has started to menstruate.

The body requirements in terms of calories, vitamins, and minerals are greater than they are at an earlier period, so it is not abnormal for an adolescent to eat ravenously.

Adolescents are unusually sensitive about their physical characteristics. Facial acne or any deviation from what they consider to be the normal size and shape of an organ or part of the body may be a source of painful concern.

With regard to mental and emotional changes, adolescents are quite likely to exhibit wide swings in their moods and interests. What concerns them most one day may be quite uninteresting the next. If their interest and curiosity are satisfied they may progress quite rapidly, both mentally and emotionally; but if they are thwarted at every turn they may develop tremendous resentment which may well interfere with their mastery of their own feelings and motivations. It is quite essential they have good role models to emulate and firm but flexible standards of discipline to which they are expected to adhere. Should they become angry or resentful, their parents also tend to become anxious, depressed, or angry. Any interference with one aspect of the adolescent's development is likely to interfere with the others.

Not only does the present-day adolescent have to contend with their own rapidly changing physical and emotional characteristics, they must also deal with more rapid change in social conditions than has faced any other generation. Many young people who have ineffective

support from their own families cannot visualize or plan for their futures, do not wish to grow up, and have difficulties in establishing their own identity. They are not sure if they are child or pre-adult, conformist or nonconformist, male or female.

In a society where there are so many changes, both personal and social, the young adolescent frequently finds more comfort in trying to be like others of their own age than in imitating the qualities of his parents and other adults. The influences of the mass media suggest that youngsters should look alike, act alike, eat the same food, and wear the same clothes; this has a powerful conforming effect. Young people today have acquired a good deal more freedom than was possessed by earlier generations, and this may cause the individual to think that because they have this freedom they must act in new and strange ways. For many, what began as a privilege has become an obligation.

What are the Main Tasks and Needs of Adolescence?

The tasks of adolescence include establishing heterosexual identity, choosing a vocation, becoming emancipated from parents, and developing a commitment to responsible citizenship. Adolescents also must learn how to deal with authority, endure uncertainty, establish a balance between love and hatred, develop feelings of adequacy or competence, and attain prestige or self-esteem. Finally, they have the task of developing standards and value systems by which to live for the rest of their lives.

The needs of adolescence have probably changed very little over the centuries. A young person needs

the capacity to receive as well as give affection to family and friends, the feeling of belonging and being needed as well as wanted, and the recognition of being a separate person rather than just an extension of their parents. They need freedom from excessive domination or interference with their affairs, but they also need firm discipline from persons they respect, and this must be administered in a friendly manner. Consistency is of special importance, for divided authority is confusing to anyone especially to the young. A system of values to follow or to rebel against is essential. Conflicting values are particularly destructive to the young person who is trying to determine limits and learn what they can get away with and what they can't.

In the setting of limits, the most important consideration is to help the young person develop limits of their own. If they do not have sufficient outer controls to begin with, they will have great difficulty in fashioning inner controls. At a very early period, however, the child will develop controls much faster if they are explained to them and they have a chance to participate in their formation.

The task of maturing in late adolescence differs from those of early adolescence in that they are much more complex and have to take into account influences stemming from the society rather than just those from the family. Most decisions require more discussion with those who have had experience with similar problems, as compared to earlier periods where the answers were relatively simple. As adolescents develop, their value systems, attitudes and principles are far more important than specific rules.

The term "identity" which has

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been popularized by Erik Erikson, refers to that state of development where the late adolescent or young adult feels that they understand themselves, where their own idea of themselves and the ideas of others are congruent, and where they can relate themselves to other people of varying viewpoints and behavior. A "negative identity" is characterized by individuals being in rebellion against themselves and against all those with whom they would ordinarily be expected to have good relations. They feel hostile, isolated, left out; they react negatively, or even self-destructively, to new situations. "Identity diffusion" occurs when individuals have no clear concept of who they are or what they want to be, but yet is not overwhelmed by negative factors or hostility. For many young people it is a kind of prelude to the development of a true identity.

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"Identity crisis" is a term used to indicate an intense, though not pathological, developmental state in which an individual re-examines their basic values, their vocational choices, their entire approach to the business of living. When a person is in an identity crisis they frequently find it difficult to direct their energies, and they may feel the need for taking some time out to let their soul catch up with their body, so to speak. The more effective and attractive the relationship of a young person with their parents, the less likely they are to develop an identity crisis of serious proportions. If relationships with their parents have been insecure, the probability of an identity crisis is greater.

Are Adolescents Today Basically Different from What They Were in Earlier Generations?

There is no evidence they are any

different in their needs or in their capacity to react to influences around them. What is different is the vastly more stimulating environment that most of them, especially in the developed countries, are experiencing.

In affluent families the young people live comfortably, have relatively few demanding responsibilities at home, and have much leisure time. Their knowledge of the world, due in large part to the mass media, is far greater than that of their predecessors. Whatever happens in one part of the country or the world, whether in dress, new ways of expressing ideas or feelings, or modes of rebellion, is noted throughout the world. As a result they may develop ideas which may seem strange and even frightening to their parents.

Adolescents from families and communities that have very poor living conditions often note the great discrepancy between what they have and what others have, and may develop marked hostility toward anyone whom they view as keeping them from the advantages enjoyed by the upper class. For example, young persons who were a very serious problem to their parents and local authorities because of their anti-social behavior, spent several weeks one summer in a peaceful rural area with members of a religious group well-known for their kind, simple modes of living. Their behavior among them was exemplary. The following summer, after another violent year in the ghetto, they returned to the country and to their peaceful, friendly mode of living with the comment, "The real me is here." Their experience, like millions of others, suggests that adolescents tend to absorb the qualities of those with whom they have the most contact and admiration.

What Problems Occur During Adolescence?

Making the transition from childhood to maturity in a complex society is not easy, and all adolescents, have some problems which are usually intertwined with those of the people who live in the same household with them. It is not unusual for young persons who are unsure about themselves or about what others think of them to test those whose good opinions they cherish by acting quite unreasonably. They are testing the limits which have been set for them and can sometimes act in an outrageous manner to see if they are still loved in spite of their behavior.

Such behavior does not necessarily indicate a serious problem. In general, the youngster who is not pathologically disturbed will be accessible to reasoning (at least most of the time) and will respond to those who demonstrate they love them despite their disapproval of what they are doing. Their behavior may be self-defeating for the moment but not in the long run. The person who is having a real problem is one whose actions do not make sense to themselves or others over a long period of time, and who cannot be reached by those who would ordinarily be closest to them. But it is difficult to assess objectively the severity of any problem. So it is safer to consider seriously the claim of any young person who feels they have a problem, so they may not be given the brush-off.

"Delinquent" is an artificial category applied to a young person who has offended society in such a way they are caught up in the legal process. This varies in different communities. For example, in a rural society some actions that would be labeled delinquent in urban centers would be considered merely

high-spirited behavior by active young people. Juvenile delinquency can be defined as behavior that others in the community find sufficiently unacceptable to the extent that they take official action against the offender.

"Acting-out behavior" occurs when a disturbed person reveals their difficulties by their out-going behavior, rather than by developing negative feelings or symptoms of emotional illness. It may include stealing, driving a car at an excessive rate of speed, repeated automobile accidents, drug abuse (including unwise use of alcohol), or other activities that cause the individual to impair their own usefulness and their own future.

Sexual promiscuity -- repeated sexual activity on an indiscriminate basis and without firm and lasting affection for one's partner--is sometimes a form of acting-out behavior, especially among girls. Most societies have a higher tolerance for casual sexual activity among boys than they have for that among girls. A preference for sexual relationships with members of one's own sex may occur when the introduction to heterosexual activity has been unfortunate or distressful in some way.

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Why do so many Adolescents Become Involved with Drugs?

There are many reasons for such drug use. One is that of peer group pressures which are extremely strong and particularly difficult to resist if the individual already has a substantial emotional problem. Drug abuse is a symptom of a very complex social malaise reflecting the uncertainty, insecurity, and frustrations many young people feel. It has become one of the major vehicles for expressing anger at our present

form of society which many believe to be insensitive and ineffective in dealing with social injustice. Drug use among adolescents is furthered by the easy availability of all types of drugs, accompanied by exhortations from members of peer groups, song writers, entertainers, artists, and other adults who believe that drugs have enhanced their creativity and their understanding of themselves and others.

Drug abuse is particularly dangerous for the young person because it involves him in a style of life which is nonproductive and to some extent social or antisocial. In

addition, it decreases the individual's ability to choose among the various possibilities that they might otherwise have. They become used to avoiding problems rather than solving them, they become restricted in the range of options open to them, and they have little chance of doing as many things as they would otherwise be able to do. The person who "drops out" of society at 15 or 16 and spends a few years in the drug culture ends up without having training for any particular occupation or profession and is unable to do anything for enjoyment except get "high." They place themselves at very high risk



of a downhill course to misery and rejection.

What Should the Role of Sex be in Adolescence?

One author has described sexual development in adolescence as a time of "disciplined and devoted delay." Young people who begin physical sexual activity at a very early age usually find that their capacity for developing psychological intimacy is impaired. In general, those who become well acquainted with each other psychologically before they are sexually intimate have a much better chance of developing good relations with members of the opposite sex and making sound marriages. Sexuality should not be treated as something to be controlled or avoided, something that is disagreeable or abnormal, but as one of the essential elements in living which is akin to all the other strivings of mankind.

Because social customs have changed very rapidly, many persons assume that when young people are alone they are going to have sexual relations. This adds to similar pressures emanating from most of the entertainment media. For those unsure of themselves, what is a possibility may seem to be an obligation, forcing them into behavior which they had not intended and for which they are not ready. In a period when external controls are weakening, every young person needs support to develop their own internal controls.

Do All Adolescents Have Difficulties With Their Religious Beliefs?

Adolescence may be a very religious period or it may be an atheistic or agnostic one. Religious development resembles psycho-

sexual development; there are immature forms of both. A young person has to move beyond their immature religious experience to develop the capacity of trust in a divine being, commitment to a system of values, and participation in a way of life that makes all significant aspects of life sacred.

As a part of their movement toward independence, young persons feel constrained to examine and reconstruct religious beliefs given them by their family. It is therefore logical that those persons who have not had any religious training are handicapped in their ability to compare various forms of religion. Rebellion against parental authority frequently becomes entangled with rebellion against religion, and sexual conflicts often become intermixed. Involvement with peer groups leads the adolescent to a comparison of their religious beliefs with those of others, and this usually results in some changes, from abandonment to renewed intensity.

Many young people find they have more healthy attitudes toward religion after a period of such upheaval and can use their religious experience as a medium for orienting themselves and establishing themselves as individuals with their own identity and personal values. An adolescent's rebellion against religion is often against what they thought was taught them, that is, against their own immature understanding of religious experiences.

Why Do so Many Adolescents and Young Adults have a Pessimistic World View? Should They be Protected from Reality?

We might better understand this question by seeing what the adolescent views in society around them are. They see a lowered status of

belief, convictions, values, standards, restraints, and tradition; high emphasis on self-seeking and immediate impulse expression; increasing manipulation of recreational pursuits with constant pressure to sell products; and increasing vulgarization of all forms of communication. They see a world in which people are very dependent on each other, yet in which there is a very high degree of suspicion. Wishing to trust others, they often find their trust unjustified or abused.

Family members are overburdened with various activities, so that there is little familial interaction in common pursuits. Churches and service and social organizations seem to have little relationship to the needs of the world as they perceive them. They frequently encounter adults who think the only way to communicate with them is to copy the external signs of the youth culture.

They see a world in which expression of feeling is obligatory but is hedged around with many unwritten rules about how feelings are to be expressed. In a world where knowledge rapidly becomes out-of-date, their education is still often based on obsolete concepts of what its goals and methods should be.

Not only are the problems more complex than formerly, but the choices the adolescent can make are usually quite numerous. Making a choice among the many possibilities is frequently the cause of disturbing confusion and can lead to great anxiety even in those whose experiences have been comparatively sound and satisfying. People whose experiences have been too numerous, confusing, and discouraging often become filled with anger, resentment, bitterness, and defiance -- a condition often called "alienation."

Such persons tend to look for quick answers to complex problems, become rigid and dogmatic in their thinking, and pay more attention to what they hear from one another than what they hear from older persons.

Yet young people are quite capable of dealing with acute, depressing, or discouraging social problems without harm to themselves. They should not be protected from reality. An opportunity to work for the solution of some of the vast social problems in a particular community forms one of the best ways an individual may develop a world view that gives him a sense of composure, satisfaction, and self-esteem.

How can Advisors be Most Helpful in Guiding Their Crew Members Through Adolescence?

First of all, adults must take the problems of the young seriously. As one teenager said, "If more people would talk with us and not at us, we could assume much more social responsibility." Taking adolescents seriously means spending time with them; not arguing but comparing points of view; helping them to make up their minds as to what values and courses of action they want to pursue. It means frequent discussions about the reasons for certain kinds of behavior and various regulations. It means withholding approval under certain circumstances, but not withholding interest or affection or love. Parents must learn how to express love for their children even during times of strong conflict or disapproval - and the same applies to others, such as teachers, physicians, social service workers, members of the clergy and Rover Advisors.

The adolescent reacts most favorably when their advisor listens to them, trying to understand their

point of view, without expressing their own opinions until they have been understood. They value consistency in their advisor's behavior, so they know what they can get away with and what they cannot, and why. They want to be trusted, and they want to be fully informed about the requirements that affect them. When their behavior is unacceptable, an expression of disappointment or disapproval combined with assurances of continued love and affection are most likely to be effective in the long run. Training for independence should begin early and continue until maturity is achieved, with tolerance for the inevitable inconsistencies that all adolescents display to some extent.

What is Emotional Maturity?

An individual who has achieved emotional maturity can deal in a

reasonably effective and responsible way with the demands of their environment, can learn from experience, and relate to other people with mutual satisfaction in work, play, love, and pursuits for the common good. Maturity and mental health have much in common, for both mean concern with sincerity, compassion, and humane attitudes. Maturity is a changing concept, depending on social conditions, educational status, and age; mature behavior of the 20-year-old may be quite different from that of the middle-aged or elderly person. It is basically an attitude of thoughtfulness, concern for others, and a desire to modify one's behavior appropriately as opportunities and conditions change.

We would like to thank the U.S. Department of Health, Education and Welfare, for their assistance with this section of the book.

CHAPTER FOURTEEN

PROGRAM PLANNING

An Introduction to Program Planning

One of the hardest subjects to come to grips with, but the most important and fascinating for a crew, is program planning. Program planning involves everyone. Personal as well as crew objectives are put into an action plan, then, by working together, crew members set out to achieve both crew and personal objectives.

Why plan?

- With good program planning, everyone becomes involved with what is going on. Individual, as well as crew objectives can be met and therefore a greater commitment is given by individuals towards the crew.
- With planning, the responsibility for conducting projects can be shared by all crew members.
- With a good plan, set out with objectives, a crew can at any time measure their success, by seeing whether or not they are meeting the objectives set down by the crew and individual members.

Successful planning must have some starting point. For most crews, setting objectives is usually a good point to start from. There are two sets of objectives to be considered.

Crew Objectives

These are set by the crew, as a whole rather than by part (i.e. executive or crew committee). They

should be balanced, some relating to the fellowship of the crew, such as camping, bowling and parties; while other objectives should relate to the community, such as service to others and conferences.

Personal Objectives

These are set by the individual in consultation with the crew and should be accepted by both. They deal with personal growth and interests. The crew may decide, for instance, to emphasize an objective tied to the crew theme, so a change may be agreed upon concerning a person's objectives if they do not agree with those of the crew. An example might be that a new crew member is an excellent camper and has set some personal objectives around camping skills. The crew may be emphasizing objectives relating to leadership development. The solution here might be for the new member to become a project chairman for the next camp. This would meet the needs of both.

The crew should be alert to the question of "balance" and the overall objectives of Rovering while helping individuals establish their own life style, individual attitudes, skills and values. The orientation period in particular is a good place for testing personal values and attitudes. In setting up objectives there are three concepts that might be used as a rule of thumb. These concepts are:

1. The clearer the idea of what one is trying to accomplish, the greater the chances are of accomplishing it.

2. Progress can only be measured if we know what we are trying to do.
3. Objectives should be reviewed to make sure they are always up-to-date.

Now that we have covered the benefits of setting goals it is time to put them into an action plan. There are three main planning areas to consider when constructing a program plan. They are long range planning, short range planning, and immediate planning. All events and activities of a crew will fall into one of these three planning areas.

Section one: Long Range Planning

Let's first take a look at what is called long range planning. Long range planning is done by taking the crew's and individuals' objectives and placing it in a program plan which shows direction for one year. This plan would also include fund raising, moots, and service projects. In order to set up a long range plan it might be worth while to get a blackboard or flipchart and place on it the twelve months of the year. This gives everyone an idea of the chronological order in which things will take place. In doing this people become aware of things like holidays, seasons of the year, and the time limitations which governs all planning. Once you have set out your calendar put down the events you know about which are going to occur during the year. This would include holidays, district or provincial events, school exams, and any other dates which might clash with programs being planned by the crew. Your calendar will be filling up and therefore this will limit the amount of program time available for the crew activities. If you have developed crew and personal objectives it

is now the time to generate some program ideas to help accomplish them.



Methods for Generating Ideas

In pulling together a program the crew will need to generate ideas. Below are some suggestions to try.

- Brainstorming - this is when a group gives ideas without giving any consideration or discussion as to the validity or practicality. This occurs later when reviewing ideas.
- Starter questions - these can be developed by the executive, or members, to help start ideas flowing.
- Alphabet system - this is listing, at random, program ideas in alphabetical order. This system tends to be fun and generates ideas through a game-like atmosphere.
- Likes and dislikes - this is done by making two lists, one comprising of the likes and the other of dislikes.
- Turn the page - this is accomplished by flipping through books and when a program idea is triggered it is written down. Resources for this technique are handbooks, telephone book, brochures and program guides.

- Past experiences of other crews
 - this is obtaining program ideas from other crews. Just a caution, the activities of one crew may not be sufficient for another.

Remember - as you plan your yearly activities have a calendar in front of the group, if possible a large one, so all members can see it.

Reminders

Below are just some general reminders about long range planning.

- take advantage of holidays and vacations
- find out when district and other Scouting events are being planned
- use events, such as Rover rallies, moots, etc.
- when constructing the plan be sure crew and individual objectives are being considered
- leadership training plays a role in your planning, remember to use it
- endeavour to keep activities in good taste and remember you are representing Scouting
- keep your program flexible; be ready to change it to meet the needs of the crew and individuals
- service plays an important part in the Rover program. Be sure you include some aspect of it in your activities.
- fund raising events must be in your plans to support your activities

- consider resources of all kinds that are available from other organizations and government bodies

- your program should reflect the Aim of Scouting and the objectives of the Rover section. These can always serve as a check and guide for you.

Delegating Responsibility

Once the program has been put together, and it meets the needs of the crew you may want to take some time to delegate crew members to carry out the projects and activities. The purpose is to let a crew member know when their turn for a project is coming up. The benefit of acquiring your leadership for projects and activities now is that the person can get a greater commitment to their project and in fact have more planning time to guarantee success.

For some, this program might be too much. For others it might be too little. The size of a program is determined by the crew and individual objective. Remember, when planning, keep the program flexible, realistic and achievable.

Long Range Plan

An example of a long range plan is shown below. There are some general goals that have been put together, as well as an outline of a year's activities.

Goals

- raise money to buy new canoes for crew
- invest all present members in

probationary stage by June of this year

- participate in as many provincial or district events as possible, in order to further the knowledge of members through contacts at these events
- offer to supply assistance or temporarily replace the section leader or leaders of groups in the district if ill or otherwise absent
- encourage members to take advantage of leadership training.

Plan

- January - bowling night
- snowmobile - winter camp
 - fund raising event (suggestion: hold a dance).
- February - February 16 - 18 Winter moot
- February 23 - Father and son banquet
 - Audio/visual presentation at mall for Scout week.
- March - School holidays - this month, arrange fund raising event. (Sell Easter eggs.)
- keep weekends open for training events being planned in the district/area
 - possible crew party.
- April - St. George's Day
- district hobby show (possible display by crew)

- apple day (take charge of depots).
- May - target month for investitures
- May 21-24, Moot
 - help with Cuboree.
- June - service, help with camporee (orienteering/camping skills)
- June 25-27 Moot.
- July - July 15-22, service project assisting with provincial athletic event for the handicapped
- 1st-4th Moot.
- August - pool party
- fund raising for canoes
 - suggest car wash
 - crew lightweight canoe trip.
- September - crew camp with Rangers (pre-arranged from last years' plan)
- registration and re-chartering.
 - provide first aid support to hockey games starting this month (this will take place Friday night from November through to April)
 - event for November "spiritual"
 - decide on activity for handicapped which will take place in November.

- October - October 1-3, Moot
 - roller skating
 - delivering pamphlets to raise funds
 - costume party.
- November - hayride or ice skating party
 - selling Scout calendars in order to raise funds
 - take handicapped group to an activity.
- December - December 1-3, crew winter camp
 - crew Christmas party
 - skippers' dinner.

Short Range Planning

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Once the long range plan is finished, it is time to take a look at your program, and to break it down into a workable size of two to three months. To help do this take three months, September, October and November, and put them on a large sheet of paper breaking them down into weeks such as September week one, week two, week three, and week four. If meetings occur twice a month, break the calendar down that way. This will show the actual ten to twelve weeks of programming. Take the long range plan and transfer the program items from the short range plan to those months on which the crew is working.

Sample Short Range Program

- September - Week One
 - Camp with Rangers - registration and re-chartering

- October - Week Two
 - Trainers' clinic to support hockey
- Week Three
 - Trainers' clinic - decide on event for handicapped
- Week Four
 - Panel and discussion on religion - Get local religious leaders for discussion.
- October - Week One
 - Prepare and attend Moot
 - trainers' clinic
- Week Two
 - Deliver pamphlets to raise funds - Trainers' clinic
- Week Three
 - Have registration completed
- Week Four
 - Costume party.
- November - Week One
 - General meeting
- Week Two
 - Start calendar drive
- Week Three
 - Skating party at arena
- Week Four
 - Take crippled children to Science Fair.

| WEEK | MONTH | MONTH | MONTH |
|------------|-------|-------|-------|
| WEEK ONE | | | |
| WEEK TWO | | | |
| WEEK THREE | | | |
| WEEK FOUR | | | |
| WEEK FIVE | | | |

SAMPLE ONLY

The benefit of short range planning is that crew members start to pick up the responsibility for carrying out the program. Once the crew has decided on the short range plan, responsibilities should then be given out for each project, activity, and weekly meeting. An example of how this would be done is shown below.

service project - John and Betty
for handicapped

co-ed camp - Bill

trainer clinics - someone needed

Moot - Martin and Lois

guest speakers: - Skipper to
religion approach the
chaplain

fund raising - Jim and Everett
events

crew costume - all members
dance

If your crew is a small one, the people listed become the chairman of each committee and all members of the crew will become part of the action group. Once the people for each event have been chosen, it is best for the whole group to sit down and discuss the details for each of the activities, form the various committees, and put them into action.

Detailed Action Plan

In putting into action any kind of event it is well to set out a plan so that at any time you can check your progress in completing the activity. Below is shown an outline of an activity, it is broken down in order to be sure all areas are covered.

For this purpose the activity we

have chosen will be our theme of the snowmobile winter camp shown in January of our long range plan.

Example outline

Theme or title:

- Snowmobile Winter Camp.

Purpose or Objectives:

- to gain knowledge in proper safety and handling of machines and work on survival skills.

Method:

- talk and slides by local experts
- working with machines
- working on survival skills.

Set:

- date, times and places.

Outline activities:

- snowmobiling
- short snowshoe hike
- lecture sessions
- cooking contest
- snowball fight.

Things to consider:

- cost, gas, oil, food, transportation, and materials required.

Transportation:

- who can provide vehicles?
- what vehicles are necessary?
(remember snow machines must be towed).

Menu:

- who is planning, and who is buying food?

Who may come?:

- Is this to be a crew activity or are we bringing guests?

Machines:

- how many will be needed?
- do we have to borrow any?
- can we rent any?

Accommodation:

- is there a cottage available that may be used in an emergency?
- when do we pick up a key and where?
- who will pick it up?

Safety:

- are machines and vehicles in good working order?
- first aid kit
- nearest doctor and hospital
- notify people we are going and when we are returning (group committee and district)
- proper clothing.

Training:

- training at site in safety procedures before event
- training sessions before.

Thank you's:

- letters to owners of property, cottage, machines, and trainers.

NO SNOW:

Have an alternate program planned just in case weather conditions are not favourable for this outdoor activity.

Immediate Range Planning

Immediate planning is the action which occurs at weekly meetings. At these meetings the crew business and program plans are discussed with all members. It is here the work is done, direction given, and decisions made. This is the crucial part of the overall planning concept, because it is here, in the "nitty gritty planning" crew members establish a commitment to their programs.

Following through with the snowmobile winter camp from the January short range program, below is an example of a weekly meeting of a crew. It covers some of the elements of the camp plus other items of crew business. This meeting probably would have occurred sometime in December.

7:15 - 7:30

Opening Ceremony: Skipper

7:30 - 8:00

Business meeting: John

- regular reports, secretary and treasurer, etc.
- special report on snowmobile camp
- who is going - John

- vehicles - John
- food - Bob and Shirley
- gear - Fred and Marion
- key to cottage - Pete
- first aid kit and snowshoes - Bill
- indoor program in case of no snow - Jim
- thank you letters - Jim

8:30 - 9:00

Specialist John Smith will talk on winter survival

9:00 - 9:30

Toboggan packing (John will bring toboggan and some packs to show crew members how to pack a toboggan)

9:30 - End

Coffee and Table Tennis: Keith and Bill.

Conclusion

The elements of the snowmobile program, which were initiated from a long range plan have been picked up during a regular meeting of the crew. This can occur with any program activity or service project. In fact, with the sharing of these events at each Rover meeting, crew members are encouraged to participate and pick up responsibilities for each project.

There are some guidelines towards successful program planning - use imagination and keep active and the crew will gain from the Rover program and all it has to offer.

Before leaving program planning there is one more area to cover. That of evaluation.

The Evaluation Process

Every crew should take the time to evaluate a program activity after it has been completed. Those who have worked on the activity would like to feel their time has been used wisely and for the good of the crew. Evaluation can be beneficial in both giving credit to those who conducted the event as well as learning from the good and bad points. Remember, we can always build on our successes and correct our errors. Some general questions are shown below to help serve as guidelines for evaluation.

- What were the original objectives and did we accomplish them?
- Are the objectives still the same? If not, what are the new objectives and how do we propose to achieve them?
- If the objectives are to remain the same is there another way we wish to achieve them?
- What will the new course of the action be?
- Did the activity meet our expectations? Did we have FUN?
- Was the leadership of the activity adequate?

It is important to evaluate our successes as well as failures. Be sure those who planned and conducted the activity are recognized by the crew for their efforts. Remember objectives help us to set direction, establish deadlines and to evaluate our activities. You control objectives, they do not control you. If

objectives are too easy or too difficult - change them.

Crew Activities

Crew activities will normally emerge from:

- Crew and personal objectives
- Individual member's interest
- Crew theme or specialty
- Outside requests and invitations...

There are hundreds of activities to try, and the following list is by no means complete. Crews should add to the list as their need for activities increase.

General Activities Covering the Objectives of Rovering

- Self-examination
- Helping to establish group standards
- Camping (group, individual, inter-group, crew and organization)
- Recreational
- Competitions (sports, outdoor activities)
- Music (singing, composing, appreciation)
- Social
- Providing resources (self) and resource material (giving of self)
- Educational (conferences, seminars, lectures, debates)

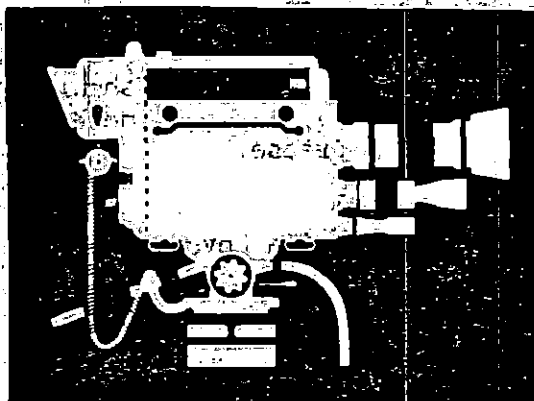
- Spiritual (meditation, meeting, discussion)
- Cultural (ethnic, art, appreciation)
- Science (mechanical, electrical, aero-engineering, etc)
- Public speaking
- Drama (acting, production, radio, T.V., movies)
- Vocations
- Global (travelling, exchange programs)
- Communications (ham radio, newspapers, writing)
- World affairs (travel, discussion, social concern)
- National affairs (travel, discussion, social concern)
- Group examination (protection of minorities, rights, crew process)
- Exploration programs (mountain climbing, visits)
- Work (service projects)
- Interest groups (joy of achievement, self-satisfaction)
- Inner city projects (Big Brothers, service, building human resources)
- Agency support (walks, campaigns)
- Political awareness/involvement.

Suggestions for Crew and Individual Rover Programs

Study and Discussion

- Pulp and Paper manufacturing
- A study of sponsorship
- Archery
- Cartridges (firearms)
- Socialism
- Conservation
- Archaeology
- Communism
- Religion
- World peace
- Popular music
- Poverty programs
- Government
- Economics
- Art
- Journalism
- Space travel
- Politics
- Transportation
- Farming
- Sex, birth control, abortion
- Weather
- Censorship
- The Life of Lord Baden-Powell
- Eastern religions
- Bird migrations

- Drugs
- Pollution
- Theatre
- Responsibility
- Social studies
- Astronomy
- Computer age
- Planning
- Films and photography



- Legal authority
- Canadian federalism
- Burlesque
- Stock market

Outdoor Activities

- Camping, summer and winter
- Hiking - day, night, endurance, nature, co-ed, astronomy, history, etc.
- Hunting and bush travel
- Touring foreign countries
- Kayak trips
- Survival camps - winter and summer

- Co-ed rambles and tours
- Forts
- C.B.C. studios
- HMCS and other naval craft
- Manufacturing plants
- Provincial parliament buildings
- Consumer research laboratories
- Retarded children's school
- Young world mobilization appeal
- Central post office
- Electric plant
- Sugar plant
- Stock market/brokers' office
- Newspaper
- Prisons/reformatories
- Farms
- Potteries
- Radio Stations
- Crippled children's hospitals
- Crippled civilians' workshops
- Home for senior citizens
- Railroad yards
- Sheltered workshops for the retarded
- Canada Wheat Board
- A.A. meeting
- Pollution Probe into community

Guest Speakers On:

- Fly tying
- Tent making
- Auto competition and driving
- Organizing, policing and judging for hobby shows
- Aid to Cub field days, sixer days, camporees, first aid nights, etc.
- Aid to charities
- Running winter camps - training for Scouts
- Pollution projects
- Group newsletters
- Apple Day aid
- Running badge courses
- Lifeguards at swim meets
- Assisting police in emergencies
- Book sales for churches
- Waiters at various functions
- Entertainment at various functions
- Honour guards and pallbearers at funerals
- Aid to Ladies Auxiliaries at bazaars, bake sales, rummage sales, etc.
- Aid to senior citizens, infirm or handicapped
- Christmas parties, parcels for "needy" families
- Christmas light tours for senior citizens

- Ham radios
- Charge certificate courses (safe boating)
- Air tours
- Drugs
- Sex - population explosion
- Drinking
- Vocations
- Debates
- Traffic Safety
- Trail associations and youth hostels
- Canoeing and/or canoe instruction



- Politics
- Taxidermy
- Lightweight camping

- Law
- Boat building
- St. John Ambulance courses
- Rover Moots
- Pollution
- Smoking
- Medicine
- Bicycle maintenance and repair

Social Activities

- Card game tournaments
- Parties - Valentine, Halloween, birthday, T.V., beach, St. Patrick, St. George's, etc.
- Dances
- Winter carnivals (Quebec, etc.)
- Curling
- Baseball parties
- Weiner roasts
- Skating - roller and ice
- Folk festivals
- Crew and group reunions
- Fishing derbies
- Fall fairs
- Horseback riding
- Tobogganing
- Skiing (water and snow)
- Hootenannies
- Boat shows

CHAPTER FIFTEEN

CEREMONIES

Ceremonies are part of our daily life and are carried out in one or another form for many different reasons - weddings, graduations, athletic or academic presentations, and most of them have real meaning for those taking part. A Rover crew will find numerous occasions when a ceremony will help to make an event more meaningful and memorable, such as when new members join or old ones leave, installing officers, recognizing achievement or starting and ending meetings. Crews should decide whether or not it will have ceremonies and determine which occasions and in what manner they will be conducted. Some suggestions below can help the crew make a decision.

- Ceremonies should be short to avoid boring the audience or embarrassing the participants. If the ceremony is too long or complicated the purpose can be lost or hidden with unnecessary detail.
- Ceremonies must have real meaning, make people feel important and avoid any false notes or phony procedures. Prepare each ceremony with care, so as to ensure its smooth running from start to finish.
- Ceremonies within the crew will usually be for the benefit of the members only, rather than for public display. However these ceremonies should not be looked upon with too much secrecy as this can have a bad effect on the whole affair.
- Ceremonies should be conducted

by crew members, as well as the crew advisor. The type of ceremony, and the crew policy will dictate who should conduct the ceremony.

- Ceremonies should be conducted in the best possible place. The crew may choose to conduct its ceremonies in different places, such as the den, church hall or within a group of trees.
- Ceremonies are usually formal affairs and it may be customary for crew members to wear official uniform, however; camp settings and informal dress may be quite appropriate and just as meaningful.

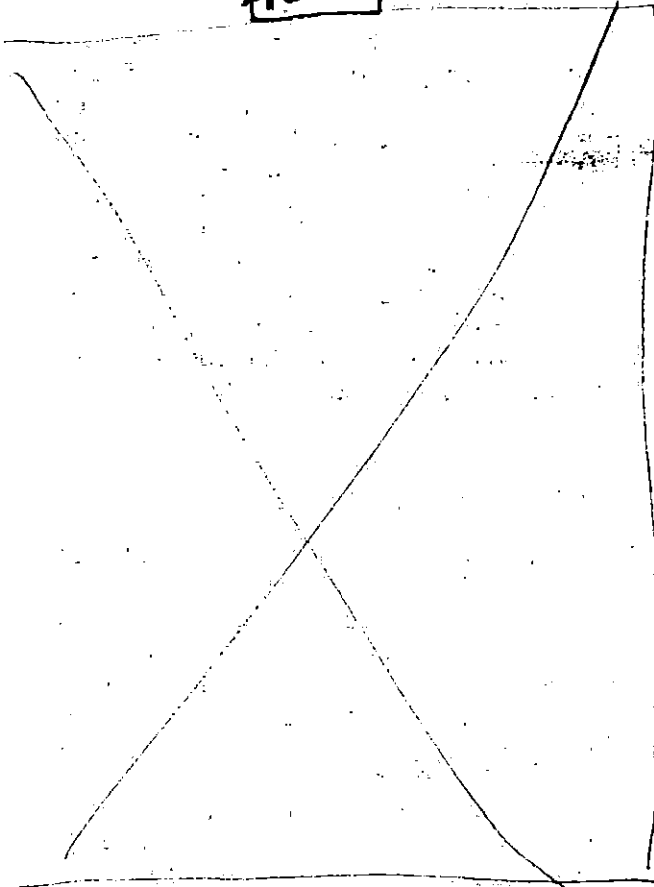
Ceremonial Guidelines

Although ceremonies may be for crew members, only the crew must decide who will attend. Set guidelines to ensure that there will be no embarrassment, or controversy about who can attend certain ceremonies.

A crew when planning its ceremonies should be aware of religious symbolism and its implications, as well as flag etiquette. An understanding of these will ensure your ceremonies will be conducted fairly and properly. No matter what the ceremony, where it is held, or who conducts it - keep it short, simple, and sincere. With this in mind your ceremonies will be both meaningful and memorable.

Rover Scouting. The closing ceremony usually follows the reverse order of the opening. Some crews make a practice of periodically reaffirming their Promise before closing.

↑ Pg 87 ↑



Leave-Taking Ceremony (Leaving the Crew)

At any time between the investiture and their twenty-third birthday a crew member will leave the crew.

Upon reaching twenty-three years of age it becomes obligatory for the Rover to leave the crew. Whatever the reason for leaving the Rover Crew, it is highly desirable to make a clean and formal break in a dignified manner, and this is best accomplished by means of a brief ceremony.

The Rover Advisor can open the proceedings with a few appropriate remarks. The crew will be reminded that the aim of Rover Scouting is to help young people to become happy, healthful, useful citizens, and that one of their number has reached the point where they can go out on their own, confident that they have achieved that aim.

The Rover Advisor will call the Rover forward and say, "Do you understand that in taking leave of the Rover Crew you take with you the obligations of living up to the Scout Law and Promise and promoting these principles into the community?"

Rover says "Yes, I do."

The Rover Advisor asks "This being your desire, I now ask you to reaffirm your Scout Promise."

The Rover reaffirms the promise. Following this, the Rover Advisor will make a few chosen challenging remarks and wish the young person good luck in the name of the crew.

worship. For other ceremonies such as the admission of a new member or the presentation or parading of the flags, a number of different ceremonies exist. Rovers should consider looking into such ceremonies and using those that suit your needs or devising new ceremonies. The Armed Services, Royal Canadian Legion, established packs and troops as well as other organizations have ceremonies the crew may wish to examine.

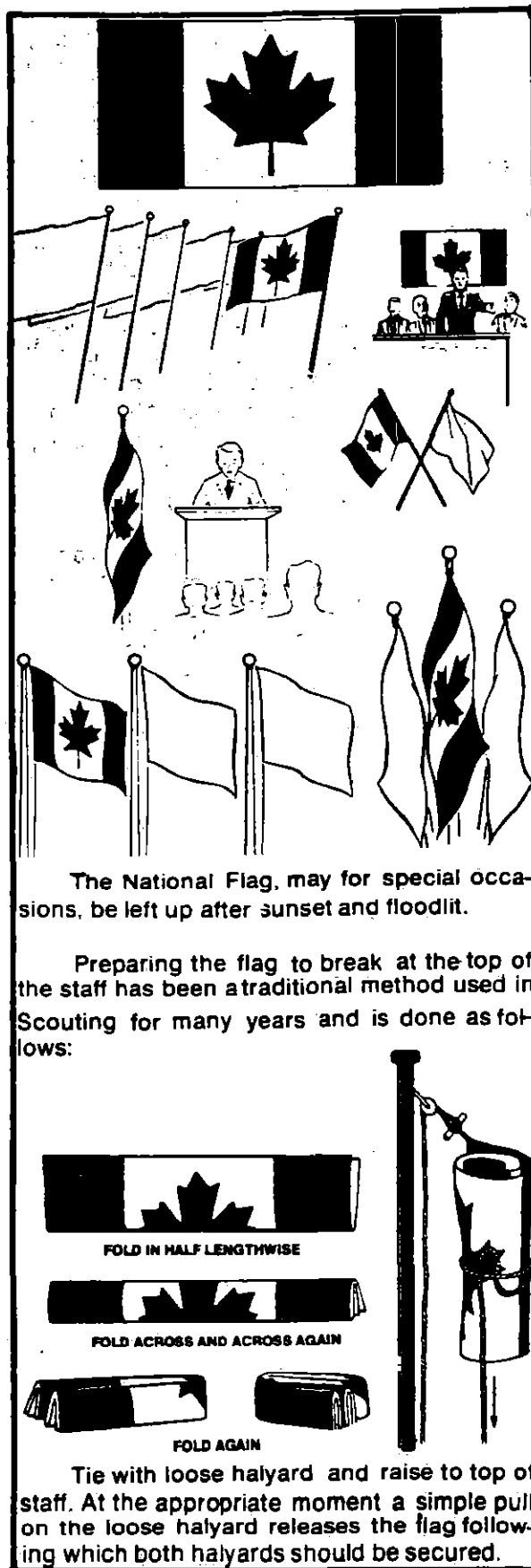
Flag Raising

There is no official statute concerning the salute to the flag in Canada as in some other countries. When the flag is raised it is customary, however, for civilian males to stand and remove their hats. Ladies also stand. Members of Scouting in uniform, with hats, may salute the flag, others can make the Scout Sign with the right hand. Officially, the flag is flown only in daylight hours with exception of ships at sea. It is raised at sunrise and lowered at sunset.

Flag Etiquette

National flags should always be flown at masthead or from the gaff. No flag must ever be flown above the National flag. When the flags of two or more nations are displayed, they are to be flown from separate staffs of the same height with the host National flag on the right facing the parade or audience. International usage forbids the display of the flag of one nation above that of another nation in time of peace.

On parades, when colours are carried, the National flag is carried in the centre and in front of massed other colours or on the marching right in the case of two colours.



The National Flag, may for special occasions, be left up after sunset and floodlit.

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Preparing the flag to break at the top of the staff has been a traditional method used in Scouting for many years and is done as follows:



FOLD IN HALF LENGTHWISE



FOLD ACROSS AND ACROSS AGAIN



FOLD AGAIN

Tie with loose halyard and raise to top of staff. At the appropriate moment a simple pull on the loose halyard releases the flag following which both halyards should be secured.

- Co-ed rambles and tours
- Forts
- C.B.C. studios
- HMCS and other naval craft
- Manufacturing plants
- Provincial parliament buildings
- Consumer research laboratories
- Retarded children's school
- Young world mobilization appeal
- Central post office
- Electric plant
- Sugar plant
- Stock market/brokers' office
- Newspaper
- Prisons/reformatories
- Farms
- Potteries
- Radio Stations
- Crippled children's hospitals
- Crippled civilians' workshops
- Home for senior citizens
- Railroad yards
- Sheltered workshops for the retarded
- Canada Wheat Board
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- Pollution Probe into community

Guest Speakers On:

- Fly tying
- Tent making
- Auto competition and driving
- Organizing, policing and judging for hobby shows
- Aid to Cub field days, sixer days, camporees, first aid nights, etc.
- Aid to charities
- Running winter camps - training for Scouts
- Pollution projects
- Group newsletters
- Apple Day aid
- Running badge courses
- Lifeguards at swim meets
- Assisting police in emergencies
- Book sales for churches
- Waiters at various functions
- Entertainment at various functions
- Honour guards and pallbearers at funerals
- Aid to Ladies Auxiliaries at bazaars, bake sales, rummage sales, etc.
- Aid to senior citizens, infirm or handicapped
- Christmas parties, parcels for needy families
- Christmas light tours for senior citizens

- Regional and/or group campsite work parties
- District or group Scout shows as performers, stage hands, etc.

Educational Activities

- Visiting foreign countries
- Tours of:
 - Police stations
 - Fire halls
 - New and old city halls
 - Slum areas
 - Drop-in centres
 - Drug centres
- Sky diving
- Gliding
- Flying
- Long term canoe trip and tour
- Mining and geology
- Rock and mountain climbing
- Scuba diving
- Fishing, winter and summer
- Cutting thumbsticks
- Cruising the Great Lakes in a crew rented cabin cruiser
- Car, motorcycle and bike rallies
- Snowmobiling

Moots, Camps and Conferences

- Hosting Round Table meeting
- Crew, district, region, provincial
- National and international

Service Projects

- Blood Donor Clinics - donate/assist/organize
- Toy shops
- Aid to hospitals
- Search parties
- Church ushering
- Church visitations
- Moving furniture and cleaning houses
- Wedding honour guards
- Church repairs and maintenance
- Leadership in colonies, packs and troops
- Ushering, etc., at Scout ceremonies
- Collecting books for overseas book exchange
- Religion
- Firearms
- Photography
- Banking
- Printing and lithography
- Dental technology
- Snowshoe making
- Canoe building and repair

- Ham radios
- Charge certificate courses (safe boating)
- Air tours
- Drugs
- Sex - population explosion
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- Vocations
- Debates
- Traffic Safety
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- Canoeing and/or canoe instruction



- Politics
- Taxidermy
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- Smoking
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- Bicycle maintenance and repair

Social Activities

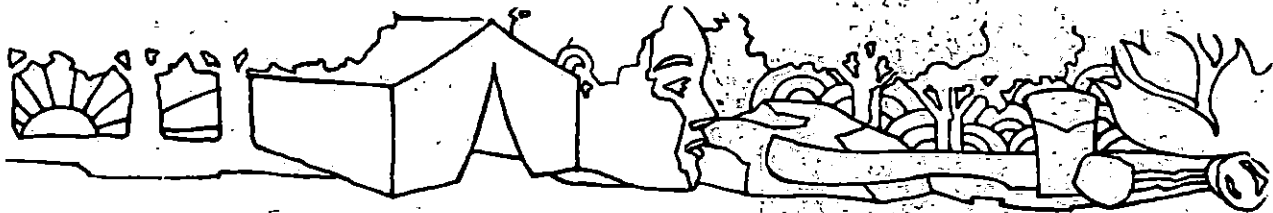
- Card game tournaments
- Parties - Valentine, Halloween, birthday, T.V., beach, St. Patrick, St. George's, etc.
- Dances
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- Skiing (water and snow)
- Hootenannies
- Boat shows

- Snowmobile parties
- Attending hockey games
- Corn roasts
- Theatre evenings
- Movie nights
- Christmas and anniversary dinners
- Inter-crew meetings
- Swim nights
- Slide shows
- Billiards
- Tiddley-wink tournaments
- Hay rides
- Sleigh rides
- Automotive show
- Sportsmen's show
- Barbeques

Sports

- Bowling

- Archery
- High school style wrestling
- Judo
- Karate
- Baseball
- Basketball
- Golf
- Football
- Mini-bike racing
- Swimming
- Track and field
- Hockey
- Soccer
- Badminton
- Volleyball
- Water Polo
- Car rally (inter-crew competition)
- Tennis



CHAPTER FIFTEEN

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Prayers and Religious Symbolism

Care must be exercised in introducing prayers and religious symbolism into Rover ceremonies. Where the crew and advisor are all members of one religious denomination it is strongly recommended that the crew consult with their chaplain to develop a religious content through their ceremonies. In this way many beautiful and significant aspects of crew ceremony may be introduced.

Crews whose members come from various denominations must abide by the religious policy set down by Boy Scouts of Canada. (See *By-Laws, Policies & Procedures*.) Certain religions forbid their members to worship in company with members of another religion. Anything more than Scout Silence could be offensive to an individual's belief. We are obliged to respect individual's beliefs and to respect their obligations. There may be instances when an individual will say, "Oh, it doesn't matter," and even their religious advisor may give off-handed approval. However our task is to help each individual to firmly establish themselves in life. We would be doing them a service by encouraging them to become strong members of their church and by bringing to their attention the religious obligations.

Crews and advisors must always take into consideration the various religious implications that any of their ceremonies may have. Scouting is an inter-denominational organization, and therefore respects the rights of individuals to practise their religions as they see fit.

Types of Ceremonies and Examples

In the Rover program there are

many opportunities to create ceremonies. The development of ceremonies is a crew responsibility and below are some suggestions as to the types of ceremonies the crew might consider.

- Opening ceremonies
- Closing ceremonies
- Advancement ceremony (Venturers moving up into the crew)
- Investiture ceremonies
- Presentation ceremonies
- Departing ceremonies (This is when members leave the crew.)

In designing ceremonies it is wise to give them a name and to outline the various procedures which have been decided upon by the crew. In designing the ceremony decide who conducts it, who may attend, and the place where it is to occur. Following are some examples of ceremonies the crew may wish to consider.

Opening and Closing Ceremonies

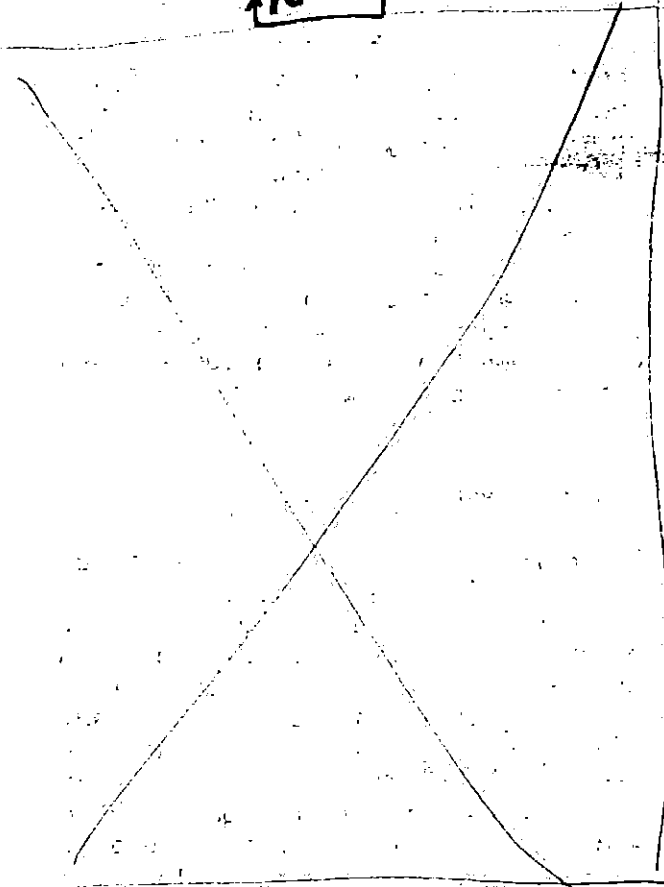
Crews should feel free to develop opening and closing ceremonies based upon their own needs and traditions. Do not simply copy some elaborate ritual from another crew or organization "just because it looks nice."

An opening and Closing with Flag Break

Whether it be an indoor or outdoor meeting the crew may wish to hold a flagbreak. This is symbolic of our duty to country. Some form of short devotional may also take place, symbolic of our duty to God. This may then be followed by some act symbolic of the Brotherhood of

Rover Scouting. The closing ceremony usually follows the reverse order of the opening. Some crews make a practice of periodically reaffirming their Promise before closing.

↑ PG 87 ↑



Leave-Taking Ceremony (Leaving the Crew)

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The Rover Advisor asks "This being your desire, I now ask you to reaffirm your Scout Promise."

The Rover reaffirms the promise. Following this, the Rover Advisor will make a few chosen challenging remarks and wish the young person good luck in the name of the crew.

CANADIAN AND ROVER FLAGS

Canadian Flag History

The Canadian Flag shows a white square representing our great land. On either side is a quarter band of red, which we see as depicting the sun rising and setting in the oceans, and reminding us of our national motto, "From Sea to Sea." In the centre of the flag is one red maple leaf, the official floral emblem of our country, depicting unity, as well as being the symbol of valour and sacrifice. No significance can properly be attached to the eleven points of the leaf in the flag design. It is stylized or conventional in form as is common when things found in nature are incorporated into flags, banners or arms. Here then is our flag: red for valour, white for truth. May it make us all more conscious of the greatness of our land and the unconquerable will of its people. As it reflects our country's past, we can realize the measure of our duty and obligation towards its future.

The Rover Flag

Rovers have their own distinctive flag for use during ceremonies and parades. It also adds colour and prestige to the crew meeting place. The Rover Flag is made up of a red cross on a white background. This is the flag of St. George, which was the official flag used by England during the early fifteen hundreds. Superimposed on the flag of St. George is the Scout symbol. The Scout symbol was taken by Baden-Powell from the north point of the compass. Also, superimposed on the flag is a scroll on which appears the Rover motto "Service."

Some crews have their crew name on the flag for purposes of identifying themselves at large events. Other crews have designed their own crew flag. When designing a flag it should include the motto and Scout symbol. Also, the flag should be approved by the next senior council. No special regulations are attached to the use of the Rover flag. As with other flags, it should be used with good taste and common sense.

Canada's National Flag

There are no official statutes governing the use of the national flag by individuals, corporations, or other business establishment. A private citizen may fly any flag, including the national flag at any time and any place and would be expected to do no more than observe the customary rules of good taste and common sense. Most people, however, are anxious to follow the generally established customs for official use of the flag.

Flag Ceremonies

Many organizations have developed ceremonies in which they use the National flag and also their own organization flag. Perhaps the most common is the dedication of these flags when they first are obtained. It is customary to have a priest, minister or rabbi attend your meeting and with a suitable prayer commend the flags to the crew and have the members agree to support the ideals symbolized by the flags. These ceremonies may be carried out in a church or other place of

worship. For other ceremonies such as the admission of a new member or the presentation or parading of the flags, a number of different ceremonies exist. Rovers should consider looking into such ceremonies and using those that suit your needs or devising new ceremonies. The Armed Services, Royal Canadian Legion, established packs and troops as well as other organizations have ceremonies the crew may wish to examine.

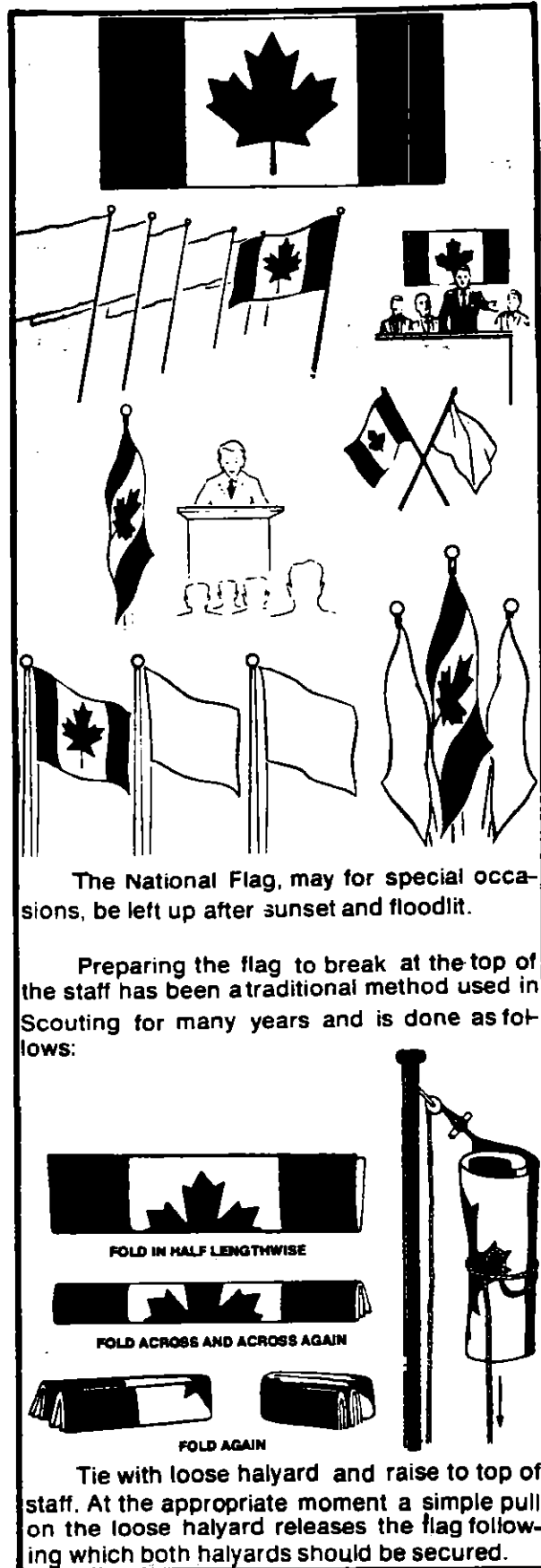
Flag Raising

There is no official statute concerning the salute to the flag in Canada as in some other countries. When the flag is raised it is customary, however, for civilian males to stand and remove their hats. Ladies also stand. Members of Scouting in uniform, with hats, may salute the flag, others can make the Scout Sign with the right hand. Officially, the flag is flown only in daylight hours with exception of ships at sea. It is raised at sunrise and lowered at sunset.

Flag Etiquette

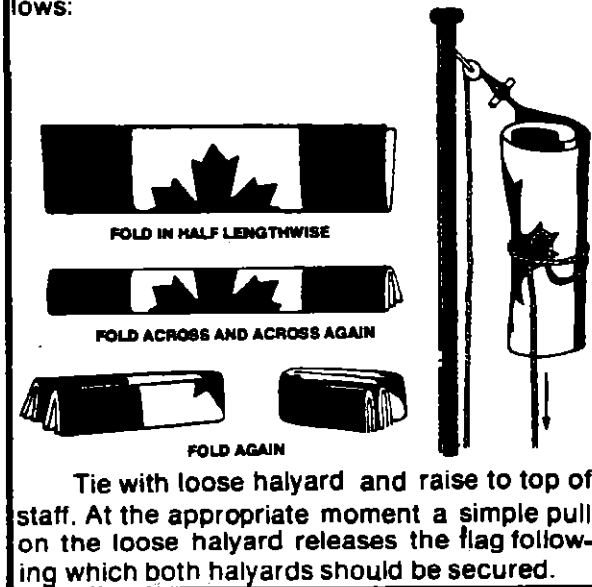
National flags should always be flown at masthead or from the gaff. No flag must ever be flown above the National flag. When the flags of two or more nations are displayed, they are to be flown from separate staffs of the same height with the host National flag on the right facing the parade or audience. International usage forbids the display of the flag of one nation above that of another nation in time of peace.

On parades, when colours are carried, the National flag is carried in the centre and in front of massed other colours or on the marching right in the case of two colours.



The National Flag, may for special occasions, be left up after sunset and floodlit.

Preparing the flag to break at the top of the staff has been a traditional method used in Scouting for many years and is done as follows:



Tie with loose halyard and raise to top of staff. At the appropriate moment a simple pull on the loose halyard releases the flag following which both halyards should be secured.

When crossed with another flag, the National flag is on the right with staff over that of the other flag. - When in church, the National flag should be displayed on the minister's right.

When placed on a wall, the National flag is hung as though the staff were on the flag's right (your left facing flag) - when hung vertically over a street, the top of the flag should be to the east on north-south streets and to the north on east-west streets. When grouped, the National flag is placed in the centre and at the highest point.

When flying a flag at half mast, first raise it to the masthead and then slowly bring it down to at least the flag's width from the masthead. The amount depends on

what looks best. To lower a flag from half mast, raise it to the masthead then lower.

The National flag, may for special occasions, be left up after sunset and floodlit.

When the flag becomes tattered and worn, it should be disposed of by burning. This should be done quietly and without ceremony. It is not considered an act of disrespect to burn an unserviceable flag.

The flag is used as a drape on a casket of the dead or in the unveiling of a monument. It is not used as a table covering.

The flag is never used for advertising purposes.

CHAPTER SIXTEEN

CAMPING AND OUTDOOR ACTIVITIES

This section of the handbook deals with the camping and outdoor activities that a Rover crew may become involved in. It also covers the areas of organizing events, health and safety, and general resources. Rovers and advisors should have an understanding of the policy of the Boy Scouts of Canada as it pertains to camping and outdoor activities.

The policy of Boy Scouts of Canada states:

- that the outdoors provides an ideal setting for personal growth and recreation
- that responsible citizenship imposes upon a man an increasing obligation to live in harmony with his natural environment.

Because of these beliefs, camping and outdoor activities are essential parts of the Rover program. Each member has the right to the opportunity to participate in camping and outdoor activities. These activities must meet the needs of members for fun, and adventure; and comply with recognized health and safety practices.

Boy Scouts of Canada has put together some objectives which should be reviewed by the Rovers to test whether or not they are meeting the objectives in their present camping and outdoor activities. The objective is that participation in camping and outdoor activities will help individuals to develop:

- interdependence with others and the environment

- physical growth and co-ordination
- practical skills
- utilization of personal resourcefulness
- awareness and appreciation of natural environment through exploration and understanding.

Inherent in the objectives are several major elements which can be developed through camping and outdoor activities. These functions listed below can in fact be used by Rover crews to measure the success of their outdoor events.

Adventure

Camping and outdoor activities in Scouting are group experiences which ensure:

- Exciting and memorable experiences
- Fun and action
- Initiative and challenging activities.

Fitness

Camping and outdoor activities provide an opportunity to promote and maintain a personal fitness by developing:

- co-ordination and muscle tone
- physical and emotional strength
- new physical skills; also by

- testing physical limits
- learning life-long enjoyable experiences.

Social Skills

Camping and outdoor activities are by nature "learning by doing" and therefore should be explored to the fullest:

- experiencing, coping with and solving problems
- adapting to unique or unexpected situations
- developing new skills.

Living in Harmony with the Environment.

What does this really mean? Some of our present camping practices in the Boy Scouts of Canada are not in tune with today's modern camping methods. The concept of "No Trace Camping" means the use of small tents, no unnecessary fires to scar the ground, no cutting of trees for camp gadgets, and taking out the garbage with us. Rovers should be aware of this concept and practice it at every possible camping opportunity.

Rover Camping

Rover camping is different from any other camping that takes place within Boy Scouts of Canada. For one thing, to the young boy it is fun to go to camp, just to camp. For the crew member, camping is essential to a major activity. In other words, crew members don't just go to camp, they go on a fishing or an exploration trip. They camp while they are en route and at their destination. Also, during their camping event they attempt to

develop their camping and outdoor skills to a higher degree of proficiency.

Rover camping should be challenging, both mentally and physically, and provide the opportunity to test one's limitations in a safe and exciting atmosphere.

Organizing Camps

It would be difficult to outline all the necessary elements to organizing a Rover camp. It is suggested the crew obtain the Scout publication - *About Camping*. It will provide outlines on menus, suggest equipment, and outline some program activities. The publication is available through the Supply Services catalogue, Scout dealers or local Scout offices.

Camp Program Ideas

Earlier on we noted Rover camping and outdoor activities should be underlined with innovative and challenging activities. There are many ways to do this and below are some suggestions from which to choose a direction for camping activities.

- Activity Camping - camp facilities may be used for eating and sleeping but with emphasis on the outdoor activities like boating, swimming, sailing, mountain climbing.
- Adventure camping - advanced camping for special activities such as survival, voyaging by canoe, and rafting.
- Pioneer camping - this type of camping has its emphasis on skills required for backwoods camping.
- Travel camping - camping done

en route during an exploration trip.

- Theme camping - camps which would be conducted in the way Indians, cavemen or lumber men would have done it.
- Recognition camps - a camp program designed in order to reach certain badge requirements. An example of this would be the Rover Rambler Badge.

These type of camps can be organized with great ease, and should involve the imagination and participation of all crew members. Organizing a recognition camp, could easily be designed following the requirements for the Rambler Badge.

Some Guidelines for Camping

There are not very many direct regulations pertaining to camping by Rovers. The only printed regulation is that Rovers may camp as individuals, small groups or as a crew, provided notification has been given to the Rover Crew Advisor. Where appropriate, Rovers should obtain their parents' permission.

A crew should make a point of letting their group/section committee and district know that they are headed off on a camping expedition. This is good practice, and it makes sure that all necessary levels know about the crew activities.

Health and Safety

A crew should make sure that when planning their outdoor events that all health and safety factors are covered for the benefit of all crew members. Outlines of the regulations suggested by Boy Scouts of Canada pertaining to physical

fitness, water regulations and general camping rules can be found in *By-Laws, Policies and Procedures*. Be sure these rules are followed and make sure all crew members are aware of these regulations.

When planning a trip, a crew member should be responsible for the areas of health and safety of the crew. If crew members find their quality of camping is getting sloppy, they may want certain standards to be raised. Just because we go to camp, there is no reason why we have to "go native."

Spiritual Observances

As you will recall in the chapter on religion, we covered the general aspect of spiritual involvement by crew members. These standards should be maintained when the crew goes to camp. Simple observances at camp such as Rovers' Own, and grace at meals should be practiced by the crew.

If the crew wishes to have some form of religious observance during a camp, a copy of the book *Let's Celebrate* is a good resource. This book, produced by Boy Scouts of Canada will give guidance in the practice of spiritual observances while at camp. The book is available through the Supply Services' catalogue, Scout dealers or Scout shops.

Personal and Crew Equipment

Some crew members may not have had any previous camping experience and crew members should be aware of this and help any new camper on their first expedition. Depending on the type of camping or activity the crew is going to do, the necessary equipment will vary. Below is a suggested personal kit

which covers only the basic items required. An individual will have to decide what their carrying capability is and what they wish to take.

Personal Kit

Clothes

- appropriate to the season and terrain
- extra clothing should include:
 - . shirt
 - . pants
 - . socks
 - . shoes
 - . raincoat or poncho
 - . handkerchiefs
 - . swim trunks
 - . change of underwear
 - . Scout neckerchief

Sleeping Bag

- suitable for weather conditions
- ground sheet or plastic
- blankets, if necessary

Eating Utensils

- knife, fork, spoon, plate, cup, bowl

Small Cooking Stove

Toiletries

- should include small first aid kit
- waterproof matches

compass

- soap, towel, washcloth, toothbrush and paste, comb
- needle and thread

Crew Equipment

The crew should also have some equipment to be used by all crew members. Depending on the type of camping being planned, the crew may have to have certain cooking utensils.

Cooking Equipment

- Pots, frying pans, measuring cups, food containers, cooking implements are necessary for a standing camp. If the crew uses lightweight camping gear, these items should be obtained for each individual, but on a smaller scale.

Camping Equipment

- Axe, saw, camp shovel, cord, tent repair kits, first aid kit, water carriers, garbage bags.

Tents

- Lightweight tents are suggested as they can be used during any type of camping done by the crew.

It is suggested if the crew owns camping equipment they keep an up-to-date inventory of every item and have a member responsible for making sure all camping gear is in good repair. An excellent reference is the handbook, *About Camping*, every crew should have a copy.

Some Last Thoughts

When planning an outdoor program here are a number of guidelines to help make camps a success.

- Challenge - a few challenges or "crazy ideas" will provide those never forgotten memories of camps.
- Flexibility - situations change and the program must adapt to new conditions.
- Involvement - the more people helping in the planning, the more acceptance and enthusiasm.
- Look-wide - there are always new ideas and new ways to try things and new places to go.
- Time to relax - just doing nothing is becoming a rare treasure in our busy world.
- No trace camping - crews should be practising this at all their camps.
- Safety - always should be a major consideration for any camping or outdoor activity.

CHAPTER SEVENTEEN

SERVICE

It is believed that when young people become members of Boy Scouts of Canada, in the Rover section, they will through crew and personal action provide service to their community. The motto of the Rover section is "SERVICE" and Rovers are expected to follow this motto as closely as possible.

Service is an attitude, and its outward signs are not necessarily the completion of short, service oriented activities. In order to acquire a good attitude towards service it is necessary to enter each project without reservation. If one begrudgingly becomes involved in a service project, it will be reflected in a poor job. To do more than is expected, and motivating others with the desire to do the task for the sake of its benefits - if this feeling is felt by all those involved with service, then a true service attitude has been established.

In trying to establish the fundamental nature of the "Spirit of Service," one must realize the concept of service can be both caught and taught. It can be taught by the manner in which the crew enters into activities and by the example of the Rover Advisor. It can be taught through discussions, talks, and activities.

Service projects are designed and conducted to help others. A crew, through its competent planning of a service project can increase or decrease the service attitude of its members. All service projects undertaken by crews therefore must be well planned.

Planning a Service Project

When a crew decides to become involved in a service project it should realize it will take a fair amount of planning. This planning should be included in the long range plan of the crew and eventually tasks should be picked up during weekly meetings. Planning is vitally important to insure success. It is important to remember, if a program activity fails, it usually only affects the crew. If a service project fails, it will probably affect a lot of other people.

Following is a step-by-step process on how to put a service project together.

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Step 1 - Determine the type of service project the crew wishes to become involved with. Find out the needs within your community so you do not duplicate the efforts being done by other service groups. Local agencies, city hall, and local community leaders will be able to help you determine the type of service project needed.

Step 2 - Training and skills needed. Once decided on a service project some crew members may need to develop special skills in order to be effective. The outline of the project should include the time it will take to gain the necessary skill to help with the project.

Step 3 - Time element. It is im-

portant to consider the time the crew is willing to give to any service project. Some projects last six months, while others may be a two year commitment. Be sure of the commitment of all the crew members who are interested in participating. Remember, long service projects tend to lose enthusiasm.

Step 4 - Conducting the project. Have enough willing and eager people to undertake the project and manage it. It would be advisable to keep a log of the project so that at the end, it can be reviewed and evaluated.

Step 5 - Project completion. Once a project has been finished the people who participated should receive some sort of recognition for the service they have rendered. Also, evaluate the service project to see where improvement can be made and the benefits that had been derived from participating in the last one. This is where a log of the project may come in handy.

In some communities today there are many people and organizations involved with community service. One important aspect to be certain of is that the service you render isn't creating problems for others in the community. An example of this would be, creating a project in which others become totally dependent upon your service. If the crew decided to change service priorities, they may disappoint some people or put the load on another agency.

Service Activities

Within communities today there are several service areas that can be considered by a Rover Crew. In choosing a service project you may wish to move from one area to another during the life of the crew.

Following are two outlines for service projects, one deals with a Blood Donor Clinic, the other a clothing drive for crippled civilians. These are both large in scale and it might be worthwhile to ask other crews to help if you are going to attempt them.

BLOOD DONOR CLINIC

PURPOSE:

To participate in Red Cross Blood Donor Clinic by (i) assisting in the organization of clinics and by (ii) promoting the clinics through canvassing a pre-determined neighbourhood seeking donors. This service provides an opportunity for every boy and leader to learn about, and be part of an important life-saving community project.

PERSONNEL:

A crew member is responsible for the event; plus one member for planning purposes; plus, during the drive itself, the total crew must become involved.

PREPARATION: PLAN WELL AHEAD:

75 days

- Contact the Red Cross Blood Director to explore the possibility of your participation and determine the dates of the next residential clinic.

60 days

- Hold first meeting with Blood

Donor Director and review the time schedule dealing with each subject on the schedule:

- a) Area to be covered;
- b) Canvassing for Donors (approach);
- c) Distribution of promotional material;
- d) Telephoning - donors;
- e) Publicity - local papers, radio etc;
- f) Actual clinic commitment.

50 days

- Notify crew members about their expected participation.

45 days

- Determine next meeting with the Blood Donor Director.

30 days

Meeting to be held - discuss the following:

- a) Area to be covered by each group;
- b) Hand out promotional material;
- c) How promotional material is to be used - explain that Rovers are to deliver cards, talk about the clinic, get a prospective donor to fill in the stub and return the card to the crew organizer.
- d) The importance of telephone follow-up to prospective donors.

NOTE: The Red Cross will supply the donor pledge cards, educational pamphlets,

prepared sheet of canvassing instructions, flyers and posters. They are also prepared to show a film at crew meetings.

7 days

- Contact local newspaper and give them the details. Make sure all cards are turned in to the Red Cross office.

0 days

- THE DAY - If the crew is not assisting at the clinic itself, then the work has been completed. However, if the crew is assisting at the clinic, then listed below are some of the tasks they might arrange to undertake:

1. Assisting with unloading and setting up of clinic equipment;
2. Greeting of donors at clinic;
3. Registration;
4. Escort of donors;
5. Assisting at rest beds;
6. Coffee area;
7. Dismantling of clinic and re-loading equipment.

WIND-UP:

by + 7 days

- Notify local Scouting officials about the success of the drive;
- Notify local newspaper about success - a photo or two would be welcome.
- Make sure all participants are thanked.

CRIPPLED CIVILIANS CLOTHING DRIVES

PURPOSE:

To participate in a Clothing Drive in cooperation with the Society for Crippled Civilians.

PERSONNEL:

A crew member responsible for the event; one member for planning purposes; plus, during the drive itself, the total crew must be involved.

PREPARATION: PLAN WELL AHEAD:

60 days

- Determine if the crew would like to become involved in community-wide clothing drive. If so, and if good participation is promised, then proceed.

50 days

- Call Crippled Civilians office, and let them know you're planning a Crippled Civilian Clothing Drive, and discuss.
- Preparation of notice to be delivered to homes the week prior to collection;
- Area to be covered;
- Trucks required to pick up collection and where they are to be, at what time, etc.
- There is a Good-Turn Award available which will be presented to the crew by the Society for Crippled Civilians. Make sure the Society has the proper name of your crew, in order to have the award ready on completion of your drive.

30 days

- Complete your plan. Streets to

be covered; number of members for each street, drivers, supervision, etc. Notify local newspapers of your drive.

20 days

- Make sure crew members understand the reason for the clothing drive. Arrange for a speaker to visit the crew to explain the work of the society.

7 days

- Deliver notices of collection to homes in the area to be covered.

0 days

- THE DAY: All members in uniform, good supervision by drivers to make sure no homes are missed. Have bags checked before removing them from verandas, etc. There have been instances where boys have removed items which were not intended for a clothing drive. Follow the plan.

WIND-UP:

by + 7 days

- Notify local Scouting offices about the success of the Drive.
- Notify local newspapers about success - a photo or two would be welcome.
- Make sure all participants are thanked.
- Make sure the crew receives the award from the society.

Possible Areas for Service

Service to the Community

- pollution clean-up

- conservation of natural resources
- reforestation
- provide leadership for boys clubs, church groups
- collect material for sheltered workshops
- game - bird count
- clean-up church grounds
- organize or assist at blood donor clinics
- canvass for United Appeal or other charities.

Service to the Aged, Blind or Infirm

- snow removal
- lawn mowing
- leaf raking
- hedge trimming
- storm window installation and removal
- window washing
- garbage removal
- home nursing
- run errands
- entertain by reading, card and other games.

Service to Your Family

- fire prevention

- poison control
- babysitting
- home nursing.

Service to the Handicapped

- leadership for camping
- arts and crafts
- games, story telling
- raising funds for wheelchairs, special equipment, etc.

Service to Scouting

- assisting your sponsor
- troop counseling - teaching Scouting skills
- pack leadership
- first aid instruction
- water safety instructing
- Activity Leader - Scouter-in-Training.

Acts of service in some cases require special skills, the crew may wish to gain proficiency in some of the following:

- water safety instructor - Canadian Red Cross Society
- first aid - St. John Ambulance Association
- save a life certificate - St. John Ambulance Association
- leadership training in Boy Scouts of Canada.

CHAPTER EIGHTEEN

MOOTS, CONFERENCES AND CO-ED EVENTS

Moots

In Anglo-Saxon times in England a town meeting was called a moot. The word "Moot" also means debatable (as a moot question) and of course it also means a mock trial or court, (moot court - as for practice for students of law). Rovers around the world have used the word to describe a gathering of Rovers - large and small - as a Rover Moot, presumably to debate, argue and participate in activities rather than hold a mock court (although the latter reason shouldn't surprise anyone).

Rover Moots come in various shapes and sizes, but they are usually in a similar form. That is, they are an outdoor gathering of Rovers where one can engage in competition, discussion, fun and fellowship.

A few guidelines are offered here to those crews and Rover Round Tables who may wish to consider hosting a moot.

It takes:

- good planning
- a suitable site
- organization
- some experience with other moots in attendance or on a committee
- a theme
- a preparation of a realistic budget.

Approval

It is also important to let the local Scout Council know of the crews' intentions early. In some cases approval to host the moot must come from the next senior council if it concerns a larger area (an example would be a provincial moot). Councils at all levels should be kept "in the picture" as a matter of courtesy. They can also offer support and advice, to help make the event a success.

Girl Guides of Canada

When the moot is going to include members of our sister movement, most councils require some form of sanction from Guide Headquarters for the area, especially if the numbers are expected to be large.

More information on joint movement activities following this chapter.

Notices

In order to reach other Rovers and individuals, inviting notices about the moot should be sent out at least three months in advance. Large scale events require at least one year so adequate publicity can be given. Use local, regional or provincial Scout or Rover periodicals for advertising. Usually all that is required is to send along sufficient copies of the literature to local offices for insertion in their mailings. In some councils where a Rover Round Table exists the crew may wish to use their services

in order to get the notices delivered.

Events

Usually six to eight events would be plenty over a weekend activity. Use imagination and put on events with a different slant or twist to them - but, remember the moot theme. If there is a set theme for your weekend, set events which will emphasize the theme and be sure never to lose sight of the theme.



Awards and Crests

It is customary to design a crest commemorating the moot. Be sure the cost of such an item is in your budget.

Some Items to Consider

These items are not necessarily in order of importance, but should be considered in the planning stages of the moot. Some councils will want to know about some of them prior to sanctioning the event.

- consider laws of the province regarding health and sanitation
- draw up a workable budget for the minimum numbers that may come

- establish a headquarters or base
- special food for dietary and religious laws
- program details should include times for activities and meals
- test all equipment and events prior to guests arriving; in other words have a "dry run."
- provide adequate first aid facilities. The local St. John Ambulance Brigade will be glad to help
- have a good wood and water supply. Stoves may be required depending on the area. The use of stoves allows more time for the program and requires less time in preparing meals.
- contact the nearest doctor and hospital, and make sure they will be available during the event
- establish a communication method with crews and staff on the site
- stake out campsites and map out the program and activity areas
- provide a good map to the moot site in the advance literature
- insist on pre-registration so an approximate number of those attending can be made. This will also help with the budget requirements
- provide a canteen if possible where milk, bread, naphtha gas, etc. will be sold. If this cannot be provided a list suggesting where it can be purchased locally would be helpful.
- consider other people outside

the site, if close to a built-up area, or other campers in the vicinity

- make arrangements on site, or provide directions to those who wish to attend religious observances
- have adequate security, especially if events take campers any distance away from their tenting area
- constantly review all of the above to be sure that they are being carried out.

It takes organization, co-ordination and the delegation of responsibility to those who are capable of carrying out a job with minimum supervision. There must be full commitment from the whole group involved in the moot.

Conferences

Conferences, like any other activity, take careful planning and create lots of work. Perhaps because of the amount of effort that is required your crew should carefully consider whether a conference is really necessary. Could some other form of gathering accomplish your needs? If the crew decides to go ahead here are some points to consider, bearing in mind that many of the rules for organizing the moot will also apply to the conference. Once again it takes organization and an understanding of the purpose for the conference.

- inform the local Scout council
- establish the purpose and objectives of the conference well in advance of the date, so that delegates have an opportunity to review them
- select a place that will be

large enough to accommodate all of the people expected to attend. Do not forget that there will be a need for discussion areas

- draft out the budget for the conference and have a budget item to cover stationery
- notices should be sent out well in advance of the conference and should contain a pre-registration form.

Staffing

Putting a conference together means full commitment on the part of all crew members, and this means assigning specific responsibilities in order to guarantee a successful conference. Below are some key positions which should be filled.

- Conference chairman - chairs all plenary sessions and should be free to float around to see how the conference is going.
- Treasurer - responsible for drafting budget and general finances.
- Registrar - responsible for registrations.
- Accommodation - responsible for all meals and breaks, and sleeping arrangements.

Secretariat - means having two or three typists who can produce material as needed for the conference.

Host group - to help set a friendly tone to the conference and provide help in other areas.

Discussion group leaders and recorders - should be two separate people, and should be working directly with groups in order to

make sure the conference remains on track.

They also become valuable in meeting time limits. There are more jobs depending on the type of conference but the main point is to have enough people to do the job.

Here are some tips to consider when conducting the event.

- a loud, clear public address system
- catering, and coffee breaks
- all audio-visual equipment tested before the event
- keep sessions to a reasonable length of time
- washroom facilities available
- ample parking available
- adequate stationery supplies on hand
- people at the conference site ahead of time
- an up-to-date program is kept available for everyone
- know the rules of parliamentary procedure
- establish the guidelines and procedures that will be used for voting etc.
- encourage participants to participate to the fullest
- be sure all those working in discussion groups are familiar with the method used in working with small groups
- keep discussion groups to workable sizes
- make sure plenary sessions are

held so that everybody is kept informed of what is happening

- get a key note speaker to set the tone of the conference.

If the crew decides to conduct a conference, see if it can involve some other crews in the planning. Always make sure that local Scouting officials are kept up-to-date on the progress, and remember, at the conference, to create enthusiasm, through participation.

Car Rallying

Rallying is a popular competitive event among people interested in motoring as a hobby, sport, or for pleasure. Unlike racing, it is not expensive and special training is not necessary. It does call for a variety of skills on the part of the competitors. And most important, rallying can be a family event where Rovers and their friends or husbands and wives can and do work successfully as a team.

In racing, cars try to finish a course in the shortest possible time. In a rally, cars leave the starting line at intervals and follow a detailed route, attempting to finish the course at exactly the right time. The emphasis is not on speed but on accuracy in navigating and holding set average speeds between given points.

Organizing a Rally

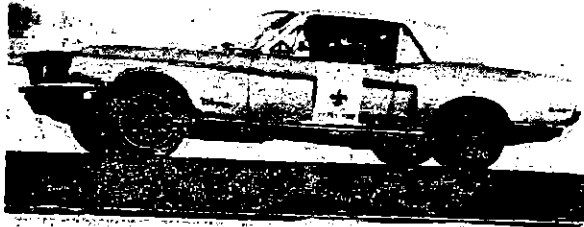
If a crew decided to organize a rally, it needs to be included in the long range plan. A crew should consider the following points when deciding on whether or not to organize a rally.

- The route - every car rally needs a route and a crew should study the necessary require-

ments before deciding on a possible route. Depending on whether you are conducting a day or night rally, you may want to first make sure of the noise and speed laws in a community.

- Safety - crew organizers should set high standards of safety during a car rally. Organizers may wish to consult with local authorities on both motor vehicle and car insurance regulations.
- Registrations - remember to send out notification of your event to all Rover Crews and Scout councils at least three months in advance. This material should contain all the necessary information for participating in the rally, plus special notes pertaining to the legal driving age, etc.

NOTE: When planning a rally, Crews should be conscious of the sensible use of fuel.



Resources

Rallies are organized and run in so many different ways and local conditions have a direct effect on organization and funding, therefore it is suggested for information you

contact the Canadian Automobile Sports Clubs Incorporated, P.O. Box 97, Willowdale, Ontario. It is the official organization of car rally clubs in Canada. Their regional office will be glad to assist you in organizing and running a rally.

British Columbia Region -

C.A.S.C. - B.C. Region,
P.O. Box 5183, Station E.,
Vancouver, B.C. V6B 4B3

Prairie Region -

C.A.S.C. - Prairie Region,
c/o Mr. Graeme Lowden, Secretary
Box 17, Group 327, R.R. 3,
Selkirk, Manitoba. R1A 2A8

Ontario Region -

C.A.S.C. - Ontario Region,
P.O. Box 31, Adelaide Station,
Toronto, Ontario. M5C 2H8

Quebec Region -

C.A.S.C. - Quebec Region,
310 Victoria Avenue, Suite 305,
Montreal, Quebec. H3Z 2M9

Atlantic Region -

C.A.S.C. - Atlantic Region,
73 Donaldson Avenue,
Rockingham, Nova Scotia.

NOTE: Before you consider holding a car rally, be sure you obtain the appropriate approval from the local Scout council and local police. Remember at all times, car rallying is probably the only sport that uses the public highways as its arena.

As always, with any large event you may conduct, be sure to thank people who have provided resources to you, and recognition to those who have helped with the organization.

Joint Movement Activities

Purpose

Before going into the actual points to consider when organizing joint movement activities, the difference between co-ed activities and joint movement activities should be defined. Co-ed activities mean activities which involve mixed groups, whether or not all the participants belong to the Movement. Joint movement activities involve specifically only members of the Scout and Guide Movement, whether they are Rangers, Venturers, Cadets, Rovers or Trefoils.

Joint movement activities can be useful in fulfilling some of the aims of the Movement as well as being fun. Joint movement events can be a part of recruiting plans or service projects. For example, two or three groups could get together and volunteer to "close down" a camp for the season, making it a weekend of fun incorporated with service. The scope for joint movement activities which involve more than a good time is as wide as one's imagination.

Two important points to remember when planning a joint movement activity (henceforth referred to as J.M.A.) is first to acquire phone numbers and addresses through the local Scout and Girl Guide offices. Secondly, the organizing group must include a Guider and an advisor. They will be able to help the organizing group with the formalities and procedure dealing with J.M.A. The organizing of a J.M.A. event, is the same as organizing any special event. Reference to the conference and moot outlines will provide some more guidance.

Standard Setting

Setting standards for J.M.A.

events can be difficult, so below are some suggested guidelines to consider. It should be noted that some provinces already have guidelines, drawn up and agreed to, by Boy Scouts of Canada and Girl Guides. It is suggested contact be made with the local Scout office to see if guidelines are already available.

- The law of the event will be the Scout and Guide Law.
- All participants in an activity must be members in good standing in their particular unit.
- All those taking part should be aware that the conduct of the group reflects on the Girl Guide and Scout Movements across Canada.
- Those hosting a J.M.A. event must ensure there are separate sleeping quarters and ablution areas for male and female participants.
- The continuing success of J.M.A. depends on every person present at the event. With this in mind, it is recommended that each unit attending examine the rules for the event, and also the conduct expected of each member of the group.

Discipline should be handled by the hosts themselves, with the group evaluating such discipline after the event.

- Guiders and advisors must be aware of the plans for the activity and all units should inform the local commissioner concerned as a matter of courtesy.
- The activities should be planned by the members themselves. Guiders and advisors should be

included in planning.

- Groups must have at least one responsible adult for each unit participating in the event.
- Under no circumstances will alcoholic beverages be taken to or consumed at J.M.A.
- Pre-registration should be a prerequisite for attending.
- Separate sites for sleeping arrangement are a must.

Gaining Provincial Sanction

Only activities which are approved by the Provincial Council of Boy Scouts of Canada or Girl Guides of Canada, can be officially

titled "Provincial Events."

Special events can benefit from having their activity approved. It will ensure proper planning by acting as a "check out" procedure and it will ensure the widest possible distribution of information to both members and leaders of each Movement.

Usually the mechanics of this procedure involve contacting your provincial commissioner, who will present your proposal to the council. Your proposal should include all the items referred to in the suggested outlines.

For major events at least six months to one years' notice is required by provincial offices for general assistance and publicity.

CHAPTER NINETEEN

FUND RAISING

Every group needs to raise funds in order to pay for their activities and programs. Rover crews are no different. It is the responsibility of every Rover crew to finance their programs, and to do so within the guidelines set out by the Boy Scouts of Canada. The guidelines for financing are found in *By-Laws, Policies and Procedures*. If a Rover Crew belongs to a group which sponsors other sections, it may from time to time become involved with helping to raise funds for the group committee operation. A Rover Crew should always be willing to become involved in group committee fund raising, as their work here may serve to benefit the other sections of the group.

Financing the Crew

There are two forms by which a Rover Crew can obtain funds. The first is the crew decides on regular fees which are collected by the crew and, used to finance their program. The second way is through special fund raising projects.

Fees

If a crew decides it is going to finance itself through fees it must first prepare a budget well before the program year. This is done so that a fee can be charged to cover the total costs of the program. If the program is going to cost five hundred dollars and there are twenty members the cost per member will be twenty dollars. The crew should set down in its by-laws the cost of the fee so it becomes part of the joining requirements.

Fund Raising

Fund raising not only requires a budget based on a planned program, but also a strong commitment from crew members to carry out the fund raising events. Once commitment to the project has been established it is a matter of carefully designing a plan of action. Below are some suggested "success ingredients" you may wish to consider when planning a fund raising activity.

Leadership - A crew will want strong and committed leadership for the fund raising project. This can be done by appointing or electing crew members to the fund raising group.

Personnel - The crew should make sure there are enough people to carry out the fund raising project. It may become apparent that members of the crew may have to be trained in some special skills. An example of this would be raising funds by life-guarding at a community pool.

Organization - The organization of a fund raising project should have three major aspects about it. These aspects are:

- a) That the organization be thorough
- b) Streamlined
- c) Dignified.

The crew should not get into a lot of unnecessary committees, or to raise funds in a way that could be detrimental to the crew or Boy Scouts of Canada.

Methods - Methods are important for good fund raising. Modern techniques and up-to-date tools are necessary to promote and conduct successful fund raising projects. Special resource persons should be called upon to help on the various methods that are available.

Enthusiasm - A most important aspect of fund raising is the enthusiasm which can be created not only around the fund raising project but also for Scouting. Information passed on to the public on how the funds will be used; encourages the community to become enthusiastic about the project.

Checklist and Ideas

Once you have taken a look at the necessary ingredients for success you may want to refer to the checklist for fund raising. It can help to determine whether or not your event is in line with the policies of the Boy Scouts of Canada, and some of the ramifications that may affect your community. Also you will find two suggested outlines for a fund raising project. One deals with a baby sitting bureau and the other a bean supper. A list suggesting many fund raising ideas is there for you to consult. You may want to develop your own list through a brainstorming session.

BABY SITTING BUREAU

Rover age men and women make good, qualified baby sitters. The organization of such a fund raising event is very simple, but does include some specific training.

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- Step One: Organize - Train members in child care through a St. John Ambulance course.
- Set a fee structure which can be advertised.
- Step Two: Advertise - Let the community know you exist through radio, newspapers and special flyers.
- Let the public know you are a qualified group, specially trained in this area.
- Step Three: Capitalize - Do a good job and people will tell their friends or rehire you.

HOW TO ORGANIZE A

BEAN DINNER OR PANCAKE BREAKFAST

Establish an organizing committee at least two months prior to date of meal.

ORGANIZING COMMITTEE:

- (a) Begins to work at least six weeks before date of meal.

- (b) Consults with their advisors as they plan.
- (c) Arranges for place to hold event preferably with equipped kitchen facilities and tables and chairs for dining area.
- (d) Establishes date.
- (e) Establishes prices per person and per family, in relation to costs, expected profits and what people will pay.
- (f) Arranges for tickets to be printed.
- (g) Establishes an economical, but effective advertising program.
- (h) Establishes an advance ticket sales program.
- (i) Purchases supplies at best possible price.

AT THE MEAL

- Have one or two uniformed persons to collect and sell tickets at the door.
- Normally 4-6 persons are required in the kitchen preparing food.
- Uniformed persons act as coat checkers, ushers, and servers.
- After the meal, clean up, return borrowed things, and leave the facility in spotless condition.

EXTRA TIPS

- Thank people for coming when they leave.
- Check with people during meal to be sure that they have sufficient and are satisfied.
- Within one month of this meal plan the next meal.
- Normally one Bean Supper and one Pancake Breakfast are sufficient in any one year program.
- In a sincere manner thank all who helped.
- A short entertainment program will help it too.
- Don't forget transportation or supplies, etc. Beans - Pancakes - Spaghetti.

FUND RAISING CHECK LIST

- | | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| 1) Will parents and friends get their money's worth from the project? | _____ | _____ |
| 2) Will the canvassing group respect the rights of other Scouting units in the same neighbourhood? | _____ | _____ |
| 3) Does the fund raising plan protect the good name of Boy Scouts of Canada, and prevent it from being exploited by promoters or other interests, such as partisan groups in election campaigns? | _____ | _____ |
| 4) Does the fund raising plan avoid conflict with dates previously set for other agencies that depend upon public support? | _____ | _____ |
| 5) Is the plan free from any stigma of gambling, is it in harmony with local laws and regulations, in harmony with the policies of the sponsor, and consistent with the ideals of Scouting? | _____ | _____ |
| 6) Are you sure the plan will not in any way hurt your local merchants by offering for sale some articles upon which they depend to make their living? | _____ | _____ |
| 7) Does the plan provide reasonable profit for you? Are you sure it is not the idea of some promoter who will let you make pennies for yourself while he makes dollars for himself by trading on the good name of Scouting? | _____ | _____ |
| 8) Are you sure the plan will not in any way endanger the health or safety of those participating? Every event should be well organized and adequately supervised. | _____ | _____ |
| 9) Have you checked the legal aspects that should be checked, such as contracts, etc..... and, if any contracts are to be signed, will they be signed by an individual or group without in any way being binding upon Boy Scouts of Canada or its councils at any level? | _____ | _____ |

YOU MUST BE ABLE TO ANSWER "YES" TO EACH OF THE ABOVE QUESTIONS

SAMPLE ONLY

Crew Fund Raising

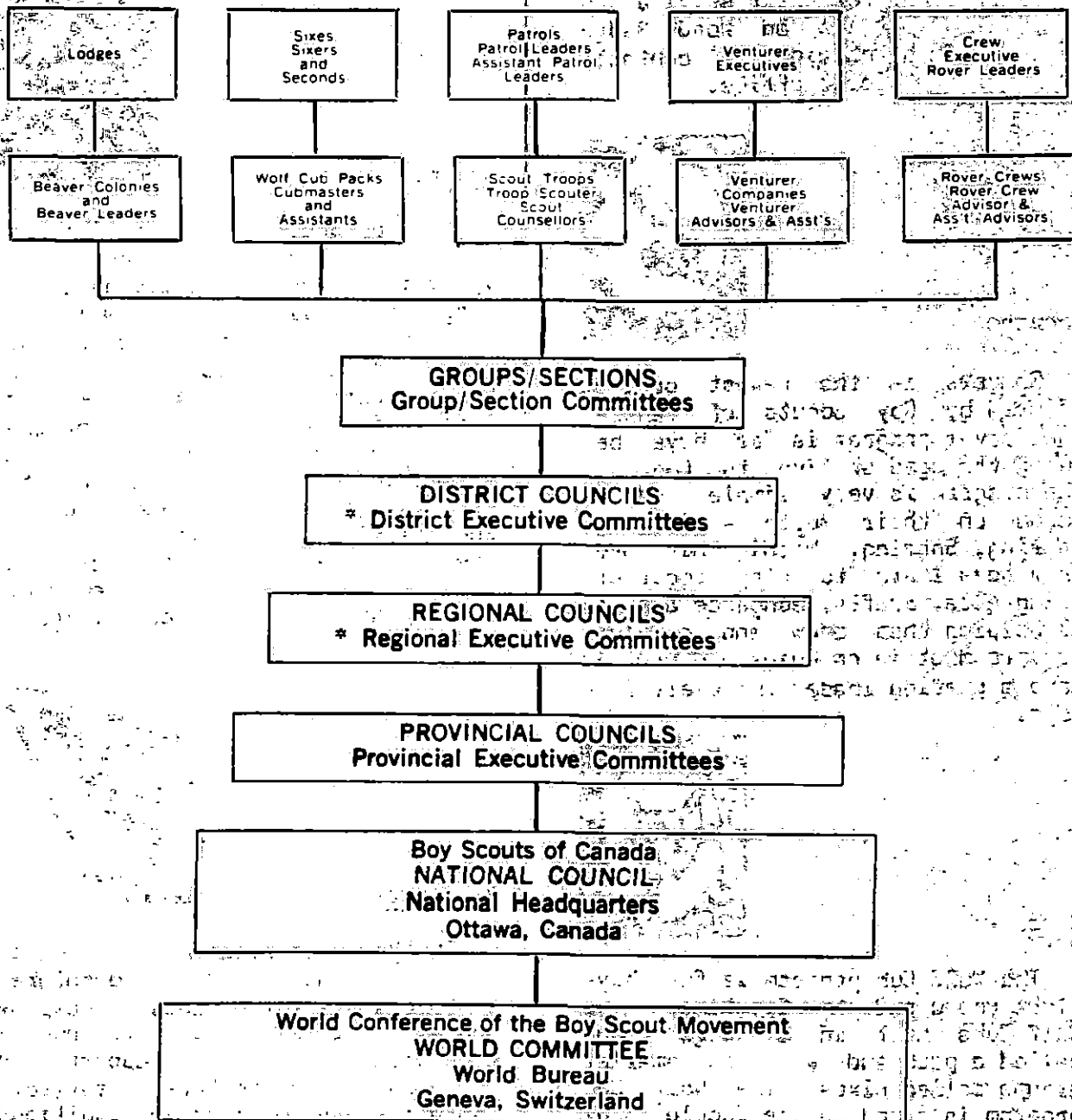
- Bottle and paper drives
- Dances and parties
- Bake and rummage sales
- Car washes
- Furniture moving
- Shovelling snow
- Card games
- Fire extinguishers and smoke detectors
- Landscaping
- Catering
- Showing movies

- Grass cutting
- Christmas wrap and card sales
- Coat hanger sales
- Christmas tree sales
- Cloakroom attendance
- Operating printing press
- Refreshment booths
- Painting, decorating
- Odd jobs
- Gang shows
- Delivering pamphlets, directories
- Gas-o-rama.

CHAPTER TWENTY

RESOURCES

Relationship of Canadian Scouting to World Scouting, and Basic Lines of Communication, Responsibility and Assistance Within Boy Scouts of Canada



* These Scouting levels may not exist in all parts of Canada or, in some cases, may exist under a different name.

THE OTHER SECTIONS

In the section on service, it was suggested that one of the areas for service is to Scouting. With this in mind a brief description of the other program sections follows. Rovers may wish, at some time, to become active section leaders within any of the program areas. Rovers may participate in section Wood Badge training to acquire skills useful to them for their service to Scouting. Details on Wood Badge courses can be obtained by contacting the local Scout office.



Beavers

130 Beavers is the newest program offered by Boy Scouts of Canada. The Beaver program is for boys between the ages of five to Cubbing. The program is very simple and is based on their motto - Sharing, Sharing, Sharing. Within this program boys learn to play together, using arts, crafts, songs as a means of helping them grow and develop. Beavers meet in colonies and usually have a section leader for every five boys.



Cubs

The Wolf Cub program is for boys eight years old to Scouting. The Wolf Cubs meet in a large group called a pack and work in smaller groups called sixes. The Wolf Cub program is based on the Jungle Book by Rudyard Kipling and through

games, arts, crafts, simple ceremonies and indoor and outdoor activities. Wolf Cubs are also provided the opportunity to go camping, and certainly experienced Rovers could help in this area. A pack usually has a section Scouter for every six, and may have some activity leaders to help with their program. Activity leaders are young people fourteen to sixteen years of age.



Scouts

The Boy Scout program is for boys between the ages of eleven and Venturing. Scouts usually meet in a large group called a troop which is divided into small responsible groups called patrols. The Boy Scout program allows for some boy leadership within the troop program and operation. A troop usually has a section Scouter for one or two patrols, and may have some Scouters-in-training, who are young men sixteen to eighteen years of age. The Scout program has a strong emphasis on camping and outdoor activities.



Venturers

The Venturer program is a program of fun and high adventure. Venturers are formed into a company and are responsible for its operation with the active support and guidance of a Venturer advisor. Venturers are involved in ambitious programs of their own design, some

of which are co-ed activities. The Venturer program is for young men fourteen to Rovering. A Rover Crew may be formed from an older aged company. Older Rovers may find working with Venturers a very exciting experience, and should consider the company as a good recruiting ground for potential crew members.

WORLD SCOUTING



At Scouting's investiture ceremonies, every person is welcomed into the worldwide brotherhood of Scouts. This means an individual joins an international Movement with a membership of over fifteen million young men, women and boys, spread over 100 countries throughout the world.

Scouting, at the world level is centred in Geneva, Switzerland. The World Bureau is the home and secretariat of the World Scout Conference - it is from here, that direction for Scouting throughout the world comes. Every two years there is a world conference where international policy, plans and events are discussed. The World Conference has an emblem and a flag and it may be used during ceremonies and special events. The emblem appears on both the World Scout Badge and flag. The royal purple and white World Scout Badge has symbolic meaning. The central arrow-head taken from the compass sign for north, points "the right way to go." The surrounding rope indicates the global nature of the brotherhood. The reef knot represents the unbreakable bond that ties all true

Scouts together. Rovers, if they wish, may want to show their international membership in World Scouting. This is done by wearing the World Scout Badge on the right breast pocket of the Rover uniform. (World Scout Badge can only be worn if approved by the appropriate council.) Canadian Scouting is linked with the World Scout organization through many different and varied types of programs. Crews may wish to get involved in some of the programs in order to emphasize the true meaning of brotherhood.

World Moots

What an experience! Rovers should find out when moots like this are being conducted and if possible send representatives to such an event. Crew members can become involved with the fund raising and special events to help send some of the crew on a world moot. Information is usually available through *The Canadian Leader* magazine or local Scout offices.

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World Conservation Badge

This program, initiated by the World Bureau, encourages members throughout the world to take an active role in the wise use of natural resources. A crew may wish to refer to the requirement of this badge as a possible theme for a crew program. Specifics about the badge can be found in the *Canadian Scout Handbook* or local Scout office.

The Canadian Scout Brotherhood Fund

During World War II a fund was started by Boy Scouts of Canada to assist Scouting in Britain and in other countries. The fund was called "Chins-Up Fund" and \$44,000.00 was raised and distributed during and immediately after

the war years.

In January, 1950, the National Council replaced the Chins-Up Fund with the Canadian Scout Brotherhood Fund. This fund has two purposes:

- 1) To assist Scouts in other countries who need help.
- 2) To help Scout groups in Canada who have lost their equipment through a disaster.

The fund is looked after by a committee of the National Council called the International Relations Committee.

Since its beginning, the fund has helped Canadian Scout groups that have lost their equipment through disaster. Projects such as Operation Amigo, Can-Carib, and a project in Madagascar have been funded by the Canadian Scout Brotherhood Fund.

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The money for the fund comes from many sources, but the important one is the contributions made by the members of Scouting in Canada. Your crew may wish to have a special fund raising project for the Scout Brotherhood Fund. Contributions should be sent by cheque or money order to:

Canadian Scout Brotherhood Fund,
Boy Scouts of Canada,
P.O. Box 5151, Postal Station "F",
Ottawa, Ontario,
K2C 3G7.

The Duke of Edinburgh's Award in

Canada

The Duke of Edinburgh's Award in Canada is a program of activities designed to encourage young people to make the best possible use of their leisure time. While this is not a Scouting award, it is one

Rovers are encouraged to work towards. The awards scheme is a personal challenge from Prince Philip to young Canadians - a challenge for them to show how good they really are.

Any Rover, up to the age of twenty-one may participate in the variety of pursuits that offer a challenge to anyone interested in becoming involved. Some of the requirements for the award can be followed as part of the Rover recognition program. This would allow Rovers to earn recognition in both the Rover program and the Duke of Edinburgh's Award scheme.

To gain an award, you must select one activity from each of the four sections. The four sections are service, the expedition, hobbies and projects, and physical fitness. In order to gain an award you must reach the bronze, silver or gold stage according to your capability and the age range set for that stage.

On successful completion of a stage candidates will be presented with a certificate and a badge, both which bear the personal cypher of Prince Philip. The gold award certificate badge will usually be presented by His Royal Highness or the Governor-General.

Additional information about the scheme, together with pamphlets, handbooks and record books may be obtained from the Award Office or local Scout offices.

The Duke of Edinburgh's Award Scheme
in Canada,
Suite 810,
135 James Street South,
Hamilton, Ontario
K1R 5M4.

CANADIAN YOUTH HOSTELS ASSOCIATION

Many suggestions have been received over the past few years regarding Rover hostels in view of increased travel across Canada by Rovers and other members of Scouting. One suggestion has been that Scout councils provide space in a number of key locations for youth hostels. While Scouting does own a great deal of property across the country, much of it has been developed to meet local needs and few councils are prepared to develop hostel facilities for visiting members. Rovers contemplating travel across Canada can still check on the availability of campsites from local Scout councils of course, but for accommodation in hostels, both in Canada and abroad, membership with CYHA is recommended. Facilities however, are already available through the Canadian Youth Hostel Association, and a CYHA card is also an international membership which is most valuable to Rovers travelling in Europe and the United States.

The Canadian Youth Hostel Association encourages young people to explore their country by providing inexpensive overnight accommodation at youth hotels in a variety of scenic recreation areas and a number of major cities in Canada.

The youth hostels operated by the CYHA are situated in such areas as British Columbia, Banff and Jasper National Parks in the Canadian Rockies, Ontario, Quebec and Nova Scotia. They may be used regularly by anyone who holds a current membership card from the CYHA.

Information about the CYHA, its programs and youth hostels, is available from their national offices at 333 River Road, Ottawa, Ontario, K1L 8B9.

ROVERING FOR YOUNG PEOPLE WITH

HANDICAPS

No One Is Perfect

We all have our limits; our strong and our weak points. Yet knowing what our weak points are is a sign of strength if we learn to seek help from others or concentrate on the skills we do possess to compensate for any handicap we may have. Rovering helps us to learn how to share and how to compensate; it helps us to recognize our limits and strengthen our character by focusing our attention on what we can do for ourselves, what we can do for others and what others can do for us. No one is perfect and because of this we rely on one another.

Some young people face limits that are more acute than most people. Yet a young person with a mental, physical and/or emotional handicap is still, first and foremost, a person with the same basic needs, desires and problems as other youths except that in some instances their needs, desires and problems are more amplified. They have the same rights to life as does anyone else, and must be allowed the dignity of risk and as normal a participation in the community as their capacity will allow them to absorb. They have a right to belong, to share, to live, to Rovering if they want it.

Handicaps

There are many kinds of handicaps that a young person may have. They can be classified as either physical, mental or emotional. Some of the better known handicaps are: blindness, or partial sight; deafness, or partial hearing; learning disability (slow learner);

muscular dystrophy; cerebral palsy; deformed or absent limbs; diabetes; epilepsy; autism, and mental retardation. Emotional handicaps are usually the result of a person's environment and show up in a person's behaviour in such forms as over-anxiety, unnecessary aggression and unusual withdrawal from the group.

All handicaps are present in a person in varying degrees and each individual copes with a handicap in a different way. Be careful not to tag a person with a label (i.e. blind, crippled, retarded, withdrawn) so as to think of the handicap first and the person second. Each person is an individual with certain abilities and skills; focus in on these. If there is any specific information required, consult an appropriate authority in the community. Usually, what is needed is only a phone call away.

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Socially Handicapped

Usually, if a person has a limit because of a physical, mental and/or emotional handicap, they face an even greater handicap; that of being socially deprived of a normal growing experience. It is this particular challenge that Rovering can best help a young person overcome.

If the community is a representative of the average Canadian community, then there are a number of young people around who are socially handicapped and need Scouting. They are the ones who are shut up in uncertainties, hobbled by a physical limitation, held back because of a mental incapacity, or frustrated because of emotional difficulties. They are the young people who face challenges that are more pronounced than the average youth; who don't mix with other young people because they don't feel they are worth anything or don't feel they "fit in";

who, because of social and traditional biases, are shut away in institutions, special homes and training schools where they are conveniently kept out of the way; who are forgotten at home because they are a physical burden to the people who are "close" to them. Despite their handicap, they are still human beings who need other people; young people who need to be a part of their community and its activities; who need to contribute, to share, to participate, to belong.

Perhaps there are young persons in the neighbourhood who are isolated from the people in the community; they may even be in the crew right now. Rover crews for young people with handicaps may approach the crew to take on a person they feel should be integrated into a regular crew. There may be a young person in a special school, treatment centre, home or institution who would like to become a Rover. What is the crew prepared to do? In what specific way can a person with a handicap participate most effectively in Rovering?

Three methods

Rovering for young people with handicaps is part of the normal Scout organization with common sense adaptations and adjustments being made where necessary. The program is flexible enough for the crew to make any adaptation to meet the capacity of the young persons and yet offer them challenge and demand from them their best effort. The three ways the program can be applied are listed below in the preferred order:

1. Integration - Young people are encouraged to join a local Rover Crew and take part in as many activities as possible. To allow every member the opportunity to meet and face the real world, an

experience tied in as directly as possible with his community is essential to any young person with a handicap. Wherever possible, integration of such a person into a regular crew is encouraged.

2. Outpost Member - Whenever, for some reason or other, a person cannot make it regularly to a crew meeting or is confined to home (i.e. confined to bed, can't go outdoors in wintertime, has no transportation, needs special medical attention and/or simply cannot physically make it week after week), you can have them join as an Outpost Rover. As such they would be visited by their fellow Rovers and involved in a personal Rover program and participate, whenever possible, in group activities. The importance of Outpost Rovers lies in the fact that they belong to a regular bunch of young people, have friends and directly feel they belong to the worldwide brotherhood of Scouts.
3. Closed Troops - Whenever the first two alternatives are not practical, a closed crew may be formed to bring Rovering to young people who would not otherwise be able to participate. Such crews could be formed in special training schools, treatment centres, institutions or sponsored by a local parent association, or even started by people who are interested in helping young people with handicaps. Such a crew should always be formed with the intention of placing any young people into a regular local Rover Crew as they become prepared to do so.

The Crew

The approach and example the crew uses will determine the successful

participation of young people with a handicap in your Rover program. Remember that if the crew accepts the basic attitudes of quality of life, show genuine concern and respect the dignity of the individual with basic human rights, these attitudes will be passed on to the crew members by example and program content. The following is a guide outlining some of the basic steps and hints that may be used. They have been used and found effective by crews who work with young people with handicaps.

1. Some members of the crew should get to know the young people before they actually join the crew. It is a good idea to establish a good relationship between the crew and the young people so they will feel secure enough to want to overcome any doubts and hesitations they may have. It is also a good idea to discover the nature and scope of their limitations to help the crew determine what assistance they may need, what type of program adaptation the crew may want to make, and an idea of where and how they will fit in with the rest of the crew.
2. Remember to involve the parents and keep them informed. Many parents worry about or suspect any program that offers to help their children. Starting off with a good relationship with concerned parents is essential. They may not want to become involved at first, but keeping them up-to-date on what their child is doing may gradually help recognize the worth of Scouting and draw them out to lend support. Some parents may want to become involved, and it is important to be able to find ways so they can become of service.
3. Seek advice from parents, public professional service, schools and

other Scout leaders. They are all part of the community and should be used when there are any questions or concerns.

4. If the crew has any doubts about the capacity of its regular members to accept the crew member with a handicap, check it out with them. Do not underestimate the ability of crew members to understand the extra challenges and needs another person with a handicap faces. The crew may be surprised that once the regular members understand the situation, are made a part of the decision to accept the member with a handicap, and feel the encouragement from the crew, there will be little difficulty.
5. Emphasize the things that the person can do rather than those which they cannot. Let them explore their own boundaries (within reasonable safety limits) with a sense of challenge and dignity of risk. Once they find their boundaries, they will in many cases, compensate by sharpening those skills that they can do. Encourage them to focus on these skills.
6. Exercise patience. Help them to become one of the crew. This does not happen with special treatment, but with understanding.
7. Modify badge requirements only when necessary to meet their capacity. Be sure the crew keep the element of challenge and best effort that it asks of its other members. Do not water down the tests for them but if some adaptations need to be made, compensate by raising the standards which would focus on the skills they can do.
8. Include them in some way, in every possible activity. This may

take any form: from refereeing a game, to modifying a game so as they can play; allow them to feel part of the program and the gang; use imagination and enthusiasm as a guide.

There are limitations, of course, to what a person with a handicap will be able to do as a Rover and they themselves are aware of these. A rough game for example, will be for them a spectacle to remember rather than a personal experience for they know that boisterous games or activities which need physical stamina may be beyond their capabilities. What matters is that quiet encouragement and opportunity should be given in regard to what they can do rather than what they cannot. Because of their handicap they may have more time at home to practise the skills they find difficult; they may have developed skills that will fit them for a special job in the crew - keeping the crew log book, for example.

In local communities there are many service clubs and organizations who will help. If there is a need for a wheelchair ramp, transportation, with mobility problems, a person to help out on an outing or weekend, your local service clubs and organizations will probably be available to help.

Make exchange programs with closed groups for persons with handicaps part of the crew program. Whether the exchange is with a Rover crew or not, the program will expose crew members to people who face a different kind of challenge in life than do most of us. The exchange will also allow the crew to realize the worth of an individual as a person who, despite their handicap, has the same basic needs, problems and desires as do everyone else, except that in some instances these needs, problems and desires are more amplified!

Who Benefits: Effect on the Crew Program

A young person with a handicap contributes to a Rover program by demonstrating a willingness to learn in the company of friends, despite handicap, through effort and determination in whatever task they take on; by offering a great capacity of joy and a genuine ability to give and receive; and by offering other members a chance to learn that they are all brothers and that quality rather than quantity is an essential ingredient of brotherhood. They benefit by experiencing friendship, by being asked to participate, by experiencing and facing challenges that are met by success and by participating in the average persons' environment.

A Rover with a handicap will join in crew activities as full members of the crew. It may help if there are one or two other handicapped Rovers in the crew but this is not essential. If Rovers have a wheelchair they can participate with the help of a "pusher," a privilege for which there is likely to be spirited competition! Like any other young people they are a Rover with their own characteristics and idiosyncracies. All that the crew does to meet the expectancy and hopes of the rest of the crew will be just as interesting and meaningful to them. Progress, personal contacts, fun, friendship and adventure will be matters of eager anticipation for them as for everyone. In many respects, therefore, any adaptation of activities should be done within the framework of the program, and without disrupting the overall plan for the crew.

Outdoor activities can be made easier for the Rovers with a handicap by making use of special transport for them. Members of the crew may be able to help in this respect. Rovers with handicaps are

just as eager for adventure as ordinary Rovers and, even if some cannot participate in an actual activity, they will enjoy the planning. However, whenever possible, and within their capabilities they should be given an opportunity to participate.

Together

We are all on this spaceship earth together. We all have our limitations which urge us to seek help and company with other people. We depend on and have a responsibility to one another. Some limitations are more apparent in some people than in others, but all these challenges must be met and shared by all.

Look around the community, and see if there is a young person with a handicap who can use the Rover program. Why not help them become a Rover?

HEALTH AND SAFETY

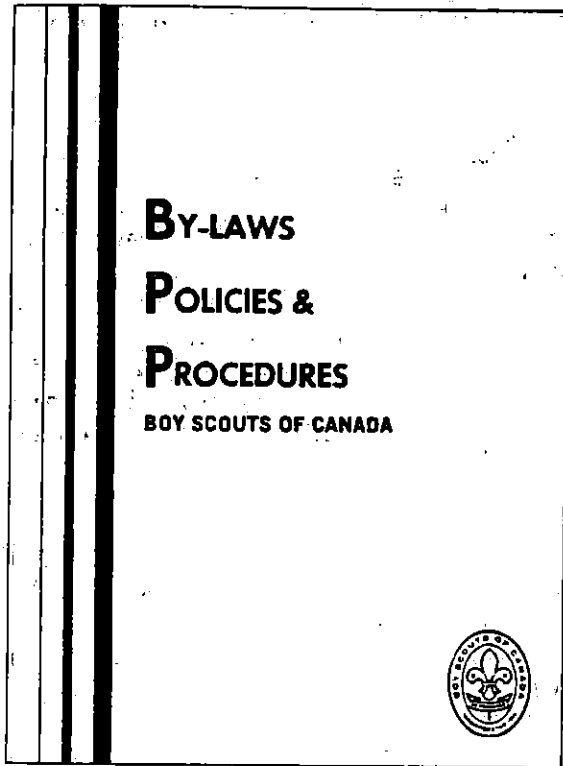
Some rules and guidelines on health and safety have been produced by Boy Scouts of Canada in order to protect the membership. A Rover crew may also wish to set up some of their own guidelines based on what is suggested in the Scout publication *By-laws, Policies and Procedures*.

An important aspect about health and safety is how a crew designs its own standards. In drawing up guidelines the crew might consider the requirements of other organizations. The following organizations have set out certain regulations which have been formally recognized by the Boy Scouts of Canada.

Canadian Red Cross Society -
Swimming

The Royal Life Saving Society
Canada - Life Saving

St. John Ambulance Association -
First Aid.



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A crew member should be responsible to find out who is qualified for certain areas of health and safety. The crew may wish to keep an inventory of skills held by crew members. This inventory would indicate who in the crew are good swimmers, or those who have had first aid training.

If the crew becomes involved in some special theme such as mountain rescue or ski patrol, it should learn the necessary safety skills and actively practise these skills. All crews should have within their crew equipment a first aid kit and any other specialized equipment needed for special projects. Some other organizations or government agencies which might be of help in setting safety standards are:

- Ministry of Transport

- Provincial Vehicle Offices

- Local Scout Councils.

It should be the responsibility of every crew member to make sure they have attained a reasonable level of fitness in both physical and mental health. Crew members should be encouraged to take care of themselves so they can better participate in all the program activities which the crew might conduct. Although it is recognized that no group can dictate to individuals how they should keep their personal lives, it may be a worthwhile exercise at some time within the crew life to tackle such topics as smoking, the non-medical use of drugs, and drinking. These are topics the crew may want to consider when discussing standards for safety and health.

In General

To detail all the areas where health and safety needs to be considered would take far too many pages. The crew will probably find such information set out more clearly in a number of other publications. It should be noted, however, in activities planned by the crew there will be some exposure to areas where safety measures should be observed, such as living under primitive conditions where sensible health precautions should be taken. Keep yourself clean when camping or hiking, change clothes regularly, wash and powder your feet, take care of cuts, scratches, perspiration rashes and insect stings. Make sure fires are always under control and dead out when they are left. Build proper latrine facilities and carefully store garbage making sure to carry away anything that cannot be burned.

It is important that the advisor know of any complications which may

occur. Inform the advisor of any permanent or temporary medical condition. If, for instance, there is a diabetic or a sufferer from epilepsy, asthma or any other ailment which requires a regular form of medication, the advisor can scrutinize the use of the medication.

If there is an attack of any kind, an informed advisor can get the necessary help needed.

Good health and safety practice should be a major consideration of every member of every crew. Discuss it amongst the crew and be sure to practise it at all times.

CREW EQUIPMENT

With the various activities in which Rovers become involved, the crew will begin to require equipment for its activities. The crew will probably need equipment for its service projects, camps, hikes, and business meetings. With the collection of equipment though, comes the responsibility to make sure it is kept in good order. Usually with the first appearance of new equipment the crew will find many volunteers eager to take care of it. After a while however, the novelty wears off. The crew should

establish a system of storage, with check-in and check-out procedures, for the equipment. It is desirable that one location for all the equipment be found, as in spreading it around pieces tend to go astray. The crew equipment should be the responsibility of all the members but, specific individuals should be appointed to keep records of what is owned and to keep it in good condition.

Camping equipment should be properly looked after, readily available when needed and when not in use, be stored in a cool, dry place, free from rodents, dampness and mildew.

The crew should carefully consider whether or not it would be more feasible to rent equipment than to purchase it. A good exercise for the crew is to draw up a resource list of all types of equipment which can be rented, and where. An example would be renting canoes as opposed to buying them for the crew.

Crews should also consider making their own equipment. Many items of personal equipment can be made by crew members with a little encouragement and measure of guidance. Outside resource people can be brought in to demonstrate how to make special items.

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GUIDELINES FOR ASSESSING YOUR CREW'S ORGANIZATIONAL ABILITY

Earlier statements have indicated that the more efficient the organization of your crew, the better it will run, and the greater the satisfaction of the members.

The following guidelines may help you to check just how well you are doing:

1. Do you have by-laws and are they supported by the members?
2. Have you decided how many members your crew will have and are you recruiting to meet that figure?

3. At the end of a year's operation, are your members attending at least 75% of the meetings?
4. Do you hold at least thirty meetings or events per year?
5. Have you held at least five major activities this year?
6. Have you held a really super activity this year?
7. Have your crew officers met with the group/section committee at least twice this year to discuss your program?
8. Have you had your treasurer's book audited by the group/section committee at least once this year?
9. Did you hold an election for your officers and have you planned an election of officers for the next term's operation?
10. Are your dues collected regularly, and have your annual registration fees been paid in full at least a week before your annual registration meeting?
11. Have the members arranged for guest speakers to attend your meetings to speak on interesting topics?
12. Has your crew sat down together to evaluate the program for last year, and are you ready with a plan for the coming year?
13. Has your crew visited or been visited by another Rover Crew?
14. Is your advisor a fully participating member of your crew; are you using his knowledge and skill and keeping him fully informed?

GUIDELINES FOR ASSESSING YOUR

CREW'S OPPORTUNITIES FOR LEADERSHIP

It's always a good thing to know how you are doing, and in the field of leadership, all members should be concerned with improving their own as well as other members' abilities by providing leadership opportunities whenever possible. Some you may wish to consider are:

- 1) Are the members of the executive doing a good job? Are other crew members being groomed for future consideration?
- 2) Are the members getting

opportunities to act as activity or project leaders, and are they getting help to do the work on these projects?

- 3) Have your officers participated in a training session to better fit them for their duties and is your advisor running this course?
- 4) As part of their leadership experience, as well as a service project, are the members encouraged to spend some time with other Scouting sections?
- 5) Do the members spend time

instructing new members about the workings of the crew? Are new members made to feel welcome?

- 6) Do the members all have a good idea of what the duties are for each elected office?
- 7) Are the members supporting the group in fund raising efforts?
- 8) Have the members acted as leaders or resource people at a camporee, bicycle rodeo, troop hike or similar type of community event?
- 9) Is your advisor active in the affairs of the crew? Do you seek his advice and guidance? Is he consulted and informed of your plans?

These are just some of the many ways in which you can keep a check on how well the crew is doing in providing leadership opportunities for the members.

Think of others, then feel free to jot them down.

SIMPLIFIED PARLIAMENTARY PROCEDURE

The following rules of order are intended to provide crews with a guide to the efficient use of time during business meetings and to set out a logical and practical way of coping with the affairs of the crew. Members should not feel restricted or unable to speak to any subject that is before the crew, rather they should be encouraged to participate to the fullest extent. These guidelines will help all the crew members stay on the subject and get through the meeting with more satisfaction than they would without them.

1. Order of Business.

- a) The meeting is "called to order" by the chair person.
- b) The minutes of the preceding meeting are read by the secretary.
 - i) May be approved as read;
 - ii) May be approved with additions or corrections.
- c) Any correspondence is read by the secretary.
- d) Monthly statement by the treasurer is read and if approved filed for audit.
- e) Reports of activity committees are called for by the chair person.
- f) Reports of special committees are called for by the chair person.
- g) Unfinished business is next in order at the call of the chair or of the meeting.
- h) New business. (Which may include a speaker, a presentation, a talk or a discussion of new ideas.

i) Date of next meeting.

j) Adjournment.

2. Minutes

The minutes of an organization should contain a record of what is done, and not what is said.

Minutes should contain:

- a) Date, place and time of meeting.
- b) Whether it is a regular or special meeting.

- c) Name of person presiding.
- d) Name of secretary. The names of those present should be recorded. Also record those who sent regrets.
- e) Financial transactions and balance on hand.
- f) All main motions, whether adopted or rejected. (A motion which was withdrawn should not be recorded.)
- g) The names of the persons making the motions.
- h) Points of order and appeals, whether sustained or lost.

3. Motions

Rules of order in brief.

142 A motion may be made by any member except the president. It may be seconded by any member except the president. The motion should be restated by the president, then discussed by the members. The motion may be passed by a majority vote rejected by a majority vote. Amendments must be voted on before voting on the main motion.

4. Voting on a Motion

When the business of the crew requires a vote by the membership, it is usually settled by a majority, either for or against the proposed action.

A majority must be at least one more than half the number of members present.

5. By-Laws

To change the by-laws requires a vote of at least two thirds of all the members who are entitled to vote.

For more information on this subject see:

Roberts Rules of Order,
NFB Film Parliamentary Procedure.

AIDS - RESOURCES

Every crew should have in its possession a resource list which can lead them to potential resources and skilled personnel which are available in the community.

Below is a guide to help locate these resources within communities. Resources may be found with the help of voters' lists, city directories, yellow pages of the telephone directory, newspaper men (especially those concerned with community, youth and family activities), municipal officials, recreation directors, maps of the community.

The end result should be a resource document of use to the crew which lists:

- a) Names of skilled resource people of the community.
- b) Facilities available for a wide range of activities to satisfy many interests.
- c) Present and potential sponsors.
- d) Training opportunities for crew members.
- e) Ideas for program activities.
- f) Audio and visual aids (National Film Board).

The crew, in developing a resource list should not forget the resources available through the Boy Scouts of Canada. The Scout organization has a wealth of resources in programs, communications, and skill areas. An example

is *The Canadian Leader* magazine which can help provide the crew with many program ideas, and is available through a yearly subscription. This is handled through local Scout offices.

Also, the crew should not count out the use of government agencies, church organizations and service groups. Most of these organizations are geared to help provide the necessary resources for other groups within their community.

PRINTED RESOURCES

A crew may desire to have a resource of reading material available to its members. To do this, crews should check with public,

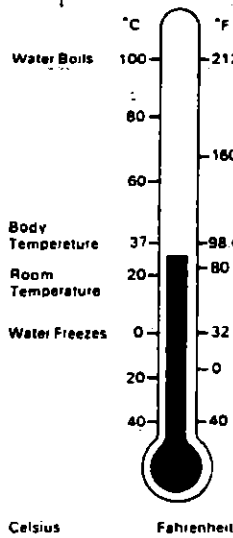
college, university or high school librarians when compiling a reading list. Books should be chosen for program value as well as personal learning.

Printed materials can also be obtained from private and government agencies. For a catalogue of government resources contact the nearest Information Canada. Private agencies are in the telephone book and can be contacted that way in order to obtain a catalogue.

Boy Scouts of Canada also carries a large choice of printed materials, these can be found in the Supply Services' catalogue available at all Scout offices and Scout dealers.



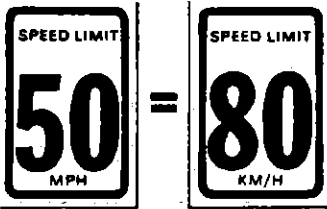
The Metric Changeover



TEMPERATURE CONVERSION

| | |
|---|--|
| <p>When you know Fahrenheit temperature ($^{\circ}\text{F}$), multiply by $5/9$ (after subtracting 32) to find Celsius temperature ($^{\circ}\text{C}$)</p> <p>Example: $60^{\circ}\text{F} = 15.5^{\circ}\text{C}$</p> | <p>When you know Celsius temperature ($^{\circ}\text{C}$), multiply by $9/5$ (then add 32) to find Fahrenheit temperature ($^{\circ}\text{F}$)</p> <p>Example: $100^{\circ}\text{C} = 212^{\circ}\text{F}$</p> |
|---|--|

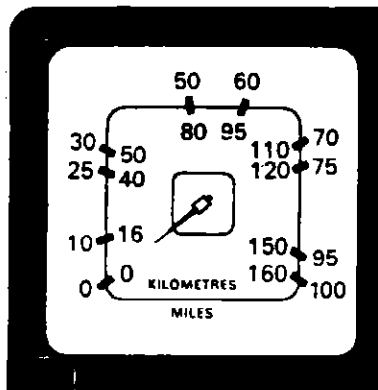
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DISTANCE CONVERSION

| | |
|---|---|
| <p>When you know miles multiply by 1.6 to find kilometres (km)</p> | <p>When you know kilometres (km) divide by 1.6 to find miles</p> |
|---|---|

The speed limit is likely to be 50 km/h in urban areas, 100 km/h on regular highways and 120 km/h on limited access thruways.



SI UNITS CHART 1

| Unit Type | Quantity | Unit | Symbol |
|---|---------------------------|-----------|--------|
| Base Units | Length | metre | m |
| | Mass | kilogram | kg |
| | Time | second | s |
| | Electric current | ampere | A |
| | Thermodynamic temperature | kelvin | K |
| | Amount of substance | mole | mol |
| Supplementary Units | Luminous intensity | candela | cd |
| | Plane angle | radian | rad |
| Some Derived Units Having Special Names | Solid angle | steradian | sr |
| | Frequency | hertz | Hz |
| Some Derived Units Having Special Names | Force | newton | N |
| | Pressure, Stress | pascal | Pa |
| Some Derived Units Having Special Names | Energy, Work | joule | J |
| | Quantity of heat | watt | W |
| Some Derived Units Having Special Names | Power | watt | W |
| | Electric charge | coulomb | C |

PREFIXES CHART 2

| Multiplying factor | Prefix | Symbol |
|--|--------|--------|
| 1 000 000 000 000 = 10^{12} | tera | T |
| 1 000 000 000 = 10^9 | giga | G |
| 1 000 000 = 10^6 | mega | M |
| 1 000 = 10^3 | kilo | k |
| 100 = 10^2 | hecto | h |
| 10 = 10^1 | deca | da |
| Base Unit 1 = 10^0 | | |
| 0.1 = 10^{-1} | deci | d |
| 0.01 = 10^{-2} | centi | c |
| 0.001 = 10^{-3} | milli | m |
| 0.000 001 = 10^{-6} | micro | μ |
| 0.000 000 001 = 10^{-9} | nano | n |
| 0.000 000 000 001 = 10^{-12} | pico | p |
| 0.000 000 000 000 001 = 10^{-15} | femto | f |
| 0.000 000 000 000 000 001 = 10^{-18} | atto | a |

SOME EVERYDAY CONVERSION UNITS CHART 3

METRIC MASS (WEIGHT) UNITS

| Unit | Symbol | Value | Conversion |
|----------|--------|----------------------------|---------------------------|
| tonne* | t | 1 t = 1 000 kg = 10^3 kg | 1 ton (short) = 0.9 t |
| kilogram | kg | 1 kg = 1 000g = 10^3 g | 1 pound = 0.45 kg |
| gram | g | | 1 ounce (avoir.) = 28.4 g |
| | | | 1 ounce (troy) = 31.1 g |

METRIC LINEAR UNITS

| Unit | Symbol | Value | Conversion |
|------------|--------|----------------|------------------|
| kilometre | km | 1 km = 1 000 m | 1 mile = 1.6 km |
| metre | m | 1 m = 100 cm | 1 yard = 0.91 m |
| centimetre | cm | 1 cm = 10 mm | 1 foot = 30.5 cm |
| millimetre | mm | | 1 inch = 25.4 mm |

METRIC AREA UNITS

| Unit | Symbol | Value | Conversion |
|------------------|-----------------|---|----------------------------------|
| square kilometre | km ² | 1 km ² = 100 ha | 1 sq. mile = 2.6 km ² |
| hectare | ha | 1 ha = 10 000 m ² | 1 sq. yard = 0.84 m ² |
| square metre | m ² | 1 m ² = 10 000 cm ² | 1 sq. inch = 6.5 cm ² |

METRIC VOLUME (LIQUID) UNITS

| Unit | Symbol | Value | Conversion |
|------------|--------|------------------------------------|---------------------|
| kilolitre | kl | 1 kl = 1 000 l = 1 m ³ | 1 gal. = 4.55 l |
| litre | l | 1 l = 1 000 ml = 1 dm ³ | 1 qt. = 1.14 l |
| millilitre | ml | 1 ml = 1 cm ³ | 1 fl. oz. = 28.4 ml |

*Non SI but universally permissible. †Permissible for a limited time.

Transfer Certificate

If your family is planning a move to another area ask your Rover Advisor for a Transfer Certificate like the sample shown here, before you go. It will help you to continue your Roving in a crew close to your new home.

Take the completed certificate with you when you go to enroll in your new crew and give it to your new Rover Advisor.



Cat. # 25-405 Form 11A

TRANSFER CERTIFICATE

Scouter should complete and give this form to the Cub Scout, Venturer, or Rover before he leaves. This is to certify that:

Name
 Finds it necessary to leave the
 Pack, Troop, Company or Crew and has
 to transfer to another group.
 His new Address will be:

Date of Birth
 Date of Transfer
 Registration paid to
 Signed

Tenderpad
 Stars
 Badges
 Relig.
 Rank: Secoi.....

Venturer Award
 Queen's Venturer Award
 Religion In Life Emblem
 Other Awards
 Positions held in Company

Bronze Challenge Award
 Silver Challenge Award
 Gold Challenge Award
 Challenge Badges

Religion In Life Emblem
 No. of nights in camp

As a Rover Scout
 Admitted
 Progress Thongs for
 Religion In Life Emblem
 Special Awards
 Offices held in Crew

As a Scout
 Invested
 Pioneer Award
 Voyager Award
 Pathfinder Award
 Achievement Badges

SAMPLE ONLY

Mobile Memo

The Mobile Memo is designed to help the Scouter who has to move to a new community, maintain his or her Scouting membership. If faced with a move, let your service team representative or commissioner's staff person know. Ask them to let the Scout council in your new community know you are coming.

MOBILE-MEMO

Leadership Transfer Form



Mail to the nearest council office or to Central Registry, National Office,
Boy Scouts of Canada, 1345 Base Line Road, Ottawa, Ontario K2C 3G7

Mr.
Mrs.
Miss _____ is moving on or about _____ to the _____ area.

Extend an official welcome to this person interested in scouting or member of Boy Scouts of Canada. Make a personal call, say hello and welcome. Make use of their talent in your council.

Previous experience (if any) in Boy Scouts of Canada was as _____

Contact can be made at (Employer) _____

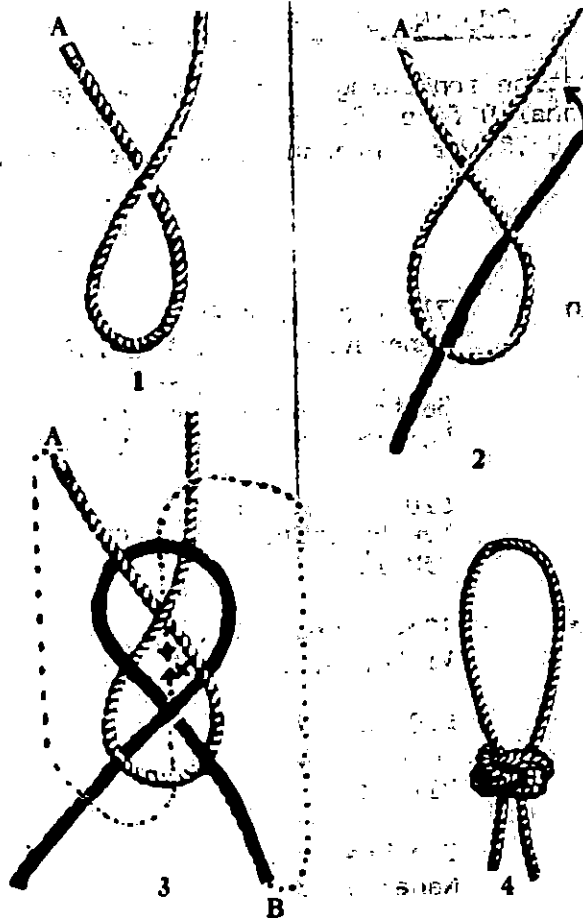
Home address will be (if known) _____

Date _____ Signed _____ Council _____

MOBILE-MEMOS MOBILIZE MANPOWER-USE 'EM!

SAMPLE ONLY

MAILED
JUN 1970
COUNCIL
JUN 1970



**HOW TO TIE THE DIAMOND KNOT
FOR THE ROVER PROGRESS BADGE**

1. Lay one of the ends (A) of the thong in a loop shaped as in Fig. 1.
2. Taking up the second end (B) lay it under the loop as in Fig. 2.
3. Weave end B over the first cord, under the second etc. finishing as shown in Fig. 3. The knot, still in an unfinished state, is the "Double Carrick Bend."
4. Now lead the ends (A and B) in direction indicated by the dotted lines (making sure beforehand that you have them sufficiently long for the purpose), and bring under the knot and up through the opening X. Bring the two ends together and gradually work up the knot as tightly as possible.

SCOUTING OFFICES IN CANADA

Further information regarding Rovers in your part of Canada may be secured from the National Office, Boy Scouts of Canada, Box 5151, Station 'F' Ottawa, Ontario K2C 3G7 or through local or provincial offices as shown below:

| | | <u>Phone No.</u> | <u>Code</u> |
|--|--|------------------|-------------|
| British Columbia/Yukon Provincial Council | 719 West 16th Ave. Vancouver, B.C., V5Z 1S8 | 879-6818 | 604 |
| Burnaby Region | Suite 5, 6344 Kingsway Burnaby, B.C., V5E 1C5 | 438-5251 | 604 |
| Fraser Valley Region | 620 Queens Ave. New Westminister, B.C. V3M 1L2 | 524-4401 | 604 |
| Greater Victoria Region | 1034 Johnson St. Victoria, B.C. V8V 3N7 | 388-4265 | 604 |
| Interior Region | P.O. Box 790 Vernon, B.C. V1T 6M7 | 542-6032 | 604 |
| Islands Region | 233 Fraser St. Nanaimo, B.C. V9R 5C2 | 754-6422 | 604 |
| Kootenay Boundary Region | 577 Baker St., Nelson, B.C. V1L 4J1 | 352-2450 | 604 |
| Vancouver-Coast Region | 664 W. Broadway Vancouver B.C. V5Z 1G1 | 879-5721 | 604 |
| Western Prairie Office | 14205-109 Ave., Edmonton, Alberta T5N 1H5 | 454-8561 | 403 |
| Northern Alberta Region | 14205-109 Ave., Edmonton, Alberta T5N 1H5 | 454-8561 | 403 |
| Central Alberta Region | 5125 - 48th St. Red Deer, Alberta, T4N 1T1 | 346-5576 | 403 |
| Calgary Regional Council | P.O. Box 3247, Station 'B' Calgary, Alberta, T2M 4L8 | 283-4993 | 403 |
| Edmonton Regional Council | 14205-109 Ave. Edmonton, Alberta, T5N 1H5 | 454-8561 | 403 |

| | | <u>Phone No.</u> | <u>Code</u> |
|--------------------------------------|--|------------------|-------------|
| Southern Alberta Regional Council | 217 - 12th St. A. So. Lethbridge, Alberta, T1J 2S9 | 327-4647 | 403 |
| Regina Regional Council | 1530 Broadway Ave. Regina, Sask. S4P 1E2 | 527-3701 | 306 |
| Saskatoon Regional Council | 508 - 12th St. Saskatoon, Sask. S7N 0H2 | 244-7698 | 306 |
| Manitoba Provincial Council | 148 Colony St. Winnipeg, Manitoba R3C 1V9 | 786-2444 | 204 |
| Greater Winnipeg Region | 148 Colony St. Winnipeg, Manitoba R3C 1V9 | 786-6661 | 204 |
| Manitoba West Region | P.O. Box 462 Brandon, Manitoba R7A 5Z4 | 727-4307 | 204 |
| Ontario Provincial Council | 9 Jackes Ave. Toronto, Ontario M4T 1E2 | 923-2461 | 416 |
| Greater Toronto Region | 316 Bloor St. West Toronto, Ontario M5S 1W5 | 925-3425 | 416 |
| Brant District | Room 12, 132 Dalhousie St. Brantford, Ontario. N3T 2J3 | 753-5915 | 519 |
| Hamilton District | 375 James St. S. Hamilton, Ontario L8P 3B9 | 528-5711 | 416 |
| London District | 531 Windermere Rd. London, Ontario. N6A 4B6 | 432-2646 | 519 |
| Niagara Falls District | 4377 - 4th Ave. Niagara Falls, Ontario L2E 4N1 | 354-8511 | 416 |
| North Waterloo | 844 Frederick St. Kitchener, Ontario N2B 2B8 | 742-3072 | 519 |

| | | <u>Phone No.</u> | <u>Code</u> |
|---|--|------------------|-------------|
| Oshawa District | P.O. Box 293, -Camp Samac Simcoe St. N. Oshawa, Ontario L1H 7L3 | 725-4734 | 416 |
| National Capital Region | 1345 Baseline Rd. Ottawa, Ontario K2C 0A7 | 225-2770 | 613 |
| Windsor District | Box 1234 Windsor, Ontario N9A 6P8 | 966-0480 | 519 |
| Quebec Provincial Council | 2001 Trans-Canada Highway, Dorval, P.Q. H9P 1J1 | 683-3004 | 514 |
| New Brunswick Provincial Council | 151 King St. E. Saint John, N.B. E2L 1G9 | 657-2290 | 506 |
| Nova Scotia Provincial Council | P.O. Box 2003 Halifax, N.S. B3J 1Z1 | 423-9227 | 902 |
| Prince Edward Island Provincial Council | P.O. Box 533 Charlottetown, P.E.I. C1A 7L1 | 1894-4777 | 902 |
| Newfoundland & Labrador Provincial Council | P.O. Box 4175 Harvey Rd Post Office Terra Nova Rd. St. John's, NFLD. A1C 5Z7 | 579-0025 | 709 |

SCOUT DEALERS

EUROPE

Lahr

Maple Leaf Scout Shop

BRITISH COLUMBIA AND YUKON

Clearbrook (Seven Oaks)

Woodward Stores Ltd.

Haney

Fuller-Watson Ltd.

Kamloops

McAllister & Howard Clothiers

Kelowna

Hudson's Bay Company

Kitimat

Hudson's Bay Company

Nanaimo

The Scout Shop

North Surrey

Woodward Stores Ltd.

New Westminster

Woodward Stores Ltd.

New Westminster

The Scout Shop

Penticton

Len Hill Men's Wear Ltd.

Port Alberni

Woodward Stores Ltd.

Prince George

Woodward Stores Ltd.

Richmond

Hudson's Bay Company

Vancouver

Woodward Stores Ltd.

Vancouver (Oakridge)

Woodward Stores Ltd.

Vancouver

Regional Scout Shop

Vancouver

Provincial Scout Shop

Vernon

Hudson's Bay Company

Victoria

Woodward Stores Ltd.

W. Vancouver (Capilano)

Woodward Stores Ltd.

Whitehorse

Woodward Stores Ltd.

Hudson's Bay Company

ALBERTA

Calgary

The Scout Shop

Edmonton

The Scout Shop

Edmonton

Woodward Stores Ltd.

Edmonton (Northgate)

Woodward Stores Ltd.

Edmonton (Southgate)

Woodward Stores Ltd.

Edmonton (Westmount)

Woodward Stores Ltd.

Lethbridge

Leo Singer Men's & Boys' Wear

Lethbridge

The Scout Shop

Medicine Hat

Hutchings & Sharp Clothing Ltd.

Red Deer

The Scout Shop

SASKATCHEWAN

Moose Jaw

Joyner's Limited

Regina

The Scout Shop

Saskatoon

The Scout Shop

MANITOBA

Brandon

Curly MacKay & Sons

Flin Flon

Hudson's Bay Company

Winnipeg

The Scout Shop

ONTARIO

Barrie
Brampton (Shoppers' World Mall)
Brantford
Burlington
Cambridge
Chatham
Cobourg
Cornwall
Guelph
Hamilton (The Centre)
Hamilton
Hamilton
Hamilton (Cage & Fennell)
Hanover
Kingston
Kitchener
London
London
Leamington
Niagara Falls
North Bay
Orillia
Oshawa
Ottawa (National Headquarters)
Pembroke
Perth
Renfrew
Richmond Hill
Sarnia
Sault Ste. Marie
St. Catharines
St. Thomas
Sudbury
Thunder Bay
Tillsonburg
Toronto (Downtown)
Toronto (Cloverdale)
Toronto (Sherway Gardens)
Toronto (Fairview Mall)
Toronto (Albion Hall)
Toronto (Willowdale)
Toronto (New Toronto)
Toronto (Cedarbrae Plaza)
Toronto (Yorkdale)
Toronto (Scarborough Town
Centre)
Toronto
Welland
Windsor

Brass & Glen Ltd.
The Robert Simpson Co. Ltd.
The Scout Shop
Orman G. Bush Ltd.
F.N. Couch & Co.
Zeller's Limited
Zeller's Limited
Dover's Limited
The Right House
Playtime Stores Limited
The Right House
The Scout Shop
Playtime Stores Limited
Winkler Brothers Men's Wear
Dover's Limited
The Scout Shop
The Scout Shop
The Robert Simpson Co. Ltd.
Feldman's Men's & Boys' Wear Ltd.
Rosberg's Limited
Jack Bradford Limited
Louis Men's & Boys' Wear
The Scout Shop
The Scout Shop
Fraser's Clothes Shop Ltd.
Conway Men's & Boys' Wear
Fraser's Clothes Shop Ltd.
The Robert Simpson Co. Ltd.
Zeller's Limited
Virene's Limited
Herzog Bros.
Pullen Sports
Debbie Lynn Shoppe
Chapples Limited
Harold Heath Limited
The Robert Simpson Co. Ltd.
Easson's Men's & Boys' Shop
The Robert Simpson Co. Ltd.
The Robert Simpson Co. Ltd.
Jack Fraser Stores
Jack Fraser Stores
Silvert's Stores Limited
The Robert Simpson Co. Ltd.
The Robert Simpson Co. Ltd.
The Robert Simpson Co. Ltd.

The Scout Shop
David's Men's and Boys Wear
The Scout Shop

QUEBEC

| | |
|----------------------------------|-----------------------------|
| Dorval | The Scout Shop |
| Montreal, 5758 Sherbrooke St. W. | London Men's Wear Reg'd |
| Montreal (Downtown) | The Robert Simpson Co. Ltd. |
| Pointe Claire | The Robert Simpson Co. Ltd. |
| St. Lambert | J.L. Taylor & Sons Ltd. |

NEW BRUNSWICK

| | |
|-------------|------------------------|
| Bathurst | W.J. Kent & Co. Ltd. |
| Fredericton | J.D. Creaghan Co. Ltd. |
| Moncton | J.D. Creaghan Co. Ltd. |
| Newcastle | J.D. Creaghan Co. Ltd. |
| Saint John | Scovil Brothers Ltd. |
| Saint John | The Scout Shop |
| Woodstock | Stewart & Stewart Ltd. |

NOVA SCOTIA

| | |
|-------------|-----------------------------|
| Dartmouth | Morris Goldberg |
| Halifax | The Robert Simpson Co. Ltd. |
| Kentville | R.W. Phinney Ltd. |
| New Glasgow | Goodman Co. Ltd. |
| Sydney | Oak Hall Ltd. |

PRINCE EDWARD ISLAND

| | |
|---------------|----------------|
| Charlottetown | The Scout Shop |
|---------------|----------------|

NEWFOUNDLAND

| | |
|-------------|--------------------------|
| Cornerbrook | The T. Eaton Co. Ltd. |
| Grand Falls | The Royal Stores Limited |
| St. John's | Bowring Brothers Ltd. |
| St. John's | The Scout Shop |

GLOSSARY

- Advisor - See Rover Advisor.
- B.-P. - Lord Baden-Powell of Gilwell, Founder of Scouting.
- B. P. & P. - By-Laws, Policies and Procedures, the authorized statements governing the operation of Boy Scouts of Canada.
- Crew - Name given to section of the Scout Movement in Canada comprised of Rovers.
- Crew Executive - Name given to crew officers.
- Crew Scouter - Another term for Rover Advisor.
- Co-ed Crew - A Rover Crew which has both male and female members (see Chapter 7).
- Den - Place where crew meets, usually used by them alone.
- D.C. - District Commissioner (see staff chart page 129).
- District Staff - Scouters who assist D.C. in training, etc. (see staff chart page 129).
- Group - One or more program sections - Beaver Colony, Wolf Cub Pack, Scout Troop, Venturer Company, Rover Crew, under a group/section committee. The term 'group' applies even if lacking one or more of the sections.
- Group Committee - A committee of adults appointed by the sponsor to administer the business of the group. (See Section Committee).
- Investiture - Ceremony at which the candidate is sworn in and becomes a member of Scouting.
- Moot - In Anglo-Saxon times, "town meeting" a debatable point, etc. Used to describe a gathering of Rovers.
- National Rover Subcommittee - A subcommittee of the National Program Committee whose job is to formulate and pass on recommendations concerning the Rover section.
- Quartermaster - Person in charge of equipment.
- Quest - A name formerly given to the setting and achieving of certain personal objectives by one or more individuals. See Individual Development Section.
- Rover - Male or female member of the Rover section of Boy Scouts of Canada.

- Rover Advisor - The registered adult leader of a Rover Crew. May have one or more assistants.
- Rover Leader - Peer leader of crew (mate/chairman/president).
- Rovers' Own - Inter-demoninational gathering of Rovers for worship.
- Round Table - See Rover Government page 52 .
- Scribe - The crew secretary.
- Section - A Beaver Colony, Wolf Cub Pack, Scout Troop, Venturer Company or Rover Crew.
- Section Committee - Committee of adults appointed by sponsor to administer the business of a section. (see Group Committee).
- Service Scouter - A member of district or area staff who is responsible for providing services to groups/sections.
- Skipper - Nickname for a Rover Advisor.
- Sponsor(s) - Rover(s) chosen to help the new candidate over their probationary period in some crews.
- Sponsor or Sponsoring Body - An association, institution, organization or body of citizens which wishes to use one or more of Scouting's programs.
- Squire - Under the "Knighthood theme" a Rover in his/her probationary stage.
- Troop - Name given to a section of the Scout Movement comprised of Scouts, ages 11 to 14.
- Vigil - Period of self-examination taken by the prospective Rovers prior to investiture.
- Wood Badge - Recognition given to persons completing requirements of the Adult Training Program.