

SCOUTS

68

Boy Scouts of Canada

National Council

1968



## FOREWORD

An exciting new Boy Scout program was approved by the National Executive Committee meeting in Winnipeg, October 13-14, 1967. The result of three years study and testing, the program will be available for use in Scout troops commencing September 1, **1968**.

This book has been prepared to help you gain insight and understanding of the new program. It is required because program materials, including boy and adult handbooks, will not be available until the summer of 1968.

How can you make best use of this **book**? **I think the** first step is through personal reading and study. This will help you gain maximum benefit from the workshops, conferences, training experiences and similar events being scheduled prior to and during the introduction of the program. These are designed to further your knowledge and understanding and I urge you to participate fully in those available to you. In addition, this book should provide the focus for informal discussion with your fellow Scouters and discussion at Stouter's and other meetings.

The majority of people working with this new program will approach it with a background of experience based on the existing Boy Scout program. It is unavoidable that the old and the new will be compared and this is a good thing because I am certain that it will be generally agreed that we are taking a progressive step. Instinctively and sometimes unconsciously, some will attempt to apply old techniques and methods to the new program. These, in all probability, will not work well and the need for a change in approach will become apparent at the outset. Others will have much less difficulty, if any at all, as they are already using the "new" techniques with the old program.

It is always difficult to change from known and **familiar** ways and to depart from familiar and respected things: the impossibility of incorporating the Queen's Scout Badge in a program for 11 to 14 year olds; the changed role of the patrol leader; and the changed role for Scouters. This is only a partial list of changes in the new program and each change carries with it its own particular problems.

Because of these changes, I want to say a word about the way we respond to this new program. As I mentioned previously, there will be varying reactions to the new program. One group is bound to grab right onto it saying it is entirely right and they must implement it immediately. Some of these Scouters who

can quickly take a whole new approach to Scouting, can shed it just as quickly. Another group is likely to be more skeptical about trying new methods in view of their present successes. I like to feel that there is a third group and by far the largest. These Scouters, who are cautious, but who are prepared to move forward on a thoughtful basis, are likely to stick with it and work out a combination of their successful former practices and the new program. This approach to change can be a strong and healthy factor and will ensure continuing progress on a sound foundation. It safeguards learnings derived from experience and prevents opportunistic and haphazard fluctuations in practices.

The approval of the new program presents you with a challenging task — one that has significant implications to the future of Canadian Scouting. The success of the program rests in large measure with you — for it is only when Scouts become involved that the program has meaning. I urge you to approach this task with the same enthusiasm and energy that Scouters have given to our movement in the past. I feel confident that the introduction of the new program will be an enjoyable and rewarding experience for you and one of lasting benefit for Scouts throughout Canada.

I look forward to hearing of your experience in the launching of this program in your troop.

Yours in Scouting,

A handwritten signature in black ink, appearing to read 'J.B. Harvey', written in a cursive style.

**J.B. HARVEY,**  
*Deputy Chief Scout.*

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ization”

## INTRODUCTION

Most parts of the Boy Scout program are closely related. It is not possible to discuss small group operations without consideration of leadership. Similarly, in considering program **activities**, it is necessary to know how boys organize to carry out these activities. As a result, all **parts of** this book are closely related and no one **part** should be **looked upon** in **isolation**.

The program detailed in this book represents the application of the basic assumptions and guidelines (evolved by the Program and Uniform Subcommittee) to program concept and content.

Many adults in Scouting are familiar with the basic assumptions which are reviewed in the first part of this book. They have been used as resource material at a number of workshops, leaders' meetings, training sessions and have been given wide publicity through *The Scout Leather* and other publications.

They are included in this book to explain, in as concise a manner as possible, the reasons for changes in Scouting generally and in the Boy Scout program in particular.

The second part of the book leads naturally from the first and discusses the new Boy Scout program in detail. Typical questions and answers regarding the program are included.

This book includes a great deal of material. Clarification and enlargement should come from discussion with your colleagues and study of additional resource material. For those who may wish to explore specific subjects in greater depth a bibliography is included.

To facilitate personal reading, study and personal comment, certain sections of this book have been produced with wide margins.

## **BASIC ASSUMPTIONS**



The future of Scouting in Canada will be determined, in large measure, by the degree of acceptance, understanding and implementation of the basic assumptions. These basic assumptions were first formulated in 1960 following an extensive period of study by a special study group known as the Program and Uniform Subcommittee of the National Program Committee. The assumptions were brought together as Submission No. 1, which was approved by the National Executive Committee in October, 1962, and modified later that year.

Historically, this was the first of several submissions made by this study group. The assumptions were developed to help the organization move in the direction of significant change. The approval of the basic assumptions provided the study *group* with guidelines and established the direction of its work — allowing the group to move from generalized studies and fact finding to the development of practical recommendations for change. In the preamble to Submission No. 1 there is a statement which reads: "For forming a basis for future considerations and recommendations by this subcommittee, accept and approve in principle the subcommittee's basic assumptions as a Foundation upon which to build present and future considerations of Scouting's programs and methods."

The basic assumptions had many things in common — they looked to the future and the shape of things to come. They represented what would be desirable, and in some cases, essential factors in program change and modification. This did not mean that all of them represented things which were new. There were many things of value in Scouting as it was currently practised and it was realized that these should be retained.

Two key concepts which emerged from implementation of the basic assumptions and greatly influenced the direction of change were increased "flexibility" and "more boy-centredness". These concepts occurred many times in the study and are having profound influence on results today. From these evolved the need to understand boys and other adults; the development of an organizational structure which will permit and actively encourage and allow local adaptations; the encouragement of direct recruitment; and the use of small groups with a high degree of self-determination.

The basic assumptions were directed to the attention of the Program Subcommittees of the National Program Committee to be incorporated into their study and development of section programs.

As these basic assumptions underly the changes in Boy Scout program it is essential that they be understood. They are, in fact, the justification for the changes which have been made, and which will continue to be made in the future.

### **BASIC ASSUMPTION NO. 1**

*That Scouting has made, and continues to make a worthwhile contribution to male youth by providing experiences in group settings related **to their spiritual**, mental, social and physical needs.*

There are three main points in this assumption.

“Male youth.” The study recognized the need for **more co-educational activities, especially for older boys, but did not see a need to extend formal membership to girls at the time.**

“Experiences in group settings.” With the possible exception of the proficiency badge schemes, Scouting is not primarily directed to individuals. This point reinforces the fact that Scouting has always worked with boys in a small group setting (patrol and six).

“Social needs.” Scouting must recognize the importance of social as well as mental, physical, and spiritual development. This idea has been included in program objectives and activities by the various program subcommittees.





## **BASIC ASSUMPTION NO. 2**

*That Scouting must have a stated aim and a program based on a promise and laws and such other requirements as may be required by the World Conference.*

This basic assumption provides for an aim, promise and law. The study group saw these as desirable and necessary. They redefined the aim as:

“The Aim of the Boy Scouts of Canada is to help boys 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.”

The following qualifying statement was added:

“The accomplishment of this aim is sought by the admission of boys to a voluntary fellowship which provides opportunities for them to convert the ideals of Scouting into activities consistent with their growing maturity.”

In keeping with a later recommendation of the study group, program subcommittees developed program objectives. These were designed to provide useful standards for assessing programs and tended to be specific and concrete when compared with the aim which is broad and general and represents ideals.

A review was made of the movement's principles and promises and laws and operating policies were developed. The essential aspects of each of these are summarized in the following paragraphs.

The aim is the institutional public statement of the purpose of the organization. It is a broad and general declaration intended for wide public usage, internally and externally. It states what Scouting stands for, not what Scouting does or how it does it.

The principles represent positive values that Scouting and other similar organizations believe in and prize. A principle is a fundamental truth or source of action,

inalterable in time or place or action. Stated briefly they are.

- belief in God,
- respect for one's fellow man,
- responsibility to develop self to the best of one's ability.

Operating policies are the rules and methods which provide the kind of structure and procedure which are most conducive to achieving the purpose of Scouting. The policies are of relatively recent development, are applicable to all program sections and provide guidance for the development of specific programs. The operating policies are:

- Membership is voluntary and open to all boys who will endeavour to live by the promise and law of their section.
- Membership involves participation in small groups who, with adult help and guidance, operate so as to achieve maximum self-management and shared responsibility.
- Each program section shall have stated objectives suited to the contemporary needs of the age **group** served.
- The program content of each section is to be adapted to meet the specific needs and interests of any particular group of boys.
- The Boy Scouts of Canada works co-operatively with other organizations in serving the youth of the community.
- Programs are made available to boys by means of sponsorship of Scout groups by institutions or groups of citizens.



Promises and laws are expanded statements of principles which provide examples and guidance for specific age groups in words readily understood and acceptable to the members of each section.

Program objectives are statements of obtainable goals designed for specific program sections. They are derived from and based upon the needs and interests of boys in the age range served. As such they represent

an extension of the aim and are compatible with the principles and operating policies.

Objectives indicate the purpose toward which efforts of a program section are directed. They determine the content and method of a program and provide a basis for its evaluation. They arise out of an examination of what Scouting can reasonably expect to contribute to the growth of boys.

Programs which arise from these objectives must meet the needs and desires of various groups of boys. Program content will therefore vary from section to section, time to time and from place to place. Each group of boys, with adult help and guidance, must develop program which will interest and challenge its members.

A few points about the important areas just covered may be noted:

- there is a great deal of inter-relationship between the aim, principles, operating policies, program objectives and promises and laws,
- they range from the relatively abstract or **idealistic aim** to the relatively concrete or **realistic objectives**,
- Scouters and boy members tend to be less concerned and less involved with the abstract areas than district and training staff but tend to be more concerned with the concrete **areas**,
- the **impact of** these areas on members will be conditioned by the fact that Scouting is a national organization operating on a **community level, on a once-a-week basis** and usually for a limited time. It is operated by **volunteer** leaders, most of whom have a limited tenure. Its membership is constantly **fluctuating** — numbers go on but individuals have a rapid turnover.

### BASIC ASSUMPTION NO. 3

*Thai Scouting is not a basic institution of our society (such as the home, the church or the school), but rather is one of a number of institutions supplementing these basic institutions.*

Recognizing that Scouting is one of a number of community agencies which are supplementary to the basic institutions (home, school and church) is important in the development of new programs. If Scouting were simply concerned with recreation and other leisure time activities, this assumption would not be needed. The aim, however, makes it clear that the interests and concerns of Scouting are identical to those of the basic institutions. Scouting should try to develop programs for youth which will be supplementary to and assist parents, teachers and clergy in fulfilling their respective responsibilities to youth.

It also follows from the assumption that Scouting must remain aware of changes affecting the basic institutions, how they are adapting to these changes and how this will affect Scouting. This concern is examined in Basic Assumption No. 11.

Scouting cannot be all things to all boys, nor can it meet the needs of some boys. Even when it is dealing with those needs which it can best help a boy to meet, Scouting must recognize that none of these are peculiarly the monopoly of its programs. A team approach, using many people in the community, is required in helping boys. Scouters are members of this team and one of the greatest rewards for leaders in Scouting is the realization that, along with others, they are helping boys find their way to manhood.

## BASIC ASSUMPTIONS NOS. 4 & 5

*That Scouting will be made available generail y Herongh insl ituirons or a group of cili-end who are chartered b y the Bo y Scowls of Canaja to use the programs.*

*Thul Scouting shall be adaptable to a wide varieiy of locations and situations and lo the .social climate in w'hich it is to opei-yt e.*

these two assumptions are examined together for their implications are closely related.

The study group assumed that programs would continue to be made available through sponsors. It recognized that sponsor needs and expectations would have to be part of the overall study and review.



The adaptability *ot* the program to •t wide variety of locations and situations, taken in conj:inction with studies on flexibility, presented a challenge ot considerable dimension. This also exerted strong influence on the development ot content and methods of new programs.

Resulting from the study of thescse two assumptions, work was carried out on a review of Scout erorip structure which led to the need to broaden the base of sponsorship and allow for a more flexible approach to organization, especially at the Scout group level. This and later studies resulted in a number of recommendations concerning section programs, sponsorship and Scout group organization. They were presented to and approved by the National Executive Committee in October, 1967 as Submission No. 7 which is attached as Appendix "F".

In essence, these recommendations included the following:

- the formal recognition of tour self-determining programs for specific ages rather than one progressive program,
- the need to expand the base of sponsorship,

- the introduction and recognition of “section committees” along with “group committees”,
- the need to review organization and allow for experiments with other methods of Scout group organization.

### **BASIC ASSUMPTION NO. 6**

*That Scouting will be available to all male youth within the specified age limits who wish to be members, recognizing that there will be those who will not wish to belong.*

This assumption contains implications concerning male youth which were covered under Basic Assumption No. 1.

“All” youth. If restrictions on, or barriers to, membership are to be deleted and avoided, this has financial implications with reference to cost of uniform, membership dues, etc. on behalf of “less chance” boys. It also has implications to sponsorship, promotion and recruitment.

“Specified age limits.” Some limitation had to be set on membership, particularly with reference to age. Scouting had to determine how young members could be in order to obtain benefit from the programs and, at the other end of the scale, decisions had to be made as to how old a member could be to remain a “boy” member.

In 1964, recommendations concerning ages and groupings were prepared, submitted to and approved by the National Executive Committee. Relevant discussion may be found under “Ages and Groupings”.

“Who will not wish to belong.” Because of the wide range of interests of modern youth, and in view of the increasing number of organizations serving the needs of youth, Scouting must recognize that it cannot provide all things to all **boys**. There are practical limits on its **work**. Scouting must recognize **that** some boys will find their needs and interests more adequately met by other youth organizations.

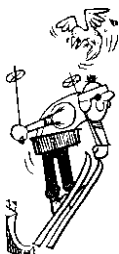
## BASIC ASSUMPTION NO. 7

*That Scouting will generally use existing facilities within the community rather than operate from a central building.*

It is intended that Scouting will retain a type of operation which will not be entirely building-centred. As long as the programs are made available through sponsors they have to be adaptable to the wide variety of accommodation provided by sponsors. This assumption clarifies the kind of programs which can be developed to meet the current needs of youth. It further recognizes that Scouting is only one of a number of organizations which are supplementary to the basic institutions and that agencies such as the YMCA and Boys' Clubs serve youth mainly through building-centred programs. Building-centred programs in this context means programs which are directly dependent upon equipment and other resources which are an integral part of specially designed buildings. Indoor meeting places are still required for Scouting programs but this accommodation does not necessarily limit the kind of program developed.

## BASIC ASSUMPTION NO. 8

*That while Scouting will have outdoor orientation, it is recognized that much of the programs, of necessity, will be carried out in indoor situations.*



This assumption recognizes that, while many program activities may have outdoor orientation, climatic conditions and urban and suburban growth hinder the development of year-round outdoor activities.

**This does not prevent the use of program activities directed to developing skills** which are applicable to and useful in outdoor situations. With increased urbanization, boys need to travel longer distances to country

suitable for outdoor activities. Either new types of outdoor activities suitable to urban areas will have to be developed or the fact recognized that more and more Scouting activities will have to be carried on in indoor **situations.**

The new programs have recognized the influence of urbanization and some activities consist in getting boys to work on outdoor activities within urban areas. This, in itself, offers a unique sort of challenge in that as Canada's metropolitan areas grow larger and larger it may be the only way in which outdoor activities can take place in Scouting.

### **BASIC ASSUMPTION NO. 9**

*That Scouting will be more boy-centred as opposed to program-centred.*

This assumption means that program content will be adapted to meet the needs of boys and situations rather than expecting boys to conform to fixed programs. Unlike many of the other assumptions it did not represent a **condition** which **was applicable to current program practices.** The current program was carefully **reviewed and it was apparent** that program practices and methods tended to have predominantly program-centred emphases. Such emphases were considered **to be inappropriate and actually detrimental** to the purpose of Scouting.

This assumption has had important implications in the development of new programs. An organization which proposes to help boys develop themselves cannot effectively do so through a program-centred approach. The primary emphasis must be on boys, their interests and their needs, and programs become instruments or tools used by adults and boys working **together in purposeful and meaningful activities.** While the shift in emphasis from program-centred to more boy-centred was recognized as necessary, the process of **bringing about** this change is lengthy and difficult. **It involves wide sweeping** changes in almost every area of Scouting, including program, organization and leadership.



## **BASIC ASSUMPTION NO. 10**

*'That Scoutiii g will be under yoltinleer leader-shi'p.*

This assumption places limits on how far programs can be developed. The greater use of small groups, the need to understand boys, the move to more boy-centredness and the use of peer and shared leadership, require a type of leadership quite different from that which emphasized programs skills.

This requires increased effectiveness of volunteer leadership — resulting in the need for a more extensive and diversified program of training. This involves new *conuse* material, content, formats and techniques and the introduction, testing and evaluation of new training

In recent years, there has been much worthwhile research in the area of leadership, the use of volunteers and the place of voluntary organizations in our society. For example, some basic principles to be followed in the use of voluntary manpower include:

- first efforts must be of a nature to ensure success,
- continued participation depends upon personal satisfaction.

### **Volunteers:**

- must see the relationship of the job they do to the total effort,
- must be made aware of the importance of their contribution,
- must have opportunities to grow and learn,
- must be encouraged to make as many decisions as possible,
- work best in a friendly, warm atmosphere,
- must not be taken for granted,
- must be kept informed about developments in the organization.

Because of its importance, extensive studies have been made on the subject of leadership.

Leadership style determines the response of followers and the relationship between leader and group. Since Scouting is largely concerned with helping boys to become responsible members of the community, it is necessary that the predominant leadership style of adults should be one of encouraging acceptance of responsibility, providing for growth and allowing for independent action.

Leadership is seen as a function of the situation — it is assumed by the person(s) who helps the group move toward its goals. A person who is a leader in one situation (or group) may not be the leader in another. Someone set in authority over others may not necessarily give leadership.

Studies of the personalities of leaders have not revealed any consistent patterns. There are some characteristics which may cause certain individuals to be more likely to assume leadership roles. For example, leaders tend to have more of the following characteristics: energy, capacity for intelligence, insight, initiative and originality, fluency of speech, and capacity for sound judgment. In youth groups, physical size and athletic prowess tend to be important considerations.



Acceptance by the group seems to be a prerequisite to successful leadership. To this extent, insight — the ability to understand the feelings and responses of others — is of particular importance.

Three styles of leadership have been identified. They are “autocratic”, “democratic” and “free-rein”. They are not mutually exclusive. By themselves, none of the styles are “good” or “bad”; more effective or less effective. Only for given situations and objectives may one prove to be better or to be less acceptable than the others. Each style is used under appropriate circumstances.

The leadership style used will depend upon the kind of result required. Flexibility — suiting leadership style to need — is the skill of the effective leader.

At different times his objective may be obedience, co-operation or initiative. To get the desired response, leadership styles are used as follows:

<u>Leadership style</u>		<u>Response of subordinate</u>
autocratic	—+	obedience
democratic	→	co-operative
tree-rein	→	initiative

Leadership of groups is most likely to be achieved when the leader has:

- group-centred leadership attitudes,
- non-authoritarian beliefs,
- flexible as opposed to rigid attitudes,
- friendly or sincere acceptance of others.

Leaders of youth groups must know how young people feel. They must sympathize with their probings into a variety of topics and encourage the exploratory initiative of the young.

Adults working with boys are in authority but must not abuse it. They must be prepared to share the leadership with the group and others in the group. They should lead only to the extent needed to enable the group or one or more of its members to take action.

Scouters need to ask, “Why am I a Scooter ? What are my motivations ? What satisfactions do I get from my role as **a Scooter ?**” Answers to these questions will help them to a better **understanding of** their role as leaders.

### **BASIC ASSUMPTION NO. 11**

*That there is no alternative to having a knowledge or understanding of youth if the aim of Scouting is to be achieved, and every possible effort must be expended in adult leader training, publications, district operations, etc. to achieve this objective.*

Scouting publications and training courses have tended to emphasize program methods and skills and have

had little to say about the nature of boys — the users of the program. A knowledge of how boys develop, how they think and how they relate to one another and to adults is far more important than the imparting of skills.

Increased emphasis on understanding boys, and its related aspects, has been incorporated in new programs and this, in turn, has brought about the need for new resources and new approaches in adult leader training.

“Know Thyself” said an ancient Greek philosopher. Before adults can really understand others, they must assess themselves. They must be aware of the strong influences of their background. Being aware of these, they can get to know boys and learn to treat them, and other adults, as persons — unique personalities in their own right, not “things” to be manipulated. This is difficult in a youth organization where so many adults, consciously or unconsciously, think that “they know best”. In today’s world, even the youngest grandchild helps grandfather by adjusting the TV set. Grade three students are learning about algebraic formulations; grade four students are mapping their community; and primary grades in many areas have an opportunity to spend a day or a week in a “farm-school” setting. They are discovering things and learning about each other under the guidance of wise, understanding adults.



The idea of self-development of boys means that the **major role** of adults in Scouting is to guide, counsel and help boys in their development. The same principle holds true in what boys do and how they do it. To allow boys a high degree of self-determination in such things is an important way of helping them to grow. On the other hand, adults who do too much for boys and give them too much direction are, in reality, inhibiting their growth and development.

In a recent article, Oswald Bell, a progressive English educator, closely connected with Scouting in England, commented on the value of right personal relationships.

“All of us, at all stages in life, recognize that in friendship and in right personal relations we come closest to the quality of eternal life in this transient, earthly life. This has been said very clearly by that most unorthodox of clergy, the Bishop of Woolwich: ‘In personal relationships’, he says, ‘we touch the final meaning

of existence as nowhere else. To believe in God as love means to believe that in pure personal relationship we encounter not merely what ought to be, but what is the deepest, veriest truth about the structure of reality.<sup>5</sup> Much recent writing on education insists that the object of education is not so much the acquisition of skills or knowledge, as a training in right emotional relationships. The Eppels, who have recently carried out research into the nature of adolescent attitudes, say: 'The quality of personal relations seems to be the main touchstone for their own moral standards. They use the quality of personal relations rather than accepted authority as the basis of judging what is wrong in behaviour.' Right personal relationships. If I am right in thinking that a belief in their importance is one of the few points where the generations think alike, should we build on this agreement, rather than attempt to set up again the fallen idols of dogma and authority — at least as a first step ?"

To work effectively with people we start with their perception of a situation. Adults need to be sensitive to the drives, feelings and perceptions of those they seek to serve (and of their colleagues as well) if they wish to achieve success and satisfaction in their work. The more adults know of the growth patterns of boys and the stresses and strains exerted by their environment, the more likely a good working relationship will be developed. Achievement of mutually satisfying goals depends on such relationships.

Apart from the primary need to maintain life, there are certain needs basic to all human beings. The way and the extent to which these needs are met in childhood determines what people are and how they behave. These needs have been identified as the need for affection, acceptance, adventure and achievement. Every person needs to love and feel loved; to feel secure in all senses and particularly in the sense of belonging to a group; to have new experiences which are provided by the changing patterns in the environment of daily lives as well as by challenges that drive one to adventure into the unknown; and to be recognized for oneself as well as for what one can do. In the process of living and growing a person needs to learn certain developmental tasks in order to cope with his physical

development, the pressures exerted by his culture, and the desires, aspirations and values of his emerging personality. These have to be met by all ages, but those of childhood and youth are critical in the formation of the basic person.

Havighurst defines a developmental task as a task or goal "which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success in later tasks, while failure leads to unhappiness, disapproval by the society, and difficulty with later tasks".

How an individual achieves these tasks, how he satisfies his needs, his desires and his opportunities are all influenced by his environment, his family, his parents and their attitudes, his church, his school, the status of his family in the community, his status in the neighbourhood and school or work.

Boys want to develop into competent adults who can make a worthwhile contribution to the society in which they live. Many things, however, enter into the successful accomplishment of this task. The assistance that leaders can give will be more valuable and meaningful where there is understanding of boys' needs and how they may be helped to achieve them. In summary, a boy's needs are:

- to develop a self-image which he can respect,
- to develop a pattern of affection,
- to achieve independence and self-management,
- to relate himself to his social group,
- to learn his sex role,
- to accept his body,
- to accept society's demand for competence,
- to find his place in work,
- to find adventure and joy in living,
- to develop a value system.



Boys come to Scouting with these diverse needs, some of which are more important to some boys than to others. Behaviour will, in most instances, reflect the extent to which boys' needs have been, and are being, met in their everyday life. No two boys will be exactly alike. Although they may be of exactly the same age,

they will differ in physique, stage of growth, attitudes, likes and dislikes. As a matter of fact, about the only certain statement which can be made about boys is that they are all different — and generalized statements about them need to be treated with respect and restraint.

Now what has all this got to do with Scouting? Scouters have a primary job and that is to help boys grow. To do this in a way which will promise any measure of success, it is necessary to understand boys. In his book *Understanding Boys* Clarence Moser says:

“A boy will always present a challenge to adults. To parents he is a part of them, a hope, a dream, a nuisance, a pest. To other adults, he is the promise of the future, the assurance that their achievements will live after them.”

### **BASIC ASSUMPTION NO. 12**

*That “peer leadership” will play an important role in Scouting.*

Scouting has always made some use of peer leaders. “Peer leadership” is considered to be leadership provided by boys themselves. In the strictest sense of the term this would mean leadership of boys by boys of similar age (“peer” has the same basic meaning as the term “equal”). However, in practice, leadership in Scouting has tended to be provided by older boys to younger boys.

The extent to which peer leaders were able to function depended on the nature and attitude of the adult leaders involved. In some cases, peer leaders were effective, but all too often the boy leader held office in name only.

A wide age gap, even at boy levels, creates barriers to communication. Boys can exert strong influences and can communicate effectively with one another. As the role of adult leadership evolves, peer leaders and peer leadership will take on increasing importance in the developing programs.



Peer leadership is closely related to the concepts of small group operations now being developed in the programs.

### **BASIC ASSUMPTION NO. 13**

*That Scouting will use small groups which are given the greatest **possible** degree of **autonoïn** y consistent with the development of its members.*

In theory, Scouting has always made provision for small groups in its programs — sixes, patrols and Rover Scout patrols. In theory the patrol was seen as the program unit for the Scout section. In practice, however, program activities became centred in the larger units of the troop and pack. This appeared to be an economic use of accommodation and Scouters, leading to a centralized form of organization which appeared to be efficient for the purpose. It was an acceptable method of operation when the main emphasis in Scouting was on program methods and the teaching of skills. However, this approach has irritations when the emphasis is on close interpersonal relationships and providing program more closely related to the needs and interests of the members.

Social groupings during the preschool years are loosely knit. As boys become older and spend more of their time with their friends, the influence of the “gang” increases. Much is known about the influence of this type of peer group. Among gang-age boys, the standards of the gang not only influence the moral outlook and behaviour of its members, but they are especially important in influencing newcomers.

The conduct of individuals in a group is frequently “group-linked”. The behaviour of the individual, under the influence of the standards of one group, may not be typical of his conduct when alone or when with another group. The influence of a boy's companions on his behaviour is greatest when his companions are actually with him and in a position to influence his behaviour by example, suggestion, and by favourable or unfavourable reactions to his attitudes and behaviour.





When a group is small and made up of members who are close friends, the influence of the group on a boy's behaviour will be greater than when the group is large or when the membership in the group shifts frequently. This is seen in the case of morale in classrooms where the group remains intact over a period of time and where standards of behaviour are established and adhered to by the youngsters in the class. These standards will vary according to what socio-economic group the majority of the youngsters belong to.

Studies in and out of Scouting show that small group operations can:

- provide satisfying face-to-face involvement of members and help them in determining, planning and fulfilling their goals,
- provide a fertile held for learning and self-development,
- create opportunities for free interchange between members,
- provide the security of being with others of like age and interest, which is conducive to satisfying and productive participation,
- recognize and allow for individual differences as well as group conformity,
- allow for shared leadership in learning situations as well as providing opportunities for learning leadership and followership skills,
- assist members to discover for themselves, to learn by doing, to develop understanding of themselves and of others,
- help to meet the needs of individuals and provide an opportunity by which individuals can clarify their ideas and values and come to know themselves better,
- provide a convenient unit for administrative and operational purposes, especially in a decentralized organization which encourages adaptation of program to meet the needs of members locally.

A person will remain with a group as long as it satisfies his needs, but his needs are not static, and very often his original motive for joining gives way to

another. This is common at all levels of life and particularly so in voluntary organizations.

The cohesiveness of a group is strengthened when its members recognize that in group activities they depend on each other. The degree of interdependence is matched by feelings of security and regard for each other. Each member basks in the reflected glory of the achievements of fellow members.

In a variety of studies, it has been noted that the more highly attracted members are to a group, the more their behaviour is likely to benefit from it. Each member will probably exhibit:

- responsible activity, taking on responsibilities for the group, participating readily in activities and persisting in working toward difficult goals,
- interpersonal influence, through working with others, listening to others, accepting fellow member's opinions,
- similarity of values, placing greater value on group goals, adhering closely to group **standards, eagerly** protecting **group standards** by exerting pressures upon or rejecting persons who transgress them,
- development of security, being less *jumpy* or nervous in group activities and finding security or release from tension through membership activities.

In a secure group setting, a person will try out new ideas or skills, test values, form opinions and gain confidence in his **judgment**. He will try on a new “self” to see how it goes over with his group and to check his sense of **identity**. **True learning** takes place when a **person** feels secure in a situation.

One of the more important distinctions that needs to be understood in regard to the use of small groups in Scouting is that there are key differences in their use by adults as against their use by boys. Each brings different needs to the system. Generally, adults express mature needs, they are seeking companionship, knowledge, a chance to participate or to lead. Boys are seeking models, their **friendships are tenuous**, they are playing out roles, their needs are relatively immature. Adults and boys are both seekers, but they are seeking different things.

It is possible that the needs of some adults may also be immature — some may be inadequate in their own lives and may have a conscious or unconscious tendency to dominate the young — they follow the outdated principle that “the young are to be kept in their place” and they propose to do just that.

#### **BASIC ASSUMPTION NO. 14**

*That the programs be designed to encourage and make possible a policy of active recruitment at all ages of membership.*



Since 1945, new members have joined Scouting primarily through the Wolf Cub program. A reasonable annual numerical increase has been maintained because many of these newcomers moved on to the Boy Scout program. Recently, however, a number of significant trends (such as the high mobility of population, urbanization, changing needs of youth and others) have been recognized and these along with a critical review of membership statistics point out the urgent need for the development and encouragement of flexible recruitment practices.

Such practices will depend to a large extent on the concepts, content and methods of emerging programs. Today's youth are such that their interests are broad and change rapidly. It is too much to expect that most will stay continuously through a consecutive series of programs unless these programs are challenging and appeal to their developing interests. New members must be made welcome at any period during the time they are eligible for membership. It is possible that members may leave a younger age program and return later to an older age program without formally progressing from one to the other. This, and the value of short term membership, needs to be recognized and must be accommodated.

In March, 1966, National Headquarters produced a report on recruitment which went into some detail regarding the implications of developing and implementing a policy of active recruitment at all ages of membership.

This report states that the development of active recruitment practices in the Boy Scouts of Canada will not be a simple process. It involves:

- a change of **attitude on the part of all** Scouters — a change which will be resisted by the few who are satisfied with the fact that Scouting appears to be serving some 15% of the eligible boy population,
- a change in structure as Organization and Expansion Committee functions are extended and the base of sponsorship is broadened,
- a fundamental change at the group level to foster direct recruitment at all ages, including the encouragement of unit or section operation alongside of group operation,
- a greater realization of the value of Scouting on the part of the community as Scouting moves into and better serves the needs of boys in city centres, of boys in ethnic groups, and of boys with handicaps.

### **BASIC ASSUMPTION NO. 15**

*That Scouting must keep pace with social change with no part of the programs necessarily being considered permanent or tin-changeable.*

What has “keeping pace with social change” to do with a study of the Boy Scouts of Canada? Scouting is part of society. Many changes have taken place in society and these of necessity will affect Scouting. The world in which Scouting serves today is a far different world from the one in which it began in 1907. Two examples may help to clarify this point. First, the moral appeal which was valid then was formed by implications which have now lost their persuasiveness — the importance of thrift, the value of obedience and the fervour of patriotism no longer inspire affluent, freedom-loving and internationally minded young



people. Second, the organization's strong emphasis on public service has been offset by recent changes in society. There is the increasingly younger age of the membership, which limits the degree and scope of service projects. The degree of training required for effective service has increased with the growth, spread and availability of adult public service agencies, which are able and willing to carry out the more complicated service projects now required in our expanding communities.

The review and study of Scouting had to include study of the world in which it must function. This required finding out as much as possible about the extent and the nature of changes which have taken place in the world — particularly since the end of the Second World War.

A paper was prepared entitled "Some Developments of Concern to the Boy Scouts of Canada". Its purpose was to draw to the attention of the National Program Committee and its subcommittees, some of the major developments in society of the past fifteen years which have affected, and are now affecting, youth in the age ranges served by Scouting. It outlined the influences which are largely responsible for the way youth looks at itself, looks at other people, looks at the community and world, and looks at and develops values and attitudes.

This paper defined some of the major changes taking place in Canadian society, including urbanization, mobility, the "concept of bigness", the "French fact", the influence of the United States, automation and cybernation, and listed some implications of these changes.

The paper went on to discuss in greater detail the changes in the basic institutions of society (family, education, religion, mass media, recreation, government) and their implications to Scouting. Other areas covered included human rights, peer group influences, and the community.

Arising from this study it was evident that Scouting must develop the proper procedures for dealing with change. These procedures must be based on a continuing objective review and arrangements must be made for simple procedures which will introduce change without causing disruption.

## DEVELOPMENT OF THE BOY SCOUT PROGRAM

The next part of this book is concerned specifically with the Boy Scout program. It outlines the evolution of the program as undertaken by the Boy Scout Subcommittee of the National Program Committee and sets out the application of the basic assumptions to program concept and content.

### Study

As a first step, a thorough review was made of study papers of the Program and Uniform Subcommittee — including the basic assumptions, guidelines and recommendations which were subsequently approved by the National Program Committee. In addition, papers, books and other documents related to Scout age boys from other sources were studied. Consultations were held with other Subcommittees and National Headquarters Services, with particular assistance received from Research Services.



### Review

Following this study, a complete review of all aspects of the Boy Scout program was undertaken. This review indicated that extensive changes were needed in the program, primarily to accommodate it to the revised age range of 11-14, but also to update it and make it current for today's youth.

### Approach

It was agreed to seek authorization to undertake a "package" or total approach to proposals on Boy Scout program.

In May, 1965 a document entitled "Proposals — Boy Scout Section Objectives, Program, Organization and Leadership" was produced. It included three separate proposals:

- I. Boy Scout Section Program Objectives;
- II. Revision of the **Boy** Scout Grade and Proficiency Badge Schemes;
- III. Modifications to the Boy Scout Section Organization and Leadership.

This document was designed to serve several purposes:

- to seek approval from the National Program Committee for the total approach to submitting Boy Scout section proposals. Approval was given;
- to seek approval from the National Program Committee to test Proposals II (Program) and III (Organization and Leadership). Approval was given;
- to place Proposal I (Objectives) before the National Program Committee for approval and subsequent submission to the National Executive Committee, which approved it as Submission No. 8 at the February, 1967 meeting. The objectives provide a rationale for the Boy Scout program.

### Consultation

A further purpose for producing “Proposals — Boy Scout Section Objectives, Program, Organization and Leadership” was to provide a study document for wide circulation to encourage the field to offer comments and suggestions. Between April and October, 1965 the proposals formed the basis for much of the discussion at Program Workshops; were circulated throughout several provincial, regional and district councils; and were discussed at meetings at all levels. As a result of this widespread consultation, and discussion by the National **Program** Committee at its meeting in October, the proposals were amended.

Besides circulating the proposals for study, an endeavour was made to establish continuing two-way communication with Scouters. A series of articles in *The Scout Leader* set out many of the concepts embodied in the program and brought worthwhile comments and suggestions. In addition, presentations were made at National Training the Team Courses, numerous Scouters’ conferences and other meetings.

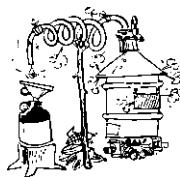
### Testing

Testing of the program was undertaken in two ways: first, the testing of all aspects of the proposals in a controlled situation involving troops in a district having both urban and rural troupes; second, the testing of parts of the proposals (badge requirements) on a broader basis.

After careful study the Peterborough District was selected as the test centre. An advantage to the selection of Peterborough was the proximity of the Kawartha Lakes District, a largely rural district to which the testing was later extended, thereby ensuring **rural** experience. A number of Sea Scout troops in the latter district provided another valuable aspect to the testing. The first testing commenced in February, 1966.

A further development in the controlled testing was the inclusion of eight Ottawa troops. These troops had served in an experimental capacity for the Program and Unitorm Subcommittee and continued this service **through** the developmental stage of **Boy Scout** proposals. They were **provided with** the test material and encouraged to make full use of the program. Because of their preconditioning the results of the work of these troops were not included in the evaluation of the testing. These troops did, however, provide useful input on several problems.

The second part of the testing (badge requirements) saw the selection of 41 National Test Troops drawn from eight provinces. Each of these was asked to test a total of three Achievement Badges. This testing commenced in May, 1966 and useful information was gained on the content of badges.



## Results

Information from the test centre was received throughout the testing period, both through questionnaires and from consultations with boy members, section Scouters and district personnel. In addition, interviews were held with some boys who, for one reason or another, left the section during the testing.

The evaluation of this information resulted in modifications to the program.

## Implications

In testing Boy Scout program, organization and leadership, it became apparent that these had implications to Scout group and district operations. New ways of doing things and new program tended to be inhibited **by the existing operation of district staff, trainers and** the Organization and Expansion Committee, indicating that some modification was required. These modifications were incorporated into the submissions presented to the National Executive Committee.



### Further Development

While the testing was going on, work was undertaken on Promise and Law, Challenge Badges and the design of badges and insignia.

### Approval

Submission No. 17 — Boy Scout Program was presented to the National Program Committee in June of 1967. Subsequently a paper on related policy was prepared and presented to the National Executive Committee and approved at its October, 1967 meeting.

### Program Concept and Content

The Boy Scout program represents the application of the basic assumptions to program concept and content. The following basic assumptions are considered to be particularly relevant:

- program should be more boy-centred;
- more extensive use should be made of natural and interest groupings;
- *more* of the program should be carried out in small group settings;
- greater emphasis should be placed on peer leadership, both situational and formal;
- program should be more closely related to age, ability and interest;
- small groups and individuals should have increased choice through *more* program options;
- recruiting at all ages should be encouraged;
- **greater** emphasis should be placed on **understanding youth**;
- greater use should be made of resource persons and community resources.

The underlying philosophy of program development **in Boy Scouts of Canada** is that program should be more boy-centred rather than program-centred. Accordingly, this program provides wider options and alternatives and introduces a greater degree of flexibility. This is done in the belief that program has to be adaptable to the needs of individual groups of boys and communities and that, in this way, the

initiative, intelligence, experience and talents of boys and adults at all levels are best utilized.

*"Scouting must keep pace with changes in Society. Therefore, no part of program shall be permanent or unchangeable" ... Submission No. 1, October, 1962.*

The program presented here should not be looked upon as final and good for all time. Experience will indicate parts of the program that require adjustment. Regular evaluation and review will keep the program appealing and current for youth of Scout age.

## PROMISE AND LAW

*Principles: Scouting is founded on the principles that 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.*

### Purpose

To state the principles of Scouting in terms that are meaningful to the age group served by the Boy Scout

### CONTENT

#### PROMISE

I **promise to do** my best  
to love and serve God,  
my Queen, my **country** and my fellow **scouts**,  
**and to live by the Scout law.**

#### LAW

**A Scout is**  
helpful and trustworthy,  
kind and cheerful,  
considerate and clean,  
wise in the use of his resources.

### Discussion

Dictionaries define a promise as “assurance given to a person that one will do or not do something”. They further state that a promise is the “ground of expectation of future achievement or good results”.

**The following considerations determined the approach** to the Promise and Law:

- The statements incorporate the principles of Boy Scouts of Canada.
- **The statements of Promise and Law are** clear, meaningful, appealing, and specifically directed to members of the section. As far as possible the words and phrases cause no embarrassment, difficulty or misunderstanding.
- As far as possible, the Promise and Law retain the intent of historical statements.
- The Promise and Law complement, rather than duplicate, each other.

No matter how the Promise and Law are expressed, it is necessary to enlarge upon them in explanatory paragraphs of printed literature. With this enlargement in mind, the **Law** has been expressed in single, carefully chosen words that have relatively unambiguous meanings. Definitions of key words follow:

helpful	— giving aid, being useful, being <b>of service</b>
trustworthy	— honest, personal integrity, may be relied upon, responsible, feel sure of the loyalty of
<b>kind</b>	— gentle, benevolent, exhibiting a friendly disposition by one's conduct to a person or animal
cheerful	— contented, hopeful, not reluc- tant, lively, genial, in good spirits
considerate	— thoughtful for others, careful <b>not to hurt feelings or</b> give inconvenience, respectful
<b>clean</b>	— forthright, upright, avoiding foul language, attentive to personal grooming
wise	— having knowledge and judg- ment, prudent, informed
resources	knowledge, abilities, individ- ual's assets, possessions.

## SOME QUESTIONS ASKED

Q Why is "on my honour" not used in the Promise?

A. *This phrase was deleted for two reasons. First, it is a phrase now rarely heard outside Scouting. Second, and more important, it seems to suggest that some promises are binding, others are not. This does not suggest that the concept of "honour" cannot and should not be taught. As it is an abstract and difficult concept to explain to an eleven year old, the intent is conveyed in the Law in the word "trustworthy".*



Q. Is "loyalty" in Scouting a thing of the past?

A. *On the contrary! Loyalty finds expression in many ways and is seen as an integral part of "To love and serve God, my Queen, my country and my fellow men". Additionally, it is amplified by the use of the term "trustworthy" in the Law.*

Q. Why is the idea of obedience dropped?

A. *It has not been dropped. In the Promise the positive word "live" expresses active adherence to a set of ideals (the Law). The use of the word "obey" would have conveyed the image of passive acceptance of external compulsion. Obedience (without question) is in conflict with the stated aim of helping "boys to develop their character as resourceful and responsible members of the community ...". The ideas inherent in obedience are expressed variously in the Law — trustworthy, kind, considerate, wise.*

## LOVE AND SERVE GOD

*Principle: — man must, to the best of his ability, love and serve God ...*

*Aim: help boys to develop their character as resourceful and responsible members of the community by providing opportunities and guidance for their ... spiritual development.*

*Promise: — I promise to do my best to love and serve God ...*

Scouting has always been concerned with spiritual development among its members. Continued and greater emphasis on the spiritual aspects of Scouting has been a goal in the development of a new Boy Scout program.

The combination of right personal relationships, service to others, religious observances, religious instruction and adult example, should permeate all activities and program and help define one's role and relationship to his fellow men, church and community.

Spiritual development is closely associated with how an individual relates to others. Both the Golden Rule "Do unto others as you would that they would do unto you", and the great commandment, "Thou shalt love thy neighbour as thyself", express this basic truth.

Practical expression of right personal relationships is found in the new requirements for the Religious In Life Emblem, currently being evolved by the churches.

Greater emphasis on the spiritual aspects of Scouting can be achieved in the following ways:

- The **Promise** helps members to understand duty to God in terms of loving and serving **God** and their fellow men.
- The emphasis in Boy Scout program objectives on small group operation reinforces spiritual development.

- The Achievement Badge scheme emphasizes **service to others**.
- Scout literature continues to encourage the use of Scouts' Own and other appropriate focus of worship.
- The fulfilling of requirements for the Religion In Life Emblem is more closely associated with other troop activities as it involves clergy and other religious leaders as resource persons.
- As human relationships are a part of spiritual development, the spiritual aspect of Scouting is a part of all activities rather than of activity in program.

While this approach to spiritual development relieves Scouters of the task of being teachers of religion, the increased emphasis on relationships places greater responsibility *upon* them as set out below:

- They help boys gain a growing understanding of loving and serving God.
- They see that relationships among boys in patrols and the troop foster and promote their continuing spiritual growth.
- The increased emphasis on service to others in the Achievement Badge scheme provides Scouters with further opportunities to help boys find activities which will foster spiritual growth.
- The personal example of Scouters is one of the most influential forces on the **spiritual** development of boys. With the operation centred in smaller groups, the impact of the Scouter's personal example is correspondingly greater.

While the Religion In Life Emblem provides formal recognition, spiritual development cannot be confined to this emblem. It permeates the whole program. Thus, Scouters, through their example and guidance, remain the most important persons in encouraging the spiritual growth of boys in Scouting.

In many ways, the new program provides for greater emphasis on loving and serving God.

## SOME QUESTIONS ASKED

Q. "Love and serve" are used in place of "duty". Why?

A. *"Do I y" has lost its onetime glamorous associations (Nelson at Trafalgar) and now means obligation and drudgery. "Love and serve" are positive words implying both reverence and action.*

Q. Are moves toward broadening the base of sponsorship in conflict with the emphasis on loving and serving God?

A. *No. This answer might be different if Scouting were concerned only with **religious** instruction. Scouting is concerned with spiritual growth — and the combination of right personal relationships, religious observances and adult example can be encouraged and provided by all sponsors. In the case of non-church sponsors, religious instruction can be arranged for individual boys through the appropriate denominational bodies.*

Q. When will the new Religion In Life requirements be available?

A. *Most denominational requirements are now available in pamphlet form from Scout offices. The remainder will be published as they are received from the appropriate religious authorities.*



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## INVESTITURE REQUIREMENTS

### Purpose

To provide *simple*, yet meaningful, Investiture Requirements.

### CONTENT

A boy must meet the following requirements to be in\*eded:

1. Know, undentand and subscribe to the Scout Promise aod Law.
2. Know the Scout handshake and satute and why Scouts use them.
3. Know something of the history and development **of Scouting, including** the life ot **Baden•Powell**.

On investiture, a boy becomes a **Scout**.

### Discussion

These requirements were developed on the basis of the following considerations:

- A boy becomes a Scout with a minimum o1 delay.
- A boy begins program activities with his own age group immediately on joining. More extensive Investiture Requirements would tend to work against his immediate iavolvemeat in program activities.
- They contain requirements appropriate to all ages served by the section and therefore facilitate direct recruitment at all ages.
- The emphasis on Promise and Law is on increasing knowledge and developing understanding appropriate to an individual's age and ability.

## SOME QUESTIONS ASKED

Q. Why is there no practical work prior to Investiture?

A. *The sttids of the Bo y Scout program re vealed that man y bo ys were in troops up to six months prior to Investiture. This lengthy period resulted iii part Jrom the ituinber of requirements he yond the basic one of subscribing to the Promise and Law. To facilitate and overcome delay in Investiture, practical work is now included in the Achievement Badge scheme.*

Q. What has happened to the Tenderfoot Badge?

A. *It has been replaced by a "Scout Badge". On investiture a bo y becomes a "Scout". The word underfoot has been replaced because its present meaning infers an tmskilled, inept person — hardl y a connotation of appraisal to a bo y. A suiitab le badge is being designed.*

Q. Is the Investiture Ceremony still valid ?

A. *rr . cuidence on ceremonies will be given in the handbooks.*

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## PROGRAM OBJECTIVES

*Aim : "The Aim of the Boy Scouts of Canada is to help boys 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 "*

### Purpose

To achieve the aim and give expression to the principles of the Boy Scouts of Canada, the following were evolved as program objectives for the Boy Scout section.

### CONTENT

1. To provide opportunities for satisfying right personal relationships and a sense of achievement among boys through membership in small friendship and interest groups.
2. To provide appealing and challenging activities for these groups designed to meet the needs and capacities of the members.
3. Through these activities to :
  - a) promote health and fitness;
  - b) promote knowledge of and provide experience in the Scout and wider community;
  - c) promote appreciation of and provide experience in the out-of-doors;
  - d) provide opportunities for and training in community service.
4. To provide for and encourage individual hobbies, interests and skills and through them a sense of individual achievement.

## Discussion

**These** objectives were approved by the National Executive Committee at its February, 1967 meeting.

Program objectives are achieved by what Scouts do and how they organize to do it. The formal parts of the program. Achievement and Challenge Badges, and the supporting organization, express these program objectives in terms of activities which are meaningful and helpful to boys in this age range.

**A partial explanation of the relationship of program objectives to organization and program follows :**

1. To provide opportunities for satisfying right personal relationships and a sense of achievement among boys through membership in small friendship and interest groups.

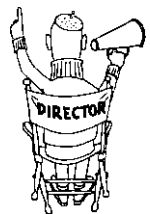
A boy satisfies some of his needs by his relationships to other boys in his own age group. The program for the Boy Scout section places great importance on activities carried on in small groups, known as patrols, in which these relationships can be most satisfactorily developed.

A Scouter must do two things :

a) Ensure that the patrols are of such a nature that they will serve the achievement of this objective :

- i. small enough to **allow full** development of satisfying personal relationships,
- ii. taking into consideration friendship patterns already established between boys,
- iii. comprised of boys of similar school grade and age,
- iv. utilizing common interests as a means of establishing the most useful patrol experience.

b) Take precautions that his own relationship to the patrol does not hinder or interfere with the development of satisfying right personal relationships on the part of boys, and prevent or restrict their sense of group achievement. To do this the Scouter must be prepared to put himself in the background, he must learn to be more of a counsellor and less of a "scout-master". He must encourage and promote leadership from within the patrol. He must help boys make their own plans, remembering that among the important needs



of a boy is the need to achieve independence and self-management. In Scouting, this is accomplished with the help of adults who are able to retire into the background, and who have enough confidence in boys to let them have some freedom of action.

2. To provide appealing and challenging activities for these groups, designed to meet the needs and capacities of the members.

This program objective has many implications.

a) the needs and capacities of the member :

Patrols are primarily formed on the basis of school grade which is a fair indication of similar age and needs.

b) challenging activities :

The amount of challenge which an activity offers to a boy will depend to a great extent on how closely it is related to his school grade and age. The program attempts to provide challenge by relating badge requirements to a specific grade and age.

The other aspect of challenge is provided by allowing boys to plan and carry out activities with as little adult involvement as necessary. There is little challenge in an activity which has been totally planned by adults, and in which every step has been dictated by an adult.

c) appealing activities :

Too often activities are chosen on the basis of what is appealing to an adult or what an adult may think is appealing to a boy. It must be remembered that an activity can meet the needs or capacities of boys, and be challenging, but may in some way fail to be appealing.

The Boy Scout program attempts to ensure appeal by providing a variety of options. This at least gives boys an opportunity to have some choice in the activities in which they will be involved.

3. Through these activities to :

a) promote health and fitness ;

b) promote knowledge of and provide experience in the local and wider community;

- e) promote appreciation of and provide experience in the out-of-doors;
- d) provide opportunities for and training in community service.

The means of attaining these objectives has been incorporated in the Achievement Badge program. This, in effect, makes this part of the program the core or central program of the Boy Scout section.

- 4. To provide for and encourage individual hobbies, interests and skills and through them a sense of individual achievement.

No two boys are exactly alike and, in some ways, all boys are different. It is necessary and important that a boy develop a sense of being an individual.

Any group of boys will have a wide variety of hobbies and interests, far too wide to be accommodated in the core program. And yet it is in the development of these individual interests that one of the best opportunities exists to develop strong and positive individual characteristics. The **Boy** Scout program attempts to provide for this in the Challenge Badge program.



## ACHIEVEMENT BADGES AND AWARDS

*Objectives: To provide appealing and challenging activities for these groups designed to meet the needs and capacities of the members.*

- Through these activities to-*
- (a) promote health and fitness,*
  - (b) promote knowledge of and provide experience in the local and wider community;*
  - (c) promote appreciation of and provide experience in the out-of-doors,-*
  - (d) provide opportunities for extended training in community service.*

*Boy Scout Program*

*Objectives Nos. 2 and 3.*

### Purpose

To provide primary focus for small group program, suitable recognition for achievement and to meet the above objectives.

### CONTENT

The Achievement Badge and Award scheme is based on the earning of colour-coded, multiple-stage Achievement Badges. Achievement Badges are designed in three stages to challenge the varying capabilities of boys within the age range served by the section. There are twelve Achievement Badges:



Anchor, Arrowhead, Campcraft, Citizen, Conservation, Exploring, First Aid, Life Saving, Personal Fitness, Safety, Swimming and Winter Scouting.

A Achievement Award is provided at each stage as

Bronze Stage — Pioneer Award  
Silver Stage — Voyageur Award  
Gold Stage — Pathfinder Award

The Pioneer Award is based on the earning of the following Achievement Badges at the bronze or higher stage :

**Citizen**, plus three **other Achievement Badges**, one of which must be Exploring, Campcraft or Anchor.

The Voyageur Award is based on the earning of the following Achievement Badges at the silver or higher stage :

Citizen, plus four other Achievement Badges, one of which must be Exploring, Campcraft or Anchor.

The Pathfinder Award is based on the earning of the following Achievement Badges at the gold stage:

Citizen, plus four other Achievement Badges, one of which must be Exploring, Campcraft or Anchor.

**A Scout earning the appropriate Achievement Badge is known as a Pioneer, Voyageur or Pathfinder Scout.**

### Discussion

There are a number of significant points concerning this scheme.

- Every effort has been made to incorporate the activity areas of the existing grade badge scheme, as well as those aspects of the Queen's Scout, Bushman's Thong and Anchor badges which are appropriate to this age range.
- The scheme focuses on the community and out-of-doors, with all badges relating to these areas. Because of the service aspect, primary emphasis is given to the Citizen badge, which is obligatory. Emphasis is given to outdoor activities through the obligatory requirement for one of Anchor, Campcraft and Exploring badges. This



accommodates Sea Scout troops and those troops for which camping is a major activity. At the same time, an option is provided for those who may not be able to pursue either of these activities.

- Achievement Badges are designed to complement **and** encourage **patrol** life. Many requirements are carried out by two or three **Scouts working** together. **Other requirements** are achieved by an entire patrol working together. This group-focus **supports** the Achievement **Badge** scheme as the main source for program activities.
- There are options in the requirements for each Achievement Badge which provide for individual and group interests and help accommodate boys who are handicapped.
- Achievement Badge requirements are designed to be cumulative by including in each stage the essential elements of the subject of a badge. This eliminates the necessity to earn a lower stage badge before a higher stage badge. This makes it possible for a Scout to move directly to that level of achievement which is appropriate to his ability and interest.
- A boy can be recruited at any age and find enjoyment and challenge in the program because he can move directly to the level of achievement appropriate to his ability and interest.
- The **Achievement Badge requirements**, with a few **exceptions**, minimize formal instruction and examination. **Considerable emphasis is placed on learning by doing**, with going **places**, taking part in activities and making things high-lighting most requirements. Scouters, resource persons and parents can, in most instances, effectively **qualify a Scout for a badge**.
- The primary criterion for earning a badge is that a Scout, or group of Scouts, demonstrate effort in keeping with age and ability. The principle of "best effort" is seen as making a major contribution by accommodating high achievers, low achievers and handicapped boys.

- There are certain badges where the principle of “best effort” does not apply. For the First Aid, Life Saving and Swimming badges there is no alternative to a high standard of knowledge and proficiency. Expert instruction and, more particularly, examination are necessary to ensure that the desired standard is met.
- Only the highest stage of a given badge or award earned is worn.
- Inasmuch as some of the badge requirements are based on the requirements of other agencies, these requirements will be subject to change by the agencies.

- Note :
- i. The requirements for the twelve Achievement Badges are attached. (See Appendix B.)
  - ii. The chart at Appendix C shows the relationships of the badge schemes.
  - iii. A complete listing of Achievement and Challenge Badges is attached. (See Appendix D.)

### SOME QUESTIONS ASKED

- Q Why the emphasis on the Citizen Badge ?
- A. *There are a number of reasons. The activities related to this badge are seen as a practical expression of scouting's aim and several of the section's objectives. Further, these activities provide practical application of several of the concepts of Promise and Law, including loving and serving Queen country and fellow men.*
- Q. Are the Citizen Badge requirements too closely related to the school curriculum ?
- A. *They were during the testing stage. When this became evident, appropriate **changes were** made.*
- Q Does this program make obsolete the 2nd Class and 1st Class badges ?
- A. Yes.
- Q. What has happened to the Queen's Scout Badge ?
- A. *This badge, as such, will not be available after 1969. A Queen's Award is available in the **Venturer** program. The **Queen's Award was incorporated***

*rated at this level because, traditionally, Scouts earning the Queen's Scout Badge were fifteen or sixteen year olds — the Veniuerer age.*

- Q. Did boys experience a sense of achievement during the testing ?
- A. *Yes - and at all ages served by the program. The boys found the new program challenging and appealing. The number of recognitions carried increased substantially.*
- Q. Why are options provided ?
- A. *Boys of Scout age have numerous needs and a wide range of abilities and interests. Options are provided in the belief that program has to be adaptable to local situations to meet these needs and interests. The provision of options requires decision-making and subsequent action on the part of Scouts — aids to developing resourcefulness and responsibility.*
- Q. What happens if a Scout attempts a higher-stage badge and fails ?
- A. *If he has achieved sufficient to qualify for the lower-stage of the badge he is eligible to wear it. This is one of the advantages of the multiple-Stage badges. However, if this is a continuing pattern, it may be that the Scout is working on program beyond his ability. In this case, he may be in a patrol whose members are too mature for him. The Scout Counsellor plays a very real role in encouraging boys to work at a level of program that is challenging to them, yet achievable.*
- Q. Will a Scout, who has already earned badges, have to start all over in the new program ?
- A. *By no means. A table of equivalents will be published in **the Scout Leader**. This will indicate the credits a Scout will receive in the new program for previous achievement. When the troop commences on the new program, the Scout may wear the appropriate new badges.*
- Q. Did the testing include rural troops ?
- A. *This was a conscious concern in the testing. Rural troops were used and it was found that, with little adaptation, the options we're sufficiently broad to meet the needs of the Scouts. In terms of success, there was little apparent difference between the urban and rural.*

## CHALLENGE BADGES AND AWARDS

*Objective :- To provide for and encourage individual hobbies, interests and skills and through them a sense of individual achievement.*

*Boy Scout Program*

*Objective No. 4.*

### Purpose

To encourage Scouts to develop individual hobbies and interests, provide suitable recognition and to meet the above objective.

### CONTENT

The **Challenge** Badge and Award scheme is based on the earning of single stage Challenge Badges as follow:

Adventuring	Max of Letters
Agriculture	Modeller
Artist	Music
Boating	Pet Care
Build*	Photography
Canoeing	Public Health
Collector	Repairman
Communicator	Resource Management
Engineering	Sailing
Entertainer	Science
Family Care	Scoutcraft
Handicraft	Sportsman
Handyman	Team Sportsman
Horticulture	Troop Specialty
Interpreter	Winter Sportsman



Challenge Awards are based on the earning of the Citizen Achievement Badge and other badges as follow :

Bronze Challenge Award — Bronze stage Citizen Badge plus any other Achievement and/or Challenge Badges.

**Silver Challenge Award — Silver stage Citizen Badge plus any eight Achievement and/or Challenge Badges.**

**Gold Challenge Award — Gold stage Citizen Badge plus any ten Achievement and/or CbaDenge Badges.**

Discussion

A number of significant points concerning this scheme should be identified.

- The Challenge Badge and Award scheme complements the Achievement Badge and Award scheme. The earning of Challenge Badges is not tied to prior attainment of Achievement Badges.
- The scheme focuses on hobbies, specialties and vocations.
- The badges are designed to meet individual needs and interests and to challenge boys at all age levels.
- Boy interests are broadening. This is evidenced by the increased number of request received for new badges. A good case could be made for each of these, but there are **practical** limitations that suggest a different approach be taken to that of providing a separate badge for each interest. Accordingly, badge requirements have been written to be open-ended and to accommodate most interests (see Science Badge). The remainder **can** be accommodated through the **Troop** Specialty Badge which provides for additional areas or levels of specialization. In these ways recognition is provided in a variety of fields, while at the same time limiting the total number of badges.
- Inherent in the requirements for each badge is the fact that boys must demonstrate increased proficiency, activity or interest as part of earning a badge.
- The Challenge Badge requirements minimize formal instruction and examination. Considerable emphasis is placed on learning by doing, with going places, taking part in activities and making things high-lighting



most requirements. **Scouters**, resource persons and parents can, in most instances, effectively qualify a Scout for a badge.

- The primary criterion for earning a badge is that a Scout demonstrate effort in keeping with age and ability. The **principle** of “best effort” is seen as making a **major** contribution by accommodating high achievers, low achievers and handicapped Scouts.
- The open-ended approach to Challenge Badge requirements necessitates that interpretive literature give adequate guidance to persons serving as instructors and examiners.

- Note:
- i. Requirements for the Challenge Badges are attached. (See Appendix E.)
  - ii. The chart at Appendix C shows the relationships of the badge schemes.
  - iii. A complete listing of Achievement and Challenge Badges is attached. (See Appendix D.)

### SOME QUESTIONS ASKED

Q. Why are some Challenge Badges named for the activity while others are named for the individual ?

A. *No single acceptable pattern could be found.*

Q. To earn the Challenge Awards, apart from the appropriate Citizen Badge, will any combination of Achievement and Challenge Badges be accepted ?

A. *Yes. However, it should be noted that an Achievement Badge, regardless of the stage earned, counts as one badge.*

Q. Do the Challenge Awards replace the present cords?

A. *Yes.*

Q. Why were limits placed on the Troop Specialty Badge ?

A. *The Troop Specialty Badge was conceived to provide for a special troop interest. Recognizing that this interest may change, provision was made for the troop to change its specialty. At the same time this badge has to be placed in perspective. It complements the core program — the Achievement Badge scheme. For this reason, the limit of one per year was set.*

O. Can a Scout wear more than one Troop Specialty Badge?

A. *This depends on his length of service and whether the troop has had more than one Troop Specialty Badge. If a troop changed its specialty each year, a Scout of three years service could qualify for three Troop Specialty Badges.*

## SPECIAL PROGRAMS IN SCOUTING

Scouting has a long and varied experience in the field of providing programs to meet special needs. Some needs have come from the interests and abilities of boys in Canada. Other needs have been created by special geographic, cultural, social and economic conditions.

Some examples of adaptations which have been made to program are : Scouting with the Handicapped, Lone Scouting, Arctic and Northern Scouting and Sea Scouting. Adaptations have taken the form of alternative tests, supplemental material and activities, and alternative items of uniform.

In designing the Boy Scout program, every effort has been made to meet as many special needs as possible. Some needs have been met by the provision of choice in the Achievement Badge scheme. In this scheme Scouts have a choice of badges and there are options within each badge. This increases the possibility of meeting special interests and needs. The Challenge Badges also provide for the individual Scout a choice of badges with options in each badge. The Troop Specialty Badge *provides* the opportunity for troops to design a badge to meet specialties.

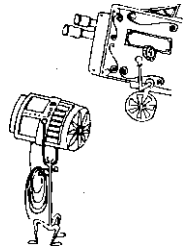
At the same time, not all special needs can be met and consideration has been given to the existing special programs.

### Lone Scouts

There is a continuing need for Lone Scouting. However, where possible, Lone Scouts should be encouraged to form patrols to make the best use of the small group forum of the Boy Scout program. Adaptations will still be needed for Lone Scouting.

### Arctic and Northern Scouting

The Arctic and Northern Committee has developed alternative requirements for existing grade badges. The same approach should be taken with the new program. The special Arctic and Northern Proficiency Badges will be continued, but re-named Challenge Badges.





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### Scouting with the Handicapped

Adaptation of program may be required for those who, because of physical or mental handicap, cannot take as full a part in the program as they may wish. Because of the options and alternatives incorporated in the Boy Scout program, such adaptation should be minimal.

### Sea Scouting

Sea Scouting is seen as an integral part of Boy Scout program. A full range of activities directly relevant to Sea Scouting, including the Anchor Achievement Badge and a number of appropriate Challenge Badges, is provided.

Because boating and other water activities have increased in popularity, these activities and badges are available to all interested Scouts.

### SOHE QUESTIONS ASKED

Q. Can Lone Scouting be entirely incorporated into the program?

A. *This is doubtful. There are still many boys in Canada living in extremely isolated areas who wish to be Scouts.*

Q. Are the Northern Proficiency Badges now available to all Scouts?

A. *No. These badges were designed to meet special conditions in the north. Some suggestions have been made that the badges be available to all Scouts. This matter will have to be studied by the Arctic and Northern Committee.*

Q. Were Sea Scouts involved in the testing?

A. *Yes. Three Sea Scout troops were involved and their reaction to the new program was highly favourable. The Anchor Achievement Badges provided a major focus for patrols in these troops. The options provided in several other Achievement Badges and the water-focused Challenge Badges gave adequate scope for Sea Scouting.*

## PATROL AND TROOP ORGANIZATION

*Objective .’ To provide opporrunities for sat-  
ish’ing right personal relation-  
ships among boys through mem-  
bership in suuill friendshi y and  
interest groups.*

*Boy Scout Program ObJeciive  
No. 1.*

### Purpose

To provide an organization tor patrols and troops through which Scouts and their Scouters may make the best use of the program and meet the a bove objective.

### CONTENT

**Patrols and troops** are **organized** on the basis of the following concepts.

### PATROL

**A patrol is a reasonably natural grouping of boys, consisting of three or more members. The patrol is the basic program unit, with members having as much responsibility for patrol program as is consistent with their capabilities.**

The *basis* for Gorzoioq patrols is the *zeeogruñon* at ezisttag friendships and the grouping of Scouts together by criteria whicb help frieadsfrips develop.

This includes grouping Scouts by one or more of the following criteria :

- are close personal friends,
- are of similar age and physical **maturity**,
- **have similar abilifies, or are in the** same school grade,
- have common interests.

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**A troop consists of one or more patrols. While the patrol is the basic program unit, interest and ad-hoc groupings may be used to\* some troop activities.**

**The troop is the administrative unit with troop administration being the responsibility of the Scouten.**

The troop planning function is undertaken either by **having patrols assume responsibility on a rotation basis or by establishing a Court of Honour** whose members are patrol representatives.

### Discussion

Boys need the fellowship and approval of companions of their own age and express this need by seeking membership in a group. There are two main reasons **why they want** to be a part of a **group**.

- They need to feel that they really belong to the group and are accepted by the members. Through group life they gain status, security, recognition and a sense of belonging.
- They want to do the things that the group does : take part in new activities, share responsibility for group activity and contribute to the life of the group through their skills.

Group life is a powerful force in helping individuals develop and in determining their success and happiness in life. Through group experience boys meet many of their needs and develop skills in an enjoyable and healthy atmosphere. They are able to try out new ideas, test values, form opinions and gain confidence in their judgement. Group life provides members with opportunities to try out various forms of behaviour and thus discover the dividing line between the acceptable and the unacceptable. Through such experience, members gain a clearer picture of themselves and develop the type of behaviour which is associated with well adjusted persons. If the group experience is satisfying, it will result in improved ability to get along well with others and a greater degree of acceptance.

Primary among the reasons for boys grouping together is friendship, but it cannot be assumed that boys are automatically friends or groups of friends simply because they join the same Scout troop. In fact, many

boys join to make new friends. Therefore, the basis for patrol organization is the recognition of existing friendships and the grouping of Scouts under conditions which will help friendships *develop*.

Where friendship patterns have not formed, criteria other than friendship are elective. These criteria include age, physical maturity, school grade, school attended and classroom. The neighbourhood in which boys reside is a further factor. These are the conditions most favouring boys forming friendships.

The difficulties of grouping boys are minimized when it is recognized that patrol membership can and should be kept flexible. Boys should be allowed to change patrols as their friendships or interests change or if incompatibility is evident. Some boys tend to be "butterflies" — flitting from one patrol to another and never becoming a significant member of any of them. When this is apparent, the individual needs to be encouraged to more permanent patrol membership.

Generally, a patrol consists of three to eight Scouts : in some cases a most successful patrol operation may develop with only three members. The small patrol has the advantage of being easily accommodated in a private home and easily transported in one automobile. A small patrol simplifies the demands placed on Scouters. More important, a small patrol provides increased opportunities for each member to assume leadership responsibilities and play a greater part in the planning and operation of program.

A larger patrol (10 to 12 members) may be considered desirable, but in most instances, it will tend to split into two or more groups for many activities. Such a patrol provides fewer individual opportunities for shared leadership and the intimacy of the group may be lost in the interest of size.

The patrol is the basic unit of organization. Within the limits of their ability, members are encouraged to assume as much responsibility as possible in patrol planning and operation. This is in keeping with the historical approach of the patrol system.

While the patrol is the basic unit of organization, the natural desire of boys for certain types of activity, and the organizational needs of the Boy Scouts of Canada, requires a larger unit of organization. One or more patrols, therefore, form a Boy Scout troop.

Troop identity derives from the fact that the patrols which constitute it :

- share a common sponsor,
- share the troop's accommodation,
- share some of the equipment and resource materials,
- are under the supervision of the same Scouters.

Patrols should come together as a troop on a regular basis. While the frequency of troop activities will vary from one troop to another, troops should meet at least once a month. These get-togethers may take the form of :

- demonstration nights and similar events — providing opportunities for patrols to demonstrate : and display what they have been doing and to share their experiences with others;
- joint patrol activity — the organization and implementation of projects and activities, such as some service projects, which are best carried out by a unit larger than one patrol;
- sharing of resource materials and resource persons — courses such as first aid, file saving and special meetings to share a guest speaker;
- joint patrol visits to places of common interest;
- participation in activities such as week-end or long-term camps, canoe trips, hiking ventures;
- patrols getting together for “just fun” activities such as skating or swimming parties, hay rides, sleigh rides.

Whatever the purpose of the troop meeting, it is essential that it supports patrol activity and that all patrols be given the opportunity of contributing to it. This indicates the need for troop planning which is accommodated in one of two ways :

- by establishing a Court of Honour, comprised of patrol representatives,

- by having patrols assuming responsibility on a **rotation** basis.

Troops may use a number of methods of operation. Much will depend on the degree of patrol activity and the wishes of the membership. The essential element is that boys and patrols feel they have a share in the operation of the troop; otherwise the good results achieved by an effective “boy-centred” patrol operation may be offset by an “adult-centred” troop operation.

Troop administration is mainly seen as the responsibility of the adult leaders. This results from increased involvement of boys in patrol operation, the age of members, and less frequent troop activity.

When boys of various patrols wish to get together to share a common interest, ad-hoc groupings, with a life-span limited to the duration of that interest, are encouraged. Such groups normally exist in addition to and concurrent with patrol life. Examples of ad-hoc groupings are the formation of teams for games and competition and groups for travel and jamborees.

### SOME QUESTIONS ASKED

- o. What is the maximum number of boys in a patrol **and troop** ?
- A. *The size of a patrol is determined by the number of boys who can work effectively together on their activities. This can vary from patrol to patrol, with most patrols having from three to ten members. Troop size is dependent on two factors : the size of accommodation available for troop activities (e.g. meeting facilities, camp equipment, etc.) and the availability of Scouters. Ideally, in addition to the Troop Scouter there should be one Scout Counsellor for each patrol. Some Troop Scouters will also serve as a Scout Counsellor. In no case should a Scout Counsellor have responsibility for more than two patrols.*
- Q. Some boys are “loners”. How are these accommodated in a patrol?
- A. *There is no easy answer to this question. These boys present a major challenge for Scouters and Scouting. They are often the boys who need and can benefit most from Scouting. Scouters have to*

*be able to identify these boys and help them find their place as members of patrols. The key to this may lie in special interests or abilities. Through activities involving these interests or abilities, "loners" can often achieve a sense of worth, recognition and belonging.*

o. How much inter-patrol hopping took place during the testing?

A. *Less than at first envisaged. The criteria for forming patrols and the parrot-focus for many activities resulted in ratifying patrol experiences. This in turn was reflected by a stable patrol membership. Cost inter-patrol changes resulted from changes in friendship.*

Q 1s the patrol representative to the Court of Honour the patrol leader?

A. *Not necessarily. It will depend on the purpose of a particular Court of Honour meeting, with the patrol sending as their representative the most qualified member.*

Q. Does the new program eliminate inter-patrol competition?

A. *In terms of inter-patrol competitive games and similar activities — yes. The emphasis on separate patrol life provides fewer opportunities for competition. The criteria for forming patrols will often result in widely differing physical and mental abilities between patrols. As a result, inter-patrol competition should be limited and based on the results of patrol activity — e.g. displays, projects, service, etc. There is a place for competitive games and athletic events. Teams and other ad-hoc groups should be utilized for these.*

## LEADERSHIP

### Purpose

To provide a leadership structure within which Scouts and Scouters share the leadership of patrols and troops.

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### BOY LEADERSHIP

Boy leadership is based on the concepts of shared and situational leadership. At the same time, the leader's functions are facilitated through more permanent appointment. Boy leaders are elected, or chosen in other ways, by patrol members and hold office for a period of time as determined by the patrol. They are of the same general age as the patrol members.

Leadership is provided by boys as follows:

Patrol Leader — The patrol member responsible

Assistant Patrol Leader — The patrol member sharing responsibility for patrol co-ordination with the patrol leader.

Project Leader — The patrol member responsible for a given project or activity

### ADULT LEADERSHIP

Adult leadership is based on the concept of shared leadership and is provided by Scouters as follows:

Troop Scouter — The person responsible for the operation of a

Scout Counsellor — The person responsible for the operation of one, or, at most, two patrols.

Note: The qualifications for Scoutmaster and assistant Scoutmaster, as set out in *Policy, Organization and Rules*, apply to the appointment of troop Scouters and Scout counsellors.



In addition, resource persons may be recruited on a short-term basis to assist a patrol or troop in a specific activity.

The role of the troop Scouter is defined as helping the troop achieve the objectives of the Boy Scout section by:

**Ensuring** that the requirements of Boy Scouts of Canada, sponsor, group committee and parents for the health, safety and general well-being of Scouts are met;

**Assisting** in the planning and operation of the troop program;

— **Encouraging patrols to accept their share**

Assisting in recruiting and training Scout counsellors and guiding and helping them in their job;

Assisting in locating and providing resources and resource persons,

Working as Scout counsellor as required.

The role of the Scout counsellor is defined as helping patrols achieve the objectives of the Boy Scout section by:

**Working** with one or two patrols, advising and guiding the members in the planning and operation of patrol program;

— **Encouraging individuals to** accept their share of the responsibility for patrol program

Helping the members of the patrol work together;

Ensuring that each patrol member is provided with opportunities for leadership, achievement and recognition,

— **Assisting** in locating and providing resources and resource persons;

Working with the Scoutmaster in the operation of the troop.

## Discussion

Leadership can be defined in many ways. For the purposes of Scouting it can best be described as that which any person does to help a patrol or troop of Scouts determine what it wants to do, how it's going to do it and to work toward its achievement. In one way or another every member of the group, both adult and boy, can and should contribute leadership.

When a group of boys come together, leadership will inevitably emerge from within the **group**. Most boys want to have the chance to exercise leadership and meeting this need is important to their development. It is recognized that boys tend to identify competence and accept leadership from the member with the highest degree of skill in a specific field. However, not all boys possess similar or equal ability in all things. While one boy, by reason of proficiency or interest, may best provide leadership in a camp or hiking situation, another boy may exercise leadership in helping the patrol accomplish a project in the field of citizenship. Thus, leadership shifts naturally from one member to another depending on the situation.

Patrols should operate under conditions which most encourage each member to share in leadership. To accomplish this, it is important to recognize conditions which foster this type of leadership. Three general conditions can be identified.

- The relationship of the troop Scouter, Scout counsellor and other adults to the patrol

The adult role is to help the patrol determine its goals and help it achieve them. The relationship of the adult to the patrol is that of advisor — encouraging each member to take a share of the responsibility for the patrol's efforts and ensuring that each member is given opportunities for leadership. An adult working with a younger patrol will likely play a more active leadership role in the patrol than the one working with an older patrol.

- The formation of natural groupings. Shared and situational leadership function best where the members of the patrol are reasonably close in age and not too widely separated by school grades.

- The election of boy leaders. There is an important role for **patrol** leaders, assistant patrol leaders and activity/project leaders, but they must be of the same general age as other patrol members. Patrol members assume as full a share of the operation as their age and ability permit.

There are a number of continuing duties associated with patrol life including recording attendance; collecting dues and maintaining records of receipts and **expenditures; keeping a record of** each member's **age**, school grade, religion, Scout achievement; purchasing badges and materials; assisting in planning patrol and troop programs, projects and activities; finding resources and resource persons; and keeping and caring for equipment. . Since the patrol is the basic unit of organization, the majority of these duties are the direct responsibility of the patrol and its Scout counsellor.

These functions should be looked upon as opportunities that encourage boys to assume greater responsibility. The majority of these duties should be boy responsibilities. The Scout counsellor plays a co-ordinating and advisory role to ensure that the essential duties are looked after.

It has already been noted that in a troop or patrol some of the leadership comes from adults working with boys and some comes from the boys themselves. The adult leadership team includes the troop Scouter and Scout counsellors.

**The troop Scouter** has **over-all responsibility** for the operation of a troop. His responsibility is **two-fold**. He is the person appointed to ensure that the Scout program meets the expectations of Boy Scouts of Canada and the sponsoring institution. He is responsible **to Boy Scouts of Canada, sponsoring** institution, group committee and parents for the health, safety and general well being of all members of the **troop**. Secondly, he ensures that the **expectations of** the Scouts are realized through the operation of the troop and, more particularly, the patrols. In this latter capacity he **works in a partnership** with the **Scout counsellors on troop activities and** through them on patrol activities.

Scout counsellors are primarily responsible for the operation of one or, at most, two patrols. In addition,

they work in a partnership with the troop Scouter on troop activities.

In addition to the troop Scouter and Scout counsellors, there may be other members on the adult leadership team. No individual Scouter can be expected to possess all the skills and knowledge necessary to meet the many and varied interests of boys. In all communities there are persons with specialized interests and skills related to their hobbies and vocations. While some of these persons may be reluctant to work with Scouts on a continuing basis, many are willing to help out in their specialized field on a short-term basis. The leadership team includes such part-time resource persons — many of whom may be found among the parents of Scouts, members of the sponsoring institution and business and professional *people*.

Greater use will be made of resource persons when Scouters realize their primary task is that of helping boys. How well they help these boys depends on their skill in working with and understanding them. While **program** skills such as camping, map reading and first aid may be desirable attributes for a Scouter, they are not essential to his primary task.

While the concept of an adult leadership team is advocated for troops, it is recognized that Scouting does have, and will undoubtedly continue to have, situations where a single adult will be faced with the leadership of a **troop**. Interpretive literature for this section will provide guidance for individuals facing this type of situation.

### SOME QUESTIONS ASKED

- O. The patrol leader — can he also be an activity or project leader and is he eligible for re-appointment?
- A. *Since the activity or project leader is chosen on the basis of his knowledge or ability, the patrol leader is as eligible to be an activity or project leader as are other members of the patrol. The patrol leader is chosen by the patrol. If they feel that he should be given another term of office, then that is their decision — providing it is the result of thought and not an automatic procedure.*

- Q. Is the assistant patrol leader appointed by the patrol?
- A. *The details of the appointment of A.P.L. may vary from patrol to patrol. In some cases he may be elected or chosen in other ways by the patrol. In other cases he may be recommended by the patrol leader and approved by the patrol. No matter how it is handled, the patrol has a say in the choice.*
- Q. Will there be recognition (rank badges) for P.L.'s and assistant P.L.'s.
- A. *Yes. During the testing a need was expressed for such recognition by both Scouts and Scouters. Various forms of recognition are now being studied to find the most appropriate.*
- Q. How can the principle of shared leadership be used in the patrol?
- A. *The organization of patrols is designed to encourage the concept of shared leadership. With a P.L. of the same general age as patrol members, he cannot be the leader for all things. He is responsible for patrol co-ordination. Activities and projects in the Achievement Badges are such that various members of the patrol must be given the opportunity to exercise leadership.*
- Q. What has been the reaction of Scouters during the testing of the program?
- A. *Scouters, generally, tended to be enthusiastic about it. They have made the following comments.*
- *They enjoyed working with the patrols and felt closer to the members,*
  - *they noted the obvious satisfaction of the boys as they engaged in the activities and projects,*
  - *they derived a greater personal satisfaction than in their previous experience.*
- Q. Did the new program require more Scouters during the testing? If so, where did they come from?
- A. *In most cases, yes. Those troops that were operating with one or two Scouters experienced an immediate need for more help. In other troops, where there were three or four Scouters, there was adequate help. Most of the new Scouters were*

*recruited by the Scourers in the troops. They were neighbours, friends, parents or co-workers. Reports indicated that some Scourers found it easier to recruit people to work with patrols. To a newcomer, the relatively small size of a patrol is less intimidating than working with 10-15 men.*

- Q. What provisions are being made to train leaders in the new program?
- A. *This has been a major concern throughout the development of the new program. To date, the following have been defined and are being developed:*
- *Program workshops, conferences and meetings at all levels of Scouting,*
  - *New training notes will be ready for training courses in 1968,*
  - *Articles will be produced in **The Scout Lender** and Conodron Buletin de Zina,*
  - *Handbooks will be available in the latter part of 1968.*

## AGES AND GROUPINGS

### Purpose

To provide an overlap in ages between the Boy Scout and Venturer sections.

### CONTENT

**The typical ages for the Boy Scout and Venturer sections are:**

**Boy Scout — eleven, twelve, thirteen and fourteen year olds.**

**Venturer — fourteen, fifteen, sixteen and seventeen year olds.**

### Discussion

Throughout this booklet reference has been made to the age of **Boy Scouts** being 11 to 14. This represents a major change in that the Boy Scout section has traditionally served the age range 11 to 17.

In 1964 a paper entitled "Recommendations Concerning Ages and Groupings" was approved by the National Executive Committee. This paper established new criteria on which to base the age for boys joining and leaving the various sections of Scouting. The new criteria took into account school grade, interests, friendships and emotional, mental and physical **maturity**, in addition to chronological age. The paper provided for a new section to serve the 14 to 17 age range (now the Venturer section). It left to the discretion of the Scout group sponsor whether the Boy Scout program would serve the age ranges of 11 to 13 or 11 to 17.

Subsequent experience indicated some misunderstanding in the application of the new criteria. This has too frequently resulted in an automatic progression of Boy Scouts to Venturers on the basis of chronological age — without full consideration of school grade, interests, friendships and emotional, mental and physical maturity.

Year fourteen represents a major period of change in the growth and development of youth. It is a period in which some boys still associate with a younger age group, while others associate more closely with an older age group. This indicates that there is no strong

reason for excluding boys of fourteen from the Boy Scout section.

As the Venturer section moves toward more adult-oriented activities, it is increasingly important that members be sufficiently mature to participate fully in the program. This places added emphasis on the need for clearer guidelines to interpret the demission and admission requirements between the Boy Scout and Venturer sections.

The provision of an overlap in the ages served by the Boy Scout and Venturer sections is designed to facilitate boys advancing when they are ready. When this is combined with full consideration of school grade, interests, friendships and maturity, it provides clearer direction and guidance for Scouters.

As part of approving these revised ages, the decision was made that the Boy Scout section would serve boys of typical ages 11 to 14 only. This decision was reached on the basis of several considerations:

- the introduction of the Venturer program in 1966 and the resulting experience,
- the fact that the Boy Scout program is now designed specifically for 11 to 14 year olds,
- the experience with the age ranges introduced in 1964 and the testing of the Boy Scout program confirmed the validity of dividing the former 11 to 17 year age range.

Recognizing that many troops currently serve the 11-17 age range, provision for this practice continues to December 31, 1969. This allows time for sponsors to accommodate 14 to 17 year olds through organizing Venturer companies.

There may be some instances where the organization of a separate Scout troop and Venturer company could present some difficulties — particularly in the more rural areas. In these cases special arrangements might be made for the boys concerned to work on the program appropriate to their age, while facilities and leadership are shared. These arrangements would be worked out with the council concerned.



## SOME QUESTIONS ASKED

Q. What about boys who are immature for their ages? -

A. *The typical ages for Boy Scout and Ventures sections are 11 to 14 and 14 to 17. In addition to the year overlap, which provides for early maturation as well as late maturation, the "typical" age is determined by many factors — school grade, friends, ability, interests. Thus, it is possible for immature 15 year olds to be in the Boy Scout troop and mature 14 year olds to be in the Ventures company.*

Q. Jamborees — are they for Scouts and Venturers?

A. *There are many levels of Jamborees — international, national and provincial. After 1969, those planning jamborees in Canada will have to determine for which section they are planned and establish the ages for attendance. With program changes in Scouting occurring, in most countries, the World Conference will have to give serious study to international Jamborees. Present Canadian age requirements for international jamborees could mean that these would be attended primarily by Venturers.*

## SPONSORSHIP AND SCOUT GROUP OPERATION

The testing of Boy Scout program revealed areas of stress between Scouting and its sponsors. These areas included:

- understanding of program;
- use of accommodation by patrols and troops;
- recruitment of adults;
- co-ordination of resources.

Sponsors, as the users of program, need to be aware of the changes in program and helped to develop an understanding of the changes and the reasons for them.

This is particularly true as it applies to accommodation. Experience indicates that, with increased patrol activity, some troops use their meeting hall primarily as a **point of** assembly and departure. With understanding, **sponsors** and Scouters could work out a system which **could** help the sponsor make maximum use of accommodation and still protect the troop's interests. There may also be a need for smaller rooms to be available for periodic use by patrols. This might be provided by the sponsor if the need is understood.

It is recognized that the recruitment of additional adults can be of concern to sponsors. If the need is understood, and it is recognized that Scouters and committeemen play an active role in recruitment, sponsors would find it easier to give support.

With a more community-based program, and with boys working at different levels of program, sponsors may find it useful to think in terms of co-ordinating the use of community resources between Scouting and other organizations they sponsor or are in contact with.

It is apparent that the relationship between section program and the organization of Scout groups is such that adaptation is required in Scout group operation. At the **group** level there is a sharp distinction between the persons charged with the responsibility for administration and those charged with servicing program. Experience suggests that this distinction between committee personnel and Scouters tends to work against the evolution of program. With emphasis on a more boy-centred approach, program and organization must be in harmony.

Committee personnel need a fuller understanding of and greater involvement in program concepts and their operation, in recruiting leaders and resource persons, and in obtaining necessary resources. Submission No. 7 entitled "Recommendations Concerning Section Programs, Sponsorship and Group Organization", is designed to broaden the current base of sponsorship and help bring about a more flexible approach in the organization and operation of groups. The approval of this submission at the October, 1967 National Executive Committee meeting should help to overcome the difficulties mentioned and facilitate the introduction and operation of the Boy Scout program. The relevant **parts of Submission No. 7** are set out in Appendix F.

### SOME QUESTIONS ASKED

- Q Is the recommendation that Scouters be part of the group committee consistent for all sections?
- A. *Yes — in terms of all section leaders. The same principle applies regardless of the section served.*
- O. In spelling out the duties of the troop Scouter, was it intentional that the troop Scouter now takes on some of the duties of the group committee or section committee?
- A. *The responsibilities of section committees and group committees are detailed in Appendix "F". The troop Scouter is responsible for the operation of the troop and as a member of the appropriate committee reports on the troop's progress and needs. A conscious attempt has been made to have the terms of reference for troop Scouter and committees complement each other. This should help bring about a team-approach to serving boys and youth.*

## COUNCIL OPERATION

A study of council operation indicates that there is no one pattern of organization. There is strength and weakness in this difference in organization. The fact that adaptations have been made to meet local situations *and* needs is a strength. The lack of uniform nomenclature is considered a weakness.

Most councils have an executive committee and a commissioner's staff. The functions that these perform vary in detail from council to council. Generally, executive committees and commissioners' staffs tend to be oriented to administration and supervision. As the service arm of councils, commissioners' staffs should be oriented to program — providing supporting services to sections.



The organization of councils is not detrimental to the introduction and operation of the Boy Scout program. The problem lies primarily in the realm of function what people do.

There are two basic functions which form the "raison d'être" of a council — administration and program. The separation of these functions would help the introduction and operation of the Boy Scout program.

The following is offered as a guide to the separation of council functions.

### Executive Committee

The executive committee is responsible for the function of administration. This includes:

- provision for registration and re-registration of boys and adults,
- provision of badges and other supplies, processing accident insurance claims, applications for special events, etc.,
- maintaining an office as necessary,
- conducting financial campaigns or other methods of financing,
- maintaining control of council funds,
- reporting to appropriate bodies,
- developing camp facilities,

- maintaining relationships with supply outlets, United Funds, community, other councils, etc.,
- initiating and processing applications for honours and awards and service awards,
- ensuring that facilities are such that the health and safety of Scouts is protected,
- maintaining and developing relations with existing sponsors and groups and seeking out and helping new ones.

### Commissioner's Staff

The commissioner's staff is responsible for the function of program. This includes:

- making new Scouters feel welcome and valuable to the organization and helping all Scouters achieve a sense of belonging,
- orienting Scouters to working with boys,
- guiding Scouters on the operation of program,
- helping Scouters review and evaluate their sections' program,
- guiding Scouters on improving their personal performance,
- encouraging and advising Scouters on the use of community resources,
- promoting participation in activities and co-ordinating multi-section activities,
- encouraging and providing opportunities for Scouters to participate in training sessions.

The commissioner is a member of the executive committee and responsible for the operation of the commissioner's staff. His role on the executive committee is to ensure close co-operation between these groups and co-ordination of their functions.

### SOME QUESTIONS ASKED

Q. Why were administrative duties transferred from the commissioners' staffs to executive committees?

A. *This was done so that members of commissioners' staffs could be more active in their primary role*

— that of establishing a good rapport with Scouters and providing on-the-job training and service.

- Q. Will the division of these functions require major change in the operation of councils?
- A. In terms of personnel, no. In terms of what people "do", adjustments may be necessary. The major change for the executive committee will apply to the O & E committee. Where O & E has already relieved commissioners' duties in registration and other administrative functions, little change is necessary.
- Q. In some councils, there are assistant district commissioners for camping and other special functions. Should these be continued?
- A. These people are now performing functions seen as the responsibility of the executive committee-administration. As such, it might be desirable to have them as members of the executive committee. The functions become an integral part of the executive committee operation.

## IMPLEMENTATION

An adequate plan of implementation is required to effectively implement the Boy Scout program. Planning to date has included consideration of the following:



- writing and producing boy printed material, writing and **producing adult** printed material,
- **preparing and** making available **adult** leader training materials,
- providing printed material and other resources to sponsors, groups and councils,
- determining the most effective methods of developing understanding of the program at all levels of Scouting,
- making the best use of available resources.

Four basic premises have applied to this planning:

- That the Target date for commencement of the program should be at the start of a program year — that is, September.
- That all essential resources should be available by the target date **for introduction of** program, including boy and adult printed **material**, badges **and insignia**.
- Some resources should be available well in advance of the target date, particularly material for adult leader training courses, to facilitate the early orientation of Scouters.
- There should be an adequate period of orientation for the adult membership prior to the target date.

On the basis of the foregoing and following detailed planning, a target date of September 1, 1968 has been established. While there was some feeling that this date be advanced, preparation of the necessary resources to support the program could not be accomplished prior to September, 1968. On the other hand, delay to September, 1969 was considered undesirable.

**Traditionahy, introduction of program** changes in Scouting have been approached by setting a target date for implementation, providing the necessary printed material by that date and then relying largely on this printed material to bring about the necessary understanding and implementation. Because of the

scope of change in the Boy Scout program and the fact that much of the change is a subtle change in emphasis, it is not possible to rely on the printed word alone to bring about the necessary understanding.

Hence, the premise that an orientation period should be provided for the adult membership prior to the target date.

The implementation of the Boy Scout program requires the co-ordinated effort of councils at all levels. The following items are part of the adopted plan of implementation:

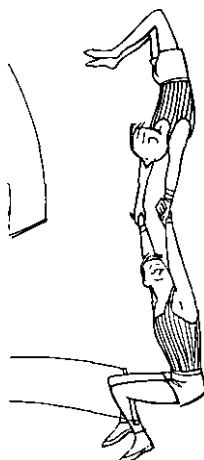
- Advising councils and groups of the program through all available media.
- Providing resource material to the field at the earliest possible date.
- **Providing material to** facilitate the operation of training courses on the program during 1968.
- Holding workshops, conferences and other types of meetings, commencing early in 1968.

While the target date for commencement of the program is **September 1, 1968**, some troops may be unable to begin **using it at** that date. To accommodate such troops and to provide a phase-in period, councils will continue to provide essential services for the existing program through to December 31, 1969. To facilitate the transition from the existing program, a table of badge and test equivalents will be provided through *The Scout Leader*.

### SOME QUESTIONS ASKED

- Q. What is the purpose in having a 15 month phase-in period?
- A. *Not all Scouters will be able to adjust to the new Scout program with the same degree of ease. This and other factors — such as lack of opportunity to take training, isolation, and small troop numbers — may make it impossible for a Scouter to begin the program in September, 1968. In some troops there may be older Scouts who would like to complete badges of the old program before moving to Venturers. Having considered all of these factors,*

**TEAMWORK  
DOES IT**





*the decision was made to provide the 15 month phase-in period.*

o. When September, 1968 arrives — will the resources be available for the program?

A. *The reason for choosing September 1, 1968 as the implementation date was to ensure that all resources — books, badges, records, pamphlets and training courses — would be available. Work is imderway on the production of these resources and all are ex pected to be available either on, or before, the implementation date.*

Q Can a troop being formed now use the new program?

A. *It would not be practicable to do so. As noted in the previous onswer, resources are not now available. Boys would not have handbooks or be able to get recognition for achievement. Scouters would find it difficult to operate the program e ffeciivel y withoutt resources.*

Q. Will the new program be adequately publicized?

A. *Every eBort is being made to use all available media. A press release has been made to all news media. Articles are planned for **Canadian Bob and the Scout Leader** magazines. **Work on publicity is continuous.** Local councils can, in many cases, get more effective coverage in local media. The Information Services, Publication Services and many other services at National Headquarters are co-operating in ensuring that the story is adequatel y told.*

Q. Is the program intended for Venturers?

A. *No! This program has been designed to meet the needs and interests of boys of the typical ages 11 to 14 and the Venturer prograrn was designed to meet the needs of those in the t ypical ages ol 14 to 17. There would not be sufficient challenge in the Scout program for most Venturers.*

## **BIBLIOGRAPHY**

Submission No. 1	— Basic Assumptions
Submission No. 4	— Ages and Groupings
Submission No. 5	— Guidelines for Subcommittees
Submission No. 6	— Aim, Principles, Promises and Operating Policies
Submission No. 8	— Boy Scout Section Program Objectives
Paper 47	— Flexibility
Paper 49	— Some Developments in Canada of Concern To The Boy Scouts of Canada
Paper 53	— Review of the Program of the Boy Scouts of Canada
Paper 55	— Study of the Scout Program and Uniform
Research Services	— Patrol and Troop Study
The Scout leader	— Articles, Boy Scout Program

## **ACHIEVEMENT BADGE REQUIREMENTS**

### **ANCHOR BADGE**

#### **Bronze Stage**

1. Know the “rules of the road” appropriate to the waters where you do your boating.
2. Do three of the following:
  - a) Demonstrate use of reaching pole and lifeline.
  - b) Demonstrate the mouth-to-mouth method of artificial respiration.
  - c) Demonstrate knowledge of different types of lifejackets and show how to wear one.
  - d) In water beyond your depth and wearing socks, pants and shirt, demonstrate your ability to remain afloat for five minutes.
  - e) Demonstrate what to do in case of loss of power while on the water, such as lost paddles, motor failure or *broken* mast.
  - f) Explain the importance of staying with an overturned boat.
3. a) Tie five of the following knots and explain their use: reef, sheet-bend, bowline, clove hitch, figure eight and round turn and two half-hitches.
- b) Explain ten common terms related to parts of a boat and boat handling appropriate to the craft available to you.

4. With members of your patrol, visit a power squadron, harbour police or other local authority to find out about two of the following:
  - a) The system of buoyage, navigation and riding lights in your area.
  - b) The main channels and chief landmarks in your area, including rocks and shoals and other hazards.
  - c) The rise and fall of tides, how to ascertain the times of high and low water and the current and set at all stages of the tide in local water.
  - d) Charts, including standard markings.
  - e) Types of craft, system of mooring and anchors.
5. With another Scout demonstrate two of the following: getting into and out of small craft; loading small craft; how to handle a small boat; minor repairs; overhaul and maintenance; mounting an outboard *motor*, - portaging a canoe.
6. With your patrol, plan and undertake an eight-hour cruise.

### Silver Stage

1. Know the "rules of the road" appropriate to the waters where you do your boating, and "rules for small craft", including the equipment required by regulation for craft under 18 feet. Explain what to do where you observe a water accident.
2. Do four of the following:
  - a) Demonstrate use of reaching pole and lifeline.
  - b) Demonstrate the mouth-to-mouth and revised sylvester methods of artificial respiration.
  - c) Select a Department of Transport approved lifejacket and demonstrate how to wear it in water beyond your depth.
  - d) In water beyond your depth and wearing socks, pants and shirt, demonstrate your ability to remain afloat for ten minutes.
  - e) Explain the proper precautions for persons operating boats towing water skiers.
  - f) Demonstrate what to do in case of loss of power while on the water, such as lost paddles, motor failure or broken mast. Explain the importance of staying with an overturned boat.
3.
  - a) Demonstrate seven of the following and explain their use: knots reef, sheet-bend, bowline, clove-hitch, figure eight, round turn and two half-hitches; treat the end of a rope, short-splice, back splice.
  - b) Explain fifteen common terms related to parts of a boat and boat handling appropriate to the craft available to you.
4. With members of your patrol put on a demonstration or display of two of the following:
  - a) The system of buoyage, navigation and riding lights in your area.
  - b) The main channels and chief landmarks in your area, including rocks and shoals and other hazards.

- c) The rise and fall of tides, how to ascertain the times of high and low water and the current and set at all stages of the tide in local water.
- d) Charts, including standard markings.
- e) Types of craft, system of mooring and anchors.
- I) The operation of an outboard motor, including simple repairs.**
- 5. With another Scout demonstrate four of the following: getting into and out of small craft; loading small craft; how to handle a small boat, minor repairs; overhaul and maintenance, mounting and fueling an outboard motor; portaging a canoe.
- 6. With your patrol, plan and undertake a twenty-four hour cruise.

### **Gold Stage**

- 1. Know the “rules of the road” appropriate to the waters where you do your boating; “rules for small craft”; and water safety rules as approved by the Provincial Water Safety Committee. Explain what to do where you observe a water accident. Know what emergency services are available, such as life-saving stations, coast guards, rocket apparatus, doctors and police.
- 2. Do five of the following:
  - a) Make one of and demonstrate use of reaching pole and lifeline.
  - b) Demonstrate the mouth-to-mouth, revised sylvester and holger-neilson methods of artificial respiration.
  - c) Select a Department of Transport approved lifejacket and give the reasons for your choice. Demonstrate how to wear it in water beyond your depth.
  - d) In water beyond your depth and wearing socks, pants and shirt, demonstrate your ability to remain afloat for fifteen minutes.
  - e) Explain the proper precautions for persons operating boats towing water skiers and for those being towed.
  - f) Demonstrate what to do in case of loss of power while on the water, such as lost paddles, motor failure or broken mast and explain the importance of staying with an overturned boat.
  - g) Know the precautions to be taken against fire on board and how to combat fires, particularly gasoline fires.
- 3.
  - a) Demonstrate ten of the following and explain their use: knots — reef, sheet-bend, bowline, clove-hitch, figure eight, round turn and two half-hitches, fisherman's; treat the end of a rope, long splice, back splice, eye splice.
  - b) Explain twenty common terms related to parts of a boat and boat handling appropriate to the craft available to you.
- 4. With members of your patrol, prepare a training session designed to teach two of the following:
  - a) The system of buoyage navigation and riding lights in your area,
  - b) The main channels and chief landmarks in your area, including rocks and shoals and other hazards,

- c) The rise and fall of tides, how to ascertain the times of high and low water and the current and set at all stages of the tide in local waters,
  - d) Charts, including standard markings,
  - e) Types of craft, system of mooring and anchors,
  - l) The operation of an outboard motor, including simple repairs.
5. With another Scout demonstrate six of the following: getting into and out of small craft; loading small craft; how to handle a small boat; minor repairs; overhaul and maintenance; mounting and fueling an outboard motor; portaging a canoe.
  6. With your patrol, plan and undertake a forty-eight hour cruise or, plan and operate a one-day regatta for your troop.

### **ARROWHEAD BADGE**

#### **Bronze Stage**

1. Explain the job and responsibilities of the following:
  - o patrol leader and assistant patrol leader
  - o project leader
  - o Court of Honour
  - o troop Scouter and Scout counsellor
2. Give a talk of not less than three minutes on a subject of your choice to your patrol, or other group.
3. Do three of the following:
  - a) With your Scout counsellor or members of your patrol take part in a discussion on the planning, conduct and leadership of a project completed as part of the Citizen, Anchor, Campcraft or Exploring Badges.
  - b) With one or more members of your patrol, arrange a visit to a local community leader and discuss with him his responsibilities as a leader.
  - c) With a member of your patrol, make arrangements for an instructor to work with the patrol on one of the achievement or challenge badges.
  - d) With a member of your patrol, plan a training session on one of the achievement or challenge badges and submit it to your Scout counsellor.
  - e) With members of your patrol, plan and operate part of a special troop meeting (parents' night, recognition for achievement, etc.).

#### **Silver Stage**

1. Explain two of the following and show how they apply to patrol or troop operation:
  - a) Leadership — assumed, elected, imposed.
  - b) Small group — size, physical setting.
  - c) Methods — discussion, buzz session, role play.
2. Prepare a talk with a set of audio-visual aids, or organize a demonstration to explain the achievement badge and challenge badge schemes.

3. Do three of the following:
  - a) Play a leading role in planning a patrol project for one of the achievement badges and lead a discussion on the project when it is completed.
  - b) With one or more members of your patrol, do research on a former or present leader, such as a statesman, politician or military commander. Give examples of how he exercised leadership.
  - c) Recruit an instructor for your patrol, explain his role to him and assist him in carrying out this role.
  - d) Plan and lead a patrol activity involving a full day in the out-of-doors.
  - e) Explain the differences between voting on a subject and arriving at a consensus.

### **Gold Stage**

1. Give examples of patrol or troop situations that illustrate three of the following and then explain what they mean:
  - e leader
  - e leadership
  - e autocratic leadership
  - o democratic leadership
  - o free-rein leadership
2. Lead a patrol discussion on a topic related to its work.
3. Do three of the following:
  - a) Serve as a member of the Court of Honour. With your Scout counsellor evaluate your performance.
  - b) Help with a Wolf Cub pack or other youth group for a minimum period of six weeks.
  - c) With another Scout, serve as an instructor to a bronze or silver stage patrol during the period necessary to complete a badge or project.
  - d) Serve in a leadership role for an activity with another Scout patrol, Scout troop or Girl Guide Company.
  - e) Plan and lead a patrol overnight camp.

### **CAMPCRAFT BADGE**

#### **Bronze Stage**

1. With members of your patrol, do the following:
  - a) Prepare a list of personal and patrol equipment required for a week-end camp.
  - b) Prepare a menu and food list for an overnight camp involving three meals.
2. Know the precautions to be taken, or practices to be used, concerning four of the following: camp sanitation and personal hygiene; care of bedding; safe drinking water; forest, prairie or grass fire; frostbite and snow blindness; gas and kerosene lanterns and stoves and their fuel; getting lost; use of property;

sickness and **accident in camp; storage of food;** tent heating **and lighting;** protection against insects during day and **night.**

3. With another Scout do one of the following:
  - a) Demonstrate how to pitch and strike a tent and tell how to dry and store canvas.
  - b) Make minor repairs to canvas.
  - c) Demonstrate how to pack and carry the necessary equipment and food for an overnight camp.
4. With members of your patrol, select and lay out a patrol camp-site; sleeping area; kitchen area, including wet pit, dry pit, latrine and urinal.
5. Help cook at least three camp meals.
6. With members of your patrol and having obtained the consent of your parents or legal guardian and Scouter, camp out for a least four nights, consecutively or otherwise.

### **Silver Stage**

1. With members of your patrol, do the following:
  - a) Prepare a list of personal and patrol equipment required for a week-end canoe trip, light-weight travel camp, or a one-week camp.
  - b) Prepare a menu and food list for the camp selected above.
2. Know the precautions to be taken, or practices to be used, concerning six of the following:- camp sanitation and personal hygiene; care of bedding; safe drinking water; forest, prairie or grass fires; frostbite and snow blindness; gas and kerosene lanterns and stoves and their fuel; getting lost; use of property; sickness and accident in camp; storage of food; tent heating and lighting; protection against insects during day and night.
3. With members of your patrol, do two of the following:
  - a) Improvise a shelter, build a bivouac or make a simple type tent.
  - b) Make one of: altar fire; patrol kitchen table; patrol food box; *camp* refrigerator.
  - c) Put on a demonstration for other Scouts, a Wolf Cub pack or similar group, of at least three different types of tents, explaining the uses of each.
  - d) Put on a cooking demonstration including at least three different methods of cooking.
  - e) Demonstrate how you would "live off the land" if lost.
4. Help cook or have cooked at least six camp meals.
5. With members of your patrol and having obtained the consent of your parents or legal guardian and Scouter, *camp* or have camped out for at least eight nights, consecutively or otherwise.

### **Cold Stage**

1. Know the precautions to be taken, or practices to be used, concerning eight of the following: camp sanitation and personal hygiene: care of bedding; safe drinking water; forest, prairie or grass fires; frostbite and snow blindness; gas and kerosene

- lanterns and stoves and their fuel; getting lost; use of property; sickness and accident in camp; storage of food, tent heating and lighting; protection against insects during day and night.
2. With members of your patrol, do two of the following:
    - a) Build an igloo or similar snow or ice shelter, tree house or hut.
    - b) Put on a “light-weight” camping show including demonstrations on kit, foods and cooking, shelters, and how to pack and carry.
    - c) Put on a backwoods cooking demonstration.
    - d) Take a friend, who is not a Scout, on an overnight camp that is designed to teach him something about camping.
    - e) Assemble and demonstrate the necessary personal and patrol equipment for an overnight winter camp.
  3. Help cook or have cooked at least ten camp meals including: preparation of menus and purchase of food, experience with boiling, frying, roasting, baking and backwoods cooking.
  4. With at least one other Scout and having obtained the consent of your parents or legal guardian and Scouter, participate in two of the following:
    - a) Camp under winter conditions using cabin, shelter, snow house or tent for sleeping; minimum duration of twenty-four hours.
    - b) Go on a canoe *trip*, boat trip, hiking camp or other type of travel *camp* involving camping at two or more sites.
    - c) Camp with the minimum of equipment and food necessary for safety, with emphasis on “living off the land” and improvisation.
    - d) Camp out and participate in a special activity such as mountain climbing, sailing, skiing, etc.
    - e) Take part in a pioneer camp where the program is devoted to campcraft and pioneering.
  5. With members of your patrol and having obtained the consent of your parents or legal guardian and Scouter, camp or have camped out for at least twelve nights, consecutively or otherwise.

### **CITIZEN BADGE**

#### **Bronze Stage**

1. Describe the flag of Canada, know how to use and care for it — including how to hoist and break it.
2.
  - a) Demonstrate one method of artificial resuscitation.
  - b) Show how to clean a wound, treat minor burns and scalds, make and apply a dressing and understand the importance of summoning help.
3. Point out on a map of your community: chief government buildings, *the* station, police station and hospital nearest your home, nearby churches, synagogues and schools, main highways to neighbouring cities and towns, nearest railroad and bus station and airport.



4. With members of your patrol, do one of the following:
  - a) Visit at least one historic place in or near your community.
  - b) Locate on a map and then visit one of the public recreation areas near your home or community. Explain who operates this area and why there are such areas.
  - c) Plan a tour of your community, designed to help a visitor see and learn about it and either conduct a visitor on the tour or go yourselves.
5. With members *or* your patrol, do one of the following:
  - a) Visit your local seat of government, such as city, town, township or county building.
  - b) Outline the essential services provided for your community and visit at least one of them (water, hydro, police, etc.).
  - c) Visit a newspaper, radio or television station and report on its service to the community.
  - d) Using a display if you wish, explain the organization of your local government, the responsibilities of the elected representatives and the qualifications for voting in local elections.
6. With members of your patrol, do one of the following:
  - a) Recruit a new member for your patrol, arranging to have his first meeting coincide with a hike, camp or other appealing activity.
  - b) Recruit an adult, other than one of your parents or Scouters, to assist your patrol in carrying out a project or special event.
  - c) Meet with a patrol from **another** troop and jointly participate in a one-day outing.
7. **While earning** this badge, participate in two or more forms of community service, one of which should be in the nature of service as a Scout.

### Silver Smoqe

1. Know how to use and care for the flag of Canada; know something of the history of the Union Flag and with your patrol plan and carry out a flag ceremony.
2.
  - a) Demonstrate two methods of artificial resuscitation.
  - b) Demonstrate how to control bleeding; dress a wound; transport an injured person.
  - c) Know how to recognize the symptoms of shock and how to treat a person who is in shock.
3. Have a general knowledge of the highway safety rules of your province and tell how to do five of the following in your community: report a fire, report an automobile accident, call an ambulance, report damage to or need of repairs on streets, roads or bridges, report damage to electric power, gas, sewage or water supply system, obtain a bicycle license, obtain a dog license, report a contagious disease, report a rabid animal, call a veterinarian, obtain a building permit. obtain help from an agricultural representative.

4. With members of your patrol, do one of the following:
  - a) Explore at least one historic place that requires some travel outside of your own community and an overnight away from home, and report on your explorations and travel in the form of a log.
  - b) List and describe the work of five volunteer organizations in your community that work for the general welfare in such ways as: serving youth, public health or safety, care of children, aid to the needy, provision of recreational facilities, promotion of good business or farming, civic improvement. Explain the vocational opportunities in one of these.
  - c) Choose one Indian tribe that lives or has lived in your province and find out about its history, way of life, dress and present-day whereabouts.
5. With members of your patrol, do two of the following:
  - a) Visit a courthouse and find out something about the judicial system in your province.
  - b) Visit your provincial parliament buildings.
  - c) Invite a member of a service club or similar non-governmental organization to meet with your patrol to discuss the work of his organization.
  - d) Make a display showing the purpose and operation of Community Chest/United Appeal.
  - e) Using a display if you wish, explain the structure of your provincial government, its relation to your local government and some of the procedures for the election of representatives and appointment of officials.
  - f) Arrange a meeting with a representative or official of your **provincial** government to discuss the function of at least one provincial department. Explain in how this department's role affects your local community.
6. With members of your patrol, do one of the following:
  - a) Recruit a new member for your patrol, arranging to have his first meeting coincide with a hike, camp or other appealing activity.
  - b) Recruit an adult, other than one of your parents or a Scouter, to assist your patrol in carrying out a project or special event.
  - c) Arrange an exchange visit with a patrol from another community, each staying in the other's home for a period of at least one night.
7. While earning **this badge** participate in **three or** more forms of community service, two of which should be in the nature of service as a Scout.

### **Gold Stage**

1. Teach another Scout something of the history, use and care of the flag of Canada, including how to hoist and break it. Be able to identify at least twenty other flags, including the United Nations and World Scout flags.

2. a) Teach another Scout two methods of artificial resuscitation.  
b) With members of your patrol, demonstrate two of: rescue operation from a height, search and rescue of a lost person, ice rescue, automobile accident assistance, including traffic control, rescue from a burning building, water rescue. In both cases know the appropriate first aid treatments.
3. Have a general knowledge of the highway safety rules of your province and tell how to do eight of the following in your community: report a fire, report an automobile accident, call an ambulance, report damage to or need of repairs on streets, roads or bridges, report damage to electric power, gas, sewage or water supply system, obtain a bicycle license, obtain a dog license, report a contagious disease, report a rabid animal, call a veterinarian, obtain a building permit, obtain help from an agricultural representative.
4. With members of your patrol, do two of the following:
  - a) By bicycle, foot, horse or water craft retrace a historical trail involving a journey of a minimum of twenty-four hours and covering at least 14 miles. Search out historic points of interest.
  - b) Visit at least two major industrial plants, businesses or educational centres. Prepare an illustrated report of your visits with special emphasis on vocational opportunities.
  - c) In co-operation with local planners, help to plan and participate in a Citizenship Day or United Nations Day program.
  - d) Explore something of the art and music of the various nationalities represented in your community.
3. With another Scout, do two of the following:
  - a) Choose a country in Latin America, Asia or Africa as your special interest. Find out its most pressing needs — food supply? natural resources? education? Find out if there is any way that Canadian youth might help.
  - b) CARE, UNESCO, etc., are organizations that give service internationally, expand this list and find out how one of these is organized, what it does and where it serves. Can your patrol help in any way?
  - c) Prepare a chart and describe the form and structure of government of one nation other than Commonwealth nations.
  - d) From newspapers, radio, television, other sources of public information gathered over a six-week period, and through discussion with others, outline the position of the major nations with respect to one international situation.
  - e) Know the structure of the federal government and its relation to provincial and local governments and the procedure for the appointment of the Governor-General, Lieutenant Governors and Senators.
  - f) Report on something of the history, growth and present role of one of the following: Royal Canadian Mounted Police, Canadian Armed Forces, Supreme Court of Canada.
  - g) Identify the national political parties, explain briefly their points of view on one public issue on which they disagree.

- h) Present newspaper or magazine clippings which show instances of how at least three of the privileges in the **Canadian Bill of Rights** have had to be protected in our country.
6. With members of your patrol, do one of the following:
  - a) Recruit a new member for your patrol, arranging to have his first meeting coincide with a hike, camp or other appealing activity.
  - b) Recruit an adult, other than one of your parents or a Scouter, to assist your patrol in carrying out a project or special event.
  - c) Arrange an exchange visit with a patrol from another community, province or country, with particular emphasis **on gaining knowledge of the geography and industry of the place visited and an insight into family life.**
7. While earning this badge participate in three or more forms of community service, one of which should be in the nature of service as a Scout.

## **CONSERVATION BADGE**

### **Bronze Stage**

1. Understand and explain the meaning of the following:
  - a) Conservation
  - b) Precipitation
  - c) Soil profile
  - d) Life cycle
2. Explain one of the following using diagrams, pictures or drawings where possible:
  - a) How do insects, birds and trees get along together in a forest or woodlot.
  - b) The effects of people, a lake and the trees around the lake on each other.
  - c) The effect of fire on forest or range land.
3. With another Scout, complete one of the following:
  - a) Make and maintain a bird or animal feeding station for 6 weeks.
  - b) Examine a soil profile. Photograph or draw it and identify the different layers.
  - c) Visit a heavily polluted stream, river or lake. Note the colour, smell and fish, if any. See if you can find the source of some of the pollution.
  - d) Make a collection of 10 insects and pin and label them. Find out which are pests, which are helpful and which have little effect on man.
4. With other Scouts carry out one of the following:
  - a) Prepare a model or display of some type of conservation for exhibit at a school, fair, exhibition, etc.
  - b) Plant by hand at least 50 trees or by machine at least 200.
  - c) Calculate the flow of water in a stream.
  - d) Build and set out in suitable places, 4 nesting boxes or den pipes. Observe the results for at least 6 weeks.

- e) Help plan and carry out a one-week anti-litter campaign in your area.

### **Silver Stage**

1. Understand and explain the meaning of the following terms:
  - a) Conservation
  - b) Precipitation
  - c) Water table
  - d) Woodlot management
  - e) Erosion
  - f) Flyway
2. Explain one of the following using diagrams, pictures, or photographs where you can:
  - a) The relationship between soil, water and fish.
  - b) The effect of wind or water on soil.
  - c) The effect of grazing on woodlots.
  - d) Explain the differences between 3 kinds of coniferous trees growing in your area and 3 kinds of deciduous trees and be able to recognize them in the field. •
3. With another Scout complete one of the following:
  - a) Take the measures necessary to stop soil erosion on a bank, garden or orchard.
  - b) Plant two bean seeds in a pot of top soil and two in a pot of subsoil. Tend them for a month and note the difference in the two pots, rate of growth, colour, size, etc.
  - c) Visit a man-made pond and discover how it was made, how much water it holds and what it is used for.
  - d) Examine 3 stumps of freshly cut trees and determine the age, rate of growth and any other information you can from the rings.
  - e) Know and show examples of some of the ways that insects are useful to man and some of the ways in which they cause harm.
4. With other Scouts carry out one of the following:
  - a) Investigate and give a report on a local historic or geologic interest point in your area.
  - b) Mark a U4 acre plot for improvement cut. Help to remove the trees and tell why you took the ones you did.
  - c) Help in a range or pasture improvement project.
  - d) Make a survey of outdoor recreation needs of your community and recommend areas which might be used for recreation and why they are suitable.
  - e) Visit a zoo and present a report with photographs or drawings. Report should include size of zoo, number of animals, number of staff, types of feed for animals.

### Gold Stage

1. Understand and explain the meaning of the following terms:
  - a) Conservation      d) Precipitation      g) Water table
  - b) Aquifer              e) Soil profile              h) Bag limit
  - c) Acre feet              I) Coniferous              i) Travel lane
2. Explain two of the following using diagrams, pierures, or photographs where you can:
  - a) The effects of heavy rainfall on i) unprotected soil ii) grass covered soil.
  - b) The relationship between a stream, and a city that grows around it.
  - c) **The uses that can be made of a by-pass dam or small reservoir.**
  - d) The effects of cutting brush and trees from the banks of a trout stream.
  - e) The relationship between hotbed owls, skunks, shrews, grasshoppers. pasture.
  - f) The effects of household detergents on rivers and lakes.
  - g) The advantages of farm or forest planning.
3. With another Scout, complete any two of the following:
  - a) Make a diameter tape or a pair of calipers and measure at least 4 trees.
  - b) Identify 10 birds and 5 animals in the field.
  - c) Help to reclaim a worn out lawn.
  - d) Make a list of and identify in the outdoors at least 10 edible wild plants found in your area. Show how to prepare 5 of these for eating.
  - e) Make a diagram or chart of the hydrologic cycle and explain it to a group of people.
  - f) Collect a jar of muddy water from a stream right after a heavy rain and another after a day period. Let the jars stand and note the amount of sediment in the bottom of the jars.
  - g) Collect 10 ripe cones from a conifer tree, extract the seeds and run a germination test on the seed.
4. With other Scouts carry out one of the following:
  - a) **Plan** and carry out a community anti-litter campaign.
  - b) Help in maintaining a bird sanctuary for at least 6 weeks.
  - c) Visit a logging operation, pulp or paper mill, wood-preserving plant, saw mill or veneer mill. Note how the tree is handled from start to finish.
  - d) Reseed at least one acre of pasture on which present grass cover is not enough to prevent erosion.
  - e) Help for at least a day in the development of a park or recreation area.
  - f) Help stock a pond or stream with fish.
  - g) Build a "X" dam, digger log or rock deflector to improve a stream for fish.
  - h) Keep a record of rainfall for at least a month.

## **EXPLORING BADGE**

### **Bronze Stage**

1. Demonstrate to your patrol what to pack and how to carry the necessary personal kit for a one-day hike.
2. Know the precautions against, treatments or procedures for, three of the following: sore feet, poison ivy (oak or sumac), becoming lost, sunburn or sunstroke, unsafe drinking water, swimming accident, swimming in unknown waters, practical traffic safety for a patrol hike — on foot or by bicycle.
3. Make one of: pack board, knapsack, simple first aid kit, Scout staff.
4. Demonstrate knowledge of the sixteen principal points of the compass and relate these to their equivalents in degrees. With map and compass determine and walk along a bearing between two points.
5. Identify six different types of wood and explain their value as firewood; lay and light a fire using no paper or birchbark and only two matches and explain the safety precautions to be taken with outdoor fires.
6. Do one of the following:
  - a) Show how to safely carry and sharpen either an axe, hand axe or pocket knife and demonstrate its proper use.
  - b) Name and identify any six common trees and six common birds.
  - c) With another Scout make a model bridge, derrick or other pioneering model.
7. With your patrol, plan and go on a one-day hike. The purpose of the hike should be to explore new areas and learn new skills.

### **Silver Stage**

1. Demonstrate to your patrol what to pack and how to carry the necessary personal kit for an overnight hike. In addition, prepare a list of patrol equipment required for an overnight patrol hike.
2. Know the precautions against, and treatments or procedures for, five of the following: sore feet, poison ivy (oak or sumac), becoming lost, sunburn or sunstroke, unsafe drinking water, swimming accident, swimming in unknown waters, practical traffic safety for a patrol hike — on foot or by bicycle.
3. Make two of: pack board, knapsack, simple first aid kit, Scout staff, lost kit, cook kit from tin cans. The items chosen should be made specifically for this badge and should not have been made to qualify for a previous stage or another badge.
4. Demonstrate in the field ability to read and orient a topographical map. Explain, or, through a patrol display, demonstrate: conventional signs, contour lines and magnetic deviation.
5. Demonstrate how to lay and light three different types of outdoor fires or how to light a charcoal burner. Over an

outdoor fire or charcoal burner cook a meal consisting of meat, one vegetable and potatoes.

6. With another Scout do two of the following:
  - a) **Cook** a meal using no pots or pans.
  - b) Make a bivouac or emergency shelter.
  - c) Send and receive a message out-of-doors, either in semaphore or morse at fifteen letters a minute, or participate in a "Jamboree-on-the-air".
  - d) Prepare a leaf, rock or other natural object display of at least twenty items, properly identified and mounted.
7. With members of your patrol plan and go on a twenty-four hour, ten mile hike. The hike should be in an unfamiliar area and require maximum use of Scoutcraft skills. Canes or bicycles may be used but the distance covered should be increased accordingly.

### **Gold Stage**

1. Demonstrate and check through practical use lightweight hiking kit required by two or three Scouts on a twenty-four hour hike.
2. Know the precautions against, treatments or procedures for, seven of the following: sore feet, poison ivy (oak or sumac), becoming lost, sunburn or sunstroke, unsafe drinking water, swimming accident, swimming in unknown waters, practical traffic safety for a patrol like on foot or by bicycle.
3. Make two of: pack board, knapsack, simple first aid kit, Scout staff, lost kit, cook kit from tin cans, reflector oven, fire-by-friction set. The items chosen should be made specifically for this badge and should not have been made to qualify for a previous stage or another badge.
4. With members of your patrol do one of the following:
  - a) Organize and operate an "orienteeing run" for your troop.
  - b) Organize and operate for your troop a stalking and tracking training session. Make use of trails, tracking pits and plaster casting.
5. Demonstrate the safe methods of cleaning, filling and lighting a gas or kerosene lantern or camp stove and tell the precautions to be taken with storage of fuel. Over an open fire, charcoal burner or camp stove prepare and cook a meal for at least two persons consisting of meat, vegetable, potatoes, and one of damper, twist, biscuits, bread or cake.
6. With members of your patrol do two of the following:
  - a) Put on a demonstration of the use of axe and swede-saw for felling and trimming light timber.
  - b) Collect and display a set of at least twelve plaster casts of animal or bird tracks.
  - c) Make a bridge, aerial runway or other pioneering project.
  - d) Build a complete patrol kitchen for a patrol camp.
7. With one or two other Scouts undertake at least a twenty-mile hike into adventurous terrain requiring two nights out-of-doors.



Use a shelter made by yourselves. Use lightweight equipment and foods as far as practicable. Canoes or bicycles may be used but the distance covered should be increased accordingly. Report on your experience through the use of an illustrated log.

## **FIRST AID BADGE**

### **Bronze Stage**

The bronze stage of the First Aid Badge is based on the "Preliminary First Aid" manual published by the St. John Ambulance Association and available from it or distributors of the Boy Scouts of Canada.

### **Requirements**

1. Explain:
  - a) The scope of first aid and the management of a case.
  - b) In general terms, the structure and functions of the body.
  - c) Types of wounds and danger of infection, and
  - d) General rules for the treatment of
    - i) wounds accompanied by bleeding,
    - ii) fractures,
    - iii) poisons.
2. Demonstrate the following:-
  - a) Mouth-to-mouth artificial respiration, and
  - b) Control of bleeding by direct pressure.
3. Demonstrate three of the following:
  - a) Four uses of the triangular bandage.
  - b) Two hand seats.
  - c) Improvise and use splints for the treatment of a fracture.
  - d) Improvise and use a stretcher, and
  - e) Treatment for a 'cut' arm and a burn or scald.

### **Silver Stage**

The silver stage of the First Aid Badge requires a thorough knowledge of the "Preliminary First Aid" manual published by the St. John Ambulance Association and available from it or distributors of the Boy Scouts of Canada.

Boys who have earned, or earn, the St. John Ambulance Association's Preliminary First Aid Certificate are eligible to wear the silver stage First Aid Badge.

Boys may earn and wear the silver stage First Aid Badge on completion of an examination by Scout examiners. In this case, they are not eligible for the St. John Ambulance Preliminary First Aid Certificate.

### **Requirements**

Note: Whether the examination is conducted by St. John Ambulance Association or Scout personnel, the following form the basis of examination:

1. A minimum of five tests is required. Two must be practical and two oral (or written), and the fifth may be either practical or oral (or written) at the discretion of the examiner.
2. Practical tests in artificial respiration and control of hemorrhage are obligatory, and a candidate who does not obtain at least 50% in each of these subjects should be failed, even though he obtains the pass mark on the total examination.
3. The examiner is at liberty to set more than the recommended five tests, and may wish to formulate his own questions. They should cover the broad aspects of the syllabus, e.g. artificial respiration, control of hemorrhage, fractures, burns and miscellaneous items.

### **Cold Stage**

The gold stage of the First Aid Badge requires a thorough knowledge of the "Fundamentals of First Aid" manual published by the St. John Ambulance Association and available from it or distributors of the Boy Scouts of Canada.

Boys who have earned, or earn, the St. John Ambulance Association's Fundamentals of First Aid Certificate are eligible to wear the gold stage First Aid Badge.

Boys may earn, and wear, the gold stage First Aid Badge on completion of an examination by Scout examiners. In this case, they are not eligible for the St. John Ambulance Fundamentals of First Aid Certificate.

### **Requirements**

Note: Whether the examination is conducted by St. John Ambulance Association or Scout personnel, the following form the basis of examination:

1. A minimum of five tests is required. Two must be practical and two oral (or written), and the fifth may be either practical or oral (or written) at the discretion of the examiner.
2. Practical tests in artificial respiration and control of hemorrhage are obligatory, and a candidate who does not obtain at least 50% in each of these subjects shall be failed, even though he obtains the pass mark on the total examination.
3. The examiner is at liberty to set more than the recommended five tests, and may wish to formulate his own questions. They should cover the broad aspects of the syllabus — e.g. artificial respiration, control of hemorrhage, fractures, burns and miscellaneous items.

## **LIFE SAVING BADGE**

### **Bronze Stage**

The bronze stage of the Life Saving Badge is based on the Royal Life Saving Society of Canada Canadian Handbook.

Boys who have earned, or earn, the Royal Life Saving Society of Canada Elementary Certificate are eligible to wear the bronze stage

Life Saving Badge. Boys may earn and wear the bronze stage Lite Saving Badge on completion of an examination by Scout examiners recognized by the Royal Life Saving Society of Canada. In this case, they are *not* eligible for the Elementary Certificate. Whether the examination is conducted by the Royal Life Saving Society of Canada or Scout personnel, the following rests must be completed:

1. Oral or written test based on the slogan of "Reach, Throw, Row', Go and Tow" and water safety knowlmjge.
2. Demonstrate the direct method of artificial respiration with a subject of candidate's own choice or with suitable device or teaching dummy.
3. Demonstrate the use ot heaving line or ring buoy or reaching pole.
4. Demonstrate 2 defense methods: straight arm or extended *lep*•; duckaway.
5. Demonstrate survival posilions: 3 minutes on front (drown-proofing); 3 minutes on back.
6. Demonstrate progressive bobbing — water to be one foot over candidate's head. Candidate to cover a distance of 10 yards.
7. Swim continuously 50 yards: 25 yards side or breast stroke, **25 yards head up 1ront** crawl.
8. **Demonstrate push-oP and underwater glide to surface from side**
9. Demonstrate a foot first surface dive.
10. Swim 25 yarijs on back, legs only (rotary, whip or inverted scissors).
11. Demonstrate life saving entries: stride jump; shallow dive.
- 1-^ . Demonstrate a simulated rescue. Rescuer to enter water with a buoyant object to be carried out (20 yards) and pushed io ihe subject. The rescuer must demonstrate ability to avoid contact at all times.

### Silver Stnge

The silver stage of the Life Saving Badge is based on the Royal Life Saving Society of Canada Canadian Handbook.

Boys who have earned, or earn, the P oyal Life Saving Society of Canada Intermediate Certificate are eligible to wear the silver stage Life Saving Badge. Boys may earn and wear the sil ver stage life Saving Badge on cont pletion of an examination by Scout examiners recognized by the Royal Life Saving Society of Canada. In this case, they are not eligible for the Intermediate Certificate. Whether the examination is conducted by the Royal Life Saving Society of Canada or Scout personnel, the following tests must be completed:

1. Oral or written test, based on the slogan "Reach, Throw, Row, Go and Tow" and water safety knowledge.
2. Demonstrate 2 methods of artificial respiration: (i) the direct method, in 3 positions (shallow water, land, and front a boat

or dock with the subject in the water), with a subject of candidate's own choice or with suitable device or teaching dummy, including procedure for drainage and adaptation to infants, tii) the sylvester method.

3. **First** aid and emergency procedures. care for severe bleeding; care for subject after a rescue; use of bystanders in an emergency and knowledge of basic steps in summoning help.
4. Demonstrate each of the following reaching assists: arm, pole, clothing or other short extension, ring buoy or heaving line.
5. Demonstrate 2 releases: release from double grasp on one arm; release from rear head hold.
6. “ Demonstrate front survival and the travel stroke (25 yards).
7. Demonstrate 2 surface dives: head first, front crawl or breast-stroke; feet first.
8. Demonstrate an underwater swim (10 yards). Dive entry permitted.
9. Swim continuously 125 yards. 25 yards side stroke, 25 yards breast-stroke, 25 yards front crawl (head in), 25 yards on the back, legs only (inverted scissor) and 25 yards on the back, legs *my* (rotary or *whip*).
10. a) Demonstrate simulated rescue: stride jump, approach a struggling subject or tired swimmer (20 yards), carrying some suitable reaching or rescue aid. tow subject to safety (20 yards), showing ability to avoid contact.  
b) Demonstrate simulated rescue.- shallow dive, head up approach (20 yards), to contact an unconscious and inactive subject at or below the surface, carry, any method (20 yards) and begin artificial respiration at the earliest possible moment.

### Gold Stage

The gold stage of the Life Saving Badge is based on the Royal Life Saving Society of Canada Canadian Handbook.

Boys who have earned, or earn, the Royal Life Saving Society of Canada Bronze Medallion are eligible to wear the gold stage Life Saving Badge. Boys may earn and wear the gold stage Life Saving Badge on completion of an examination by Scout examiners recognized by the Royal Life Saving Society of Canada. In this case, they are not eligible for the Bronze Medallion. Whether the examination is conducted by the Royal Life Saving Society of Canada or Scout personnel, the following tests must be completed:

1. Oral or written test based on the slogan “Reach, Throw, Row, Go and Tow” and water safety knowledge.
2. a) Demonstrate the direct method of artificial respiration with a subject of candidate's own choice or with suitable device or teaching dummy. including variations and methods of dealing with unusual problems at a level realistically grasped by the candidate and adaptation for subject with injuries, young children and babies.  
b) Demonstrate the sylvester method of artificial respiration, proper preparation and application, for a minimum of 3 minutes

to a maximum of 5 minutes as required by the examiner, showing ability to apply uniform timing and pressure, and including the proper method for changing operators and adaptation for subject with injuries, young children and babies.

3. Answer oral or written questions concerning: the elementary principles of respiration asphyxia and blood circulation; first aid care of subject entering from asphyxiation; treatment after recovery of normal breathing.
4. Demonstrate 3 releases and an • 2 defensive tactics, candidate's choice. Candidate to break contact at the conclusion of each release.
5. Demonstrate the straight arms method of removing a subject from deep water.
6. Candidate to select suitable towing aid, make entry and approach (20 yards), tow struggling subject (20 yards), showing ability to avoid contact. Subject to be secured.
7. Approach (20 yards), contact subject by approach from side, bring passive subject to position of safety (20 yards), using any assistive carry.
8. Stride jump entry, approach (20 yards), contact active subject by rear approach, use any control carry to bring subject to place of entry (20 yards). Subject to be secured and assisted from water.
9. Shallow dive entry and head up approach (20 yards), recover passive subject at or below surface, bring to place of entry (20 yards), using any head carry. Artificial respiration to be initiated at pool or dockside.
10. Head up approach (10 yards), execute a surface dive in a minimum of 7 feet of water, proceed with an underwater search to retrieve from the bottom a bulky object weighing at least 10 pounds. The search to cover at least 15 feet.
- t1. Swim continuously 300 yards in the following order: 75 yards breast stroke, 75 yards on the back, using legs only (rotary, whip or inverted scissors), 75 yards head up front crawl (or trudgeon), 75 yards side stroke.

### **PERSONAL FITNESS BADGE**

#### **Bronze Stage**

- A.
  1. Have had a recent medical examination.
  2. Have had a recent dental examination.
  3. Show and/ or demonstrate an understanding of personal health through a discussion with the examiner on the following:
    - a) Care of skin, hair and nails.
    - b) Care of eyes and ears.
    - c) Proper amount of sleep.
    - d) Proper diet.
    - e) Function of the main organs of the body.

4. Demonstrate an understanding of public health measures such as pasteurization of milk, treatment of water and vaccination and immunization.
- B. Demonstrate and explain the value of exercise.
- C. Demonstrate proficiency or show proof of participation in an individual or team sport.
- D. Demonstrate ability to meet the following fitness tests:
  - a) Sit-ups — 37 times.
  - b) Baseball throw — 110 feet.
  - c) Standing broad jump — 5 feet 4 inches.
  - d) Fifty yard dash — 8 seconds.
  - e) 600 yard run-walk — 2 minutes 32 seconds.

### **Silver Stage**

- A.
  1. Have had a recent medical examination.
  2. Have had a recent dental examination.
  3. Show and/or demonstrate an understanding of personal health through a discussion with the examiner on the following:
    - a) Care of skin, hair and nails.
    - b) Care of eyes and ears.
    - c) Proper amount of sleep.
    - d) Proper diet.
    - e) Function of the main organs of the body.
  4. Demonstrate an understanding of public health measures such as pasteurization of milk, treatment of water and vaccination and immunization.
  5. Discuss with the examiner the meaning of mental health.
- B. Demonstrate exercises suitable for all round physical development, including those that strengthen the muscles of arms, shoulders, chest, abdomen and back. Demonstrate one exercise to increase endurance.
- C. Demonstrate proficiency or show proof of participation in individual or team sports.
- O. Demonstrate ability to meet the following fitness tests:
  - a) Sit-ups — 44 times.
  - b) Pull-ups — 6 times.
  - c) Standing broad jump — 6 feet 1 inch.
  - d) Fifty yard dash — 7.3 seconds.
  - e) 600 yard run-walk — 2 minutes 18 seconds.

### **Gold Stage**

- A.
  1. Have had a recent medical examination.
  2. Have had a recent dental examination.
  3. Show and/or demonstrate an understanding of personal health through a discussion with the examiner on the following:

- a) Care of skin, hair and nails.
  - b) Care of eyes and ears.
  - c) Proper amount of sleep.
  - d) Proper diet.
  - e) Function of the main organs of the body.
4. Demonstrate an understanding of public health measures such as pasteurization of milk, treatment of water and vaccination and immunization.
  5. Discuss with the examiner the meaning of mental health.
  6. Demonstrate exercises suitable for all round physical development, including those that strengthen the muscles of arms, shoulders, chest, abdomen and back. Demonstrate one exercise to increase endurance.
- B. Develop and follow a program of home exercises designed to produce all round muscular development and endurance. Through records show pattern of training for past month and discuss results with the examiner.
  - C. Demonstrate proficiency or show proof of participation in one team and one individual sport.
  - D. Show ability to meet the following fitness tests:
    - a) Sit-ups — 50 times.
    - b) Pull-ups — 9 times.
    - c) Standing broad jump — 6 feet 11 inches.
    - d) Fifty yard dash — 6.8 seconds.
    - e) 600 yard run-walk — 2 minutes.

### **SAFETY BADGE**

#### **Bronze Stage**

- I. Do any three of items i to iv:
  - i. Know how to get a doctor's help to your home and summon help in the event of an emergency, or,  
After an inspection of your home make a list of conditions which might be dangerous and tell how they should be remedied.
  - ii. Know what you should do to rescue a person who has broken through ice into water beyond his depth, or,  
Explain what precautions you should take before going for a ride in a small motor boat.
  - iii. Know the rules of the road for walking and how to make yourself visible when walking on the road at night, or,  
Be able to recognize, by shape and colour, five road markers used on the roads in your area. Tell what they mean.
  - iv. Explain how you would make sure your tent was securely pitched to withstand wind and rain, or,
  - v. Know how to safely carry and store an axe at camp.
2. With another Scout, do one of the following:
  - a) Inspect your troop meeting place and list the things which might be dangerous. Help fix at least one of them.
  - b) Be an active member of your school safety patrol.

- c) Keep a scrapbook for at least 2 weeks to illustrate the results of carelessness on *the* highways.
- 3. Do one of the following:
  - a) Explain and demonstrate to your patrol the proper way to help a person in difficulty in the water. Throw lifeline to within 3 feet of an object 40 feet away 3 times out of 4.
  - b) Demonstrate to your patrol the proper way to sharpen and use a knife.
  - c) Show your patrol safety fixtures that should be on a bicycle and tell them why each is necessary.

### Summer Stage

- 1. Do any three of items i to vi:
  - i. Tell why it is necessary that the electrical wiring in your home be safe, or,  
Explain what you would do if there was a power failure in your area which lasted one or more hours.
  - ii. Swim 50 yards in at least shirt, shorts and socks and undress before touching bottom, or,  
Explain the guideposts to safe water skiing or demonstrate "drownproofing".
  - iii. Know the rules of the road for cyclists and provincial traffic signs, or,  
Explain the dangers of:
    - a) sneaking rideg on ears, trucks or trains,
    - b) hitchhiking,
    - c) erossing a street or highway.
  - iv. Demonstrate the way to cut down a tree, or,  
Recognize poison ivy and tell what to do if contact is suspected.
  - v. Tell two ways in which your community is kept safe from fire and vandalism, or,  
Find out how much it costs your community each year for fire and police protection.
  - vi. Explain how you would *help to* get a person out of a smoke filled room, or,  
Tell about the danger of using gasoline for cleaning clothes or starting fires.
- 2. With another Scout do two of the following:
  - a) Demonstrate at least one method of artificial respiration.
  - b) Explain how you would deal with choking, sunstroke and bee or wasp stings.
  - c) Tell how to treat a person suffering from electric shock.
  - d) Find out the cause of a traffic accident which has happened recently in your area.
- 3. With members of your patrol. do two of the following:
  - a) Prepare a display to illustrate the dangers of smoking.
  - b) Set up an imaginary emerg.Lucy and rescue the victim
  - c) Give a talk of about 3 minutes to your troop on some aspect of water safety.



- d) Show your troop how to tie the bowline and man-harness knots and their use in rescue work.
- e) List the equipment and material in your home that could be used to put out fires. Demonstrate the use of three methods of putting out fires.

### **Gold Stage**

- i. Do any four of items i to vii:
  - i. Know how to give first aid to someone with a broken arm or leg and someone who has been burned, or, Know how to give first aid for bleeding from a vein or artery and for someone who has swallowed a poison.
  - ii. Demonstrate two methods of artificial respiration, or, Explain the precautions that should be taken in a small boat or canoe.
  - iii. Know the rules of the road for motorists, or, Spend at least one hour with a policeman in your area to learn what his duties are.
  - iv. Know what to do if lost in a fog or blizzard and in a forest or on a prairie, or, Demonstrate the correct use of a knife and axe when at camp and when hiking.
  - v. Be able to recognize dynamite and detonators and know what you should do if you find them, or, Know how to take over leadership in the case of panic in a crowd.
  - vi. Explain the methods of extinguishing various types of fires, including the use of various types of fire extinguishers and what to do when regular extinguishers are not available, or, Explain how to lead the attack to extinguish a forest or grass fire.
  - vii. Know the safety regulations for excavation work in your community, or, Investigate the safety regulations in an industry or business in your community.
- 2. With another Scout, do two of the following:
  - a) Make a suitable first aid kit for your home and for hiking.
  - b) Dump and re-enter a canoe in water beyond your depth, get the canoe to shore and empty it.
  - c) Demonstrate in the water three methods of rescue of a drowning person of about your own size. Carry or pull him at least 10 yards.
  - d) Show how to change a car tire.
  - e) Explain how to protect a car against theft.
- 3. With members of your patrol, do two of the following:
  - a) Take part in or help organize a conference on smoking and health.
  - b) Visit a construction project and report on the safety precautions being taken.
  - c) Visit a police station and report on the methods used to prevent highway accidents.

- d) Take part in a school or community safety campaign.
- e) Give a talk of at least 15 minutes to your troop on fire prevention in the home and at camp.

## **SWIMMING BADGE**

### **Bronze Stage**

The bronze stage of the Swimming Badge is based on the Canadian Red Cross Society's "Swimming and Water Safety Manual".

Boys who have earned, or earn, the Canadian Red Cross Society's Junior Level are eligible to wear the bronze stage Swimming Badge.

Boys may earn and wear the bronze stage Swimming Badge on completion of an examination by Scout examiners. In this case, they are not eligible for the Canadian Red Cross Society's Junior Level.

### **Requirements**

Note : Whether the examination is conducted by the Canadian Red Cross Society or Scout personnel, the following tests must be completed:

1. Water safety knowledge test — answer water safety knowledge questions at the Junior Level.
2. Reaching assists — arm, pole, paddle, oar, towel, clothing, heaving line (minimum distance 25 feet).
3. Artificial respiration — perform the mechanics of rescue breathing.
4. Front dive into deep water.
5. 40 yards continuous swim using either side stroke, breast stroke or crawl stroke.
6. Bob 10 times continuously.
7. Jump into deep water.
8. 20 yards elementary back stroke.
9. Tread water or float 3 minutes.

### **Silver Stage**

The silver stage of the Swimming Badge is based on the Canadian Red Cross Society's "Swimming and Water Safety Manual".

Boys who have earned, or earn, the Canadian Red Cross Society's Intermediate Level are eligible to wear the silver stage Swimming Badge.

Boys may earn and wear the silver stage Swimming Badge on completion of an examination by Scout examiners. In this case, they are not eligible for the Canadian Red Cross Society's Intermediate Level.

### **Requirements**

Note: Whether the examination is conducted by the Canadian Red Cross Society or Scout personnel, the following tests must be completed:

1. Water safety knowledge test — answer water safety knowledge questions at the Intermediate Level.
2. Reaching assists — throw a rescue line 25 feet with accuracy, and be capable of doing any or all of the following extensions: arm, leg, pole, towel, paddle, oar, clothing.
3. Artificial respiration — know the mechanics of both and perform one of the following: rescue breathing or Sylvester chest pressure-arm lift.
4. Standing front dive.
5. 120 yards continuous. On completion of the distance swim, in deep water, remain in position and demonstrate cycles of drownproofing for 5 minutes followed by 3 minutes of treading water.
6. Stride entry into deep water.
7. 40 yards continuous — 20 yards arms only, on the back — 20 yards legs only, on the back.
8. Surface dive and under water swing — to a minimum depth of 6 feet and parallel to the surface for a distance of 10 feet.

### Gold Stage

The gold stage of the Swimming Badge is based on the Canadian Red Cross Society's "Swimming and Water Safety Manual".

Boys who have earned, or earn, the Canadian Red Cross Society's Senior Level are eligible to wear the gold stage Swimming Badge.

Boys may earn and wear the gold stage Swimming Badge on completion of an examination by Scout examiners. In this case, they are not eligible for the Canadian Red Cross Society's Senior Level.

### Requirements

Note: Whether the examination is conducted by the Canadian Red Cross Society or Scout personnel, the following tests must be completed:

1. Water safety knowledge test — answer water safety knowledge questions at the Senior Level.
2. Reaching assists — **throw** a rescue line a distance of 25 feet with accuracy and be capable of performing any of all other reaching assists.
3. Artificial respiration — know the mechanics of both and perform one of the following: rescue breathing or Sylvester chest pressure-arm lift.
4. Slow dive
5. 300 yards continuous. On completion of the distance swim, in deep water, demonstrate drownproofing and travel stroke (or 10 minutes followed by 5 minutes of treading water).
6. Stride entry into deep water.

7. 75 yards continuous — 25 yards arms only, on the back — 50 yards legs only, on the back.
8. Running dive, using a one-foot take-off.
9. Surface dive and underwater swim — to a minimum depth of 6 feet and parallel to the surface for 15 feet.
10. Towing rescue 20 yards.

## **WINTER SCOUTING BADGE**

### **Bronze Stage**

1. Know how to avoid and/ or deal with two of the following: breaking through ice, carbon monoxide poisoning, frostbite, becoming lost, being overtaken by blizzard, snow blindness, skin on cold metal.
2. Make one of the following: bird feeding station, four plaster casts of wild animal or bird tracks taken under winter conditions, lost kit, snow goggles, snowshoes, ski repair. The item chosen should be made specifically for this badge and should not have been made to qualify for another badge.
3. Prepare a menu for two meals, food list and list of personal kit required for a one-day winter outing. Know how to dress properly for 30-35 degrees as well as sub-zero weather.
4. With members of your patrol, go on two or more one-day winter outings of at least six hours duration each, during which do three of the following:
  - a) Lay and light a fire and cook a substantial meal.
  - b) Fake a reflector fire and erect a suitable overnight shelter.
  - c) Demonstrate how to pack a toboggan or sled and how to carry personal and patrol kit for an overnight camp.
  - d) Participate in two of: skiing, snowshoeing, shedding, tobogganing, ice skating.
  - e) Demonstrate proficiency in one of: tree identification, minimum of eight trees or shrubs, tracking and stalking, ice fishing.

### **Silver Stages**

1. Know how to avoid and/or deal with four of the following: breaking through ice, carbon monoxide poisoning, frostbite, becoming lost, being overtaken by blizzard, snow blindness, skin on cold metal.
2. Make one of the following: bird feeding station, bobsled, dog sled harness, display of four types of fires, ice fishing lip-up, lost kit, ski repairs, six plaster casts of wild animal or bird tracks taken under winter conditions, snow goggles, snowshoes. The item chosen should be made specifically for this badge and should not have been made to qualify for a previous stage or another badge.

3. With members of your patrol, prepare a menu, food list and list of personal and patrol equipment required for an overnight winter camp. Know how to dress properly for 30-35 degree as well as sub-zero weather.
4. With members of your patrol, do three of the following:
  - a) Select and lay out a patrol camp site including shelter, sleeping arrangements, fire, sanitation.
  - b) Cook at least three meals out-of-doors.
  - c) Participate in two of: bobsledding, dog shedding, ice skating, ice skate sailing, skiing, snowshoeing, tobogganing.
  - d) Demonstrate proficiency in one of: tree identification, minimum of ten trees or shrubs, trapping or snaring, ice fishing.
5. With members of your patrol, camp out under winter conditions, in cabin, tent or shelter for at least three nights (not necessarily consecutive).

### **Gold Stage**

- i. Know how to avoid and/ or deal with six of the following: breaking through ice, carbon monoxide poisoning, frostbite, becoming lost, being overtaken by blizzard, snow blindness, skin on cold metal.
2. Make two of the following: bird feeding station, bobsled, dog sled harness, display of four types of fires, ice boat with help, ice fishing tip-up, ice skate sail, lost kit, ski repairs, six plaster casts of wild animal or bird tracks taken under winter conditions, snow house, snow goggles, snowshoes. The items chosen should be made specifically for this badge and should not have been made to qualify for a previous stage or another badge.
3. With members of your patrol, do three of the following under winter conditions:
  - a) Cook five meals, varying the cooking methods used.
  - b) Participate in three of: bobsledding, dog sledding, ice boating, ice skate sailing, ice skating, skiing, snowshoeing, tobogganing, motor tobogganing.
  - c) Put on a demonstration of winter camping for a group of Scouts or some similar group.
  - d) For a Wolf Cub pack, group of Scouts or similar group, plan and operate one of: ski school, winter carnival, ice fishing derby.
  - e) Demonstrate how to "live off the land" in winter, including edible foods, emergency shelters, etc., necessary to survive if lost.
4. With members of your patrol, camp out under winter conditions in cabin, tent or shelter for at least six nights (not necessarily consecutive).

**ACHIEVEMENT AND CHALLENGE BADGES**

Adventuring	Interpreter
Agriculture	Life Saving
*Anchor	Man of Letters
"Arrowhead	Modeller
Artist	Music
Boating	*Personal Fitness
Builder	Pet Care
†Campcraft	Photography
Canoeing	Public Health
*Citizen	Repairman
Collector	Resource Management
Communicator	*Safety
'Conservation	Sailing
Engineering;	Science
Entertainer	Scoutcraft
*Exploring	Sportsman
Family Care	*Swimming
*first Aid	Team Sportsman
Handicraft	Troop Specialty
Handyman	* Winter Scouting
Horticulture	Winter Sportsman
Multiple-stage Achievement Badges	

**CHALLENGE BADGE REQUIREMENTS****ADVENTURING**

Help to plan, and go on, an adventure activity of at least 72 hours duration. Examples are: back-packing trip; canoe trip; mountain climbing; survival camp.

Keep a log, diary or other form of record of your adventure to explain the reason for choosing this activity, the part you played in the planning, the preparation made for the activity and a day-to-day account of the activity.

Your day-to-day account should: record route taken; report type of country — terrain, bush, waterways, hike trails, flowers, birds and animal life; describe items of historical interest, human life, industrial and agricultural development; be illustrated with photographs, sketch maps, sketches, leaf specimens, etc., as appropriate to the location of activity. If another country was visited, explain the customs and immigration regulations.

## **AGRICULTURE**

Show by your active participation in a project that you have an interest and proficiency in an agricultural subject at a level appropriate to your age and ability. Keep records of your project to explain what you have done, costs, profits and what useful experience has been gained. A camera is a useful method of recording progress in some types of projects.

Some of the subject areas for projects are: beef cattle, bee-keeping, cereal crops, dairy cattle, farm management, forage crops or fish, fur, poultry, sheep, swine, tree farming. Successful completion of a 4-H Club project will qualify for this badge.

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Show that you have an interest in, have practised, and have gained proficiency beyond the level expected of you in your school work in some form of one of the following:

- 1) Graphic Art: drawing or painting (cartoons, landscapes, portraits, still life)  
etchings, woodcuts, etc.
- 2) Display work: posters, book jackets, notices, commercial lay-outs, etc.
- 3) Plastic Art: modelling, pottery, etc.
- 4) Carving: wood, stone, etc.

## **BOATING**

Show that you are proficient in the operation of a motor boat. Show that your boat meets Department of Transport requirements and know "Rules of the Road" and "Rules for Small Craft". Be able to diagnose and repair simple faults such as: faulty spark plugs, broken shear pin, water in fuel, incorrect fuel mixture, broken starting cord.

Cruise for at least 72 hours, of which 48 hours must be one trip. Demonstrate proficiency in navigation and knowledge of the buoyage system appropriate to the area travelled.

## **BUILDER**

Show that you have an interest and proficiency as a builder with one or more materials at a level appropriate to your age and ability. Examples of materials include brick or stone, metal, plastic.

Know how to handle the material chosen while cutting, sawing, separating or breaking and the proper methods of attaching or joining pieces. Demonstrate the safe handling and proper care of the tools necessary to work with the chosen material.

Show some useful or decorative items which you have made.

## **CANOEING**

Paddle a minimum of forty miles. At least half of this must be done as part of a forty-eight hour trip. Demonstrate that you are

proficient in handling a canoe or kayak. Show how your craft meets Department of Transport regulations.

Demonstrate the following:

- o ability to follow a prescribed route
- c ability to postage
- e knowledge of rules of the road and water safety
- o ability to effect temporary repairs
- o ability to right and empty a capsized canoe or kayak

### **COLLECTOR**

Own, and have worked on for at least three months, a collection of your choice. Examples are: autographs, butterflies, coins, flowers and herbs, matchboxes, rocks, shells, stamps, trees and shrubs.

Display your collection in a suitable manner. Be prepared to discuss your collection, your interest in it, some of the history of it and why and how you have chosen to display it as you have.

### **COMMUNICATOR**

After having served on the editorial or writing staff of a magazine or paper for a period of at least three months or during the time that two issues were put to press, show that you are able to cut down, edit, or re-write manuscripts while still retaining the important information about a subject. Illustrate, with examples of your work, some of the following: news incident, lecture, sermon or political address, *sports* event, bazaar, open-air fete, garden party or rally. Explain your interest in journalism.

OR

After having served as secretary for four meetings, show that your minutes of the meetings are clear, concise and satisfactorily summarize the events of the meetings and decisions reached. What are the important things for a secretary to know and do?

OR

Take part in two organized debates. Discuss preparations for your part in these debates and your opinions and criticisms of the other points made during debate.

OR

Complete a project appropriate to your age and ability in a subject such as. radio, television, signalling.

### **ENGINEERING**

Visit an industrial plant, a large construction project, engineering laboratory, mine, etc. Report on the visit, the nature of the equipment used, the end-product of the process and the benefits it provides to the community. Your report should include sketches, photos (if permitted), a model or mock-up of the process to show that you understand the basic ideas involved. What safety devices and regulations did you observe during your visit?



Some of the fields of engineering are: aeronautical, aerospace, architectural, civil, computer, electrical, marine, mechanical, meteorological and mining.

### **ENTERTAINER**

Entertain a mixed audience either by yourself or with one or two others for at least twenty minutes with a varied program, or rehearse and direct a small group in a play lasting not less than twenty minutes. Examples of entertainment are: folk-singing, folk-dancing, highland dancing, tap dancing, height-of-hand, story telling, comedy routine, tumbling and music.

### **FAMILY CARE**

Demonstrate ability to look after yourself, your home and family for short periods of time. Particular emphasis should be placed on home cleanliness; food planning, purchasing and preparation; laundry; safety; and care of small children.

As family sickness may be the reason for you to have to look after the home, show also that you have a general knowledge of nursing the sick and the principles of personal cleanliness and home sanitation.

Satisfactory completion of a "home nursing" course will qualify for this badge.

### **HANDICRAFT**

Show that you have an interest in, have practised, and have gained proficiency in some form of one of the following:

- 1) Interior Decorating: Combinations of wall papers, drapery, paintings, murals, lighting,
- 2) Mosaics: Pictures or patterns of coloured stone, glass, ceramics, etc.,
- 3) Lapidary: Cutting, polishing, engraving and setting semi-precious stones,
- 4) Embossing: Leather, copper, aluminum, etc.

### **HANDYMAN**

Illustrate at least four repairs or re-finishing projects that you have done which have helped in the general maintenance of your home, farm or cottage buildings. Some examples are: carpentry, glazing, painting, plumbing, stone-work.

In at least three of these repairs show that the job was finished in a workmanlike manner and that all tools and materials were cleaned up and put away where they belong.

### **HORTICULTURE**

Plan, plant and tend throughout one complete growing season, from early spring to early winter, a flower display 'garden of at least 40 square feet in area, or a vegetable garden of at least 100 square feet in area, or a landscaped property of at least 200 square feet in area.

Explain the preparation of the soil, the location of the plants, the fertilization and mulching used, the program of weeding and watering, the staking, and the preparation for winter. Explain your choice of plants and show or illustrate the results you have obtained. Photographs, floral displays, horticultural exhibits, growth records and produce are interesting ways to present your report.

### **INTERPRETER**

Demonstrate your ability in a language other than your own to converse on a subject of your choice for 15 minutes, or write a report of at least 300 words on an event.

The person to whom you are talking or reporting must agree that your grammar and spelling or pronunciation are substantially correct.

### **MAN OF LETTERS**

Show an interest in one or more of the literary arts by presenting and discussing some of your work in such fields as biography, drama, fiction, or poetry. Alternatively present reviews of books, plays, poems, radio or TV shows and be prepared to discuss and defend your opinions.

### **MODELLER**

Show that you have an interest in, have practised, and have gained proficiency in building scale models of aircraft, autos, boats, ships, railroad rolling stock, or other types of models, or have made useful or entertaining toys for children. As far as possible, models or toys should be built from basic materials.

### **MUSIC**

Show your ability to sing or to play, on any recognized instrument, at least two pieces of your own selection. By use of a short sight test piece, show that you understand the meaning of the ordinary musical signs and terms denoting pitch, length of notes, time signatures and expression, in either staff or tonic sol-fa notations. Illustrate the type of practice exercises you are using in order to improve your playing or singing.

As an alternative, be a regular member of a school or society band, group, chorus, or orchestra and have taken part in at least three concerts or presentations before an audience.

### **PET CARE**

Look after a pet for a period of at least three months and keep it comfortable and healthy. Show that you have a general knowledge of your pet's habits, food and grooming requirements, and simple remedies for some minor ailments. Know the laws in your community that apply to your pet.

Show that you understand about cruelty to animals and some of the laws that are passed for their protection.

## **PHOTOGRAPHY**

Show that you have an interest in, know something about how a camera and film can capture a picture, and how the film is developed. Show some examples of your work with either a still or movie camera on either black-and-white or colour film. Describe the composition of pictures, the choice of subject matter and lighting and exposure. If you work with a still camera, show how prints or transparencies are cropped to improve their composition or artistic interest. If you work with a movie camera, show how camera action affects the sequence of action shown.

## **PUBLIC HEALTH**

Show that you know and understand how diseases may be eliminated, or stopped from spreading, by proper methods of refrigeration, sanitation, garbage and sewage disposal, control of air pollution, purification of water supply, and by the proper treatment, checking and handling of food supplies such as milk, meat, fish, and vegetables.

Investigate and report on three preventive methods used in your community. Describe how you can help to improve the health of your community.

## **REPAIRMAN**

Show that you understand the operation of, the part or fault that needs repairing, and demonstrate your ability to make a safe, workmanlike repair on any three: home, cottage, garden, recreational or other appliances or articles. Show the proper care for the tools required,

## **RESOURCE MANAGEMENT**

Demonstrate your interest and active participation in one or more of the following fields of resource management: forestry, land use, water or wildlife.

Know the meaning of the technical terms used in the management of the resource and show that you understand the value of the resource, its use and the problems in its management.

## **SAILING**

Show by your participation in a minimum of three races, in one of which you must act as skipper, or cruise for at least seventy-two hours, of which forty-eight hours must be one trip, that you have a proficiency in operating a sailboat.

Demonstrate your knowledge of, and ability to do five of the following:

- o explain basic race instructions such as starting signals, buoys, to port or starboard, etc.
- o judge and handle a boat in such a manner as to be able to cross a starting line within 15 seconds of a starting signal,
- o explain the buoyage system appropriate to your area.
- o plot and follow a course,

- o be able to rig, un-rig and satisfactorily put away a boat,
- o make a satisfactory landing at both a buoy and a dock,
- t un-rig a capsized boat and prepare it for rescue.

### SCIENCE

Show by your active participation in a science fair, exposition, open house or private demonstration that you have an interest and a proficiency in a scientific subject beyond the level expected of you in your school work. Demonstrate by devices, models, charts, collections, or in some field, the particular aspect that interests you and explain its background and relation to the rest of the world or other fields of science.

Some of the scientific fields are: archeology, astronomy, biology, chemistry, electronics, geography, geology, mathematics, medicine, physics, zoology.

### SCOUTCRAFT

Do six different Scoutcraft projects that you have not previously done. Complete three of these by yourself. The other three may be done with other Scouts.

Some subject areas for projects are: ropework, pioneering, axemanship, campcraft, nature, stalking and tracking. Specific projects might be: aerial runway, rope ladder, bridge, tree thinning, bivouac, altar fire, camp kitchen gadget, camp mattress, nature trail, hunting with a camera, plaster casts.

### SPORTSMAN

Show by your active participation in a sport which relies primarily on your own individual effort and skill that you understand the rules, safety precautions, penalties and etiquette associated with that sport. Discuss examples of sportsmanlike play that you have encountered, and how your own proficiency or skill in the sport can be improved.

Some of the sports that are considered to be individual skill activities are given in the following list:

Angling	Golfing	Sailing
Aquaplaning	Gymnastics	Surfing
Archery	Horsemanship	Table Tennis
Badminton	Judo	Track and Field
Bowling	Karting	Triathlon
Boxing	Lawn Tennis	Water Skiing
Diving	Marksmanship	<b>Weight</b> Lifting
Dog Field Trials	Scuba/Skin Diving	Wrestling

### TEAM SPORTSMAN

Be a regular playing member of an organized team. Show that you know the rules of the game, the penalties, and the safety regulations. Demonstrate sportsmanlike play in at least six matches.

Some of the sports that are considered to be team activities are given in the following list:

Acrobatics	Field Hockey	Soccer
Baseball	Football	Softball
Basketball	Lacrosse	Volleyball
Cricket	Rugby, Rugger	Water Polo

### **TROOP SPECIALTY**

Each Boy Scout troop may, at its discretion, develop a Troop Specialty Badge. Requirements for the badge are the responsibility of the troop.

The purpose of the badge is to provide a suitable form of recognition for those troops that may have a special interest or desire recognition for a specific subject.

The conditions which apply to the badge are as follow:

- a) The requirements for the Troop Specialty Badge will be drafted and approved by the troop. A copy of the badge requirements will be sent to the local Scout council for information.
- b) A *troop* may have only one Specialty Badge at any given time.
- c) A troop may change its Specialty Badge, provided that this is not done more than once a year.

### **WINTER SPORTSSIAN**

Show by your active participation in a winter sport that you understand the rules, safety requirements, penalties and etiquette associated with that activity. Discuss examples of sportsmanlike actions that you have encountered and how your own proficiency or skill in the sport can be improved. In the case of a team sport, show that you have played in six matches with a regular team.

Some of the sports that are considered to be winter sports are

<u>Individual</u>	<u>Team</u>
Figure Skating	Bobsledding
Ice Boating	Broomball
Skiing	Curling
Speed Skating	Hockey

**SUBMISSION NO. 7****“Recommendations Concerning Section Programs,****INTRODUCTION**

Early in the study of Canadian Scout programs, certain concerns were identified with respect to the sponsorship, organization, operation and servicing of Scout groups. In summary, the need was seen to:

- broaden the current base of sponsorship to encourage sponsorship by a greater variety and number of institutions and organizations,
- develop a more effective organization at the sponsor (group) level to administer and support section programs,
- eliminate undue pressure on sponsors to have a “complete
- recognize that each program in itself can make an effective contribution toward meeting the aim of the organization,
- develop program for each section on the basis of the needs and interests of boys in the age ranges served,
- introduce a more boy-centred approach to advancement from section to section.
- provide *more* effective service to groups and sections by councils, especially in program insights and on-the-job guidance to adults.

The evolution of the organization's programs has now reached the point where some current aspects of the theory and practice of sponsorship, group organization and emphasis on progression between sections may inhibit present and future developments.

Existing practices and organization in these areas were established at a time when the movement was highly program-centred, with consequent relative stability of programs. In recent years there has been increased emphasis on a more boy-centred approach with adaptation of program to meet the needs of boys and local conditions. It is urgent that the practices and organization designed to administer and support these programs, be in harmony and evolve with them. To achieve this the following proposals are submitted as an initial step.

**PART “A” — SECTION PROGRAMS****Purpose**

To develop and clarify the relationship of section programs.

**Proposal I**

It is proposed that the appropriate policies of the organization be so stated as to provide for the following:

The Boy Scouts of Canada provides four programs designed for four specific age groups. These are:

The Wolf Cub program for boys of typical ages 8, 9 and 10.

The Boy Scout program for boys of typical ages 11, 12, 13 and 14.

The Venturer program for youth of typical ages 14, 15, 16 and 17.

The Rover Scout program for young men of ages 16 to 23.

Note: During the period of new program development for the Boy Scout and Venturer sections, and their acceptance in the field, provision is also made for Boy Scout troops to serve the age range of 11-17.

### Discussion

The theory of Scouting has been one of a single progressive program for boys age 8 to 23. This is expressed in Rule 177 of

“The program of the Boy Scouts of Canada is devised to carry out the purposes and aims of Scouting and to provide the opportunity for progressive advancement coupled with recognition for achievement. It consists of several parts adapted to the age groups of the various sections into which the members are divided, as set out in the official publications of the Boy Scouts of Canada.”

In actual practice there has been increasing recognition of separate programs — e.g. Wolf Cub program, Boy Scout program, etc. This difference between theory and practice may well be the result of recognition by the organization that it is unrealistic to expect boys to join one program at age eight and stay to age twenty-three.

The recognition of separate programs has been given added impetus by the approval in October, 1966 by the National Executive Committee of the following Operating Policies:

“each program section shall have stated objectives suited to the contemporary needs of the age group served.”

and

“the program content of each section is to be adapted to meet the specific needs and interests of any particular group of boys.”

These statements with the new statements of principles and aim, indicate that the four programs share in common the principles, aim, and operating policies. Specific content for each program is determined on the basis of relevance to the needs and interests of the age group served and the stated program objectives.

Much remains to be done to bring about understanding of the application of these ideas to the programs.

The criteria for evolving content for each of the programs provide a high degree of self-determination to each section and the appropriate program subcommittee of the National Program Committee. At the same time it is recognized that, in some areas, there

is a need for interdependence between program sections. This applies particularly to the subject of recruitment. There are undoubtedly other areas where, for organizational or other reasons, combined action on the part of program sections is desirable. In some instances this may be accomplished through joint action on the part of the subcommittees of the National Program Committee.

The adoption of Part 'A' will imply a change in rule 177 of *Policy, Organization and Rules*.

## **PART "B" — SPONSORSHIP**

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To clarify existing statements on, and to broaden the current base of, sponsorship.

### **Proposal II**

It is proposed that the appropriate policies of the organization be amended to provide for the following:

The programs of the Boy Scouts of Canada are made available to boys and youth through sponsors chartered by the Boy Scouts of Canada.

A sponsor is an association, institution, organization or body of citizens which wishes to use one or more of Scouting's programs.

Examples of sponsors are:

- churches, temples and synagogues,
- home and school associations, schools, college and hospitals,
- service clubs, fraternal and civic organizations,
- armed forces,
- businesses, companies and industries,
- professional, business and occupational associations.

A sponsor, to receive a charter, must accept and support the principles and aims of the Boy Scouts of Canada and the objectives of the programs which it uses. It undertakes the following responsibilities:

- to administer the programs as recommended by the Boy Scouts of Canada,
- to provide suitable meeting facilities,
- to ensure that the programs are operated in keeping with the principles, aim and policies of the Boy Scouts of Canada and the relevant program objectives.

### **Discussion**

The strength of Scouting's general approach to sponsorship is fully endorsed. The basic premise that the programs are made available to boys and youth through sponsors was re-stated in both Submission No. 1 "Basic Assumptions" and Submission No. 6 "Aim,



Principles and Operating Policies.” There are several reasons for endeavouring to expand the current base of sponsorship. Among these are:

- rapid suburban growth often precedes the locating of traditional sponsors in an area,
- the reluctance of some youth to be associated with existing sponsors,
- evidence that the saturation point has been reached in some communities with some existing sponsors,
- the desirability of Scouting extending its influence in the community to increase available manpower and other resources,
- needs being generated by the new programs. This is particularly the case in the A'enturer section with its emphasis on experience areas such as cultural and vocational exploration,
- the desire of associations and organizations, not currently recognized as potential sponsors, to work with boys through Scouting.

For Scouting to be a growing force in the communities it serves, it must continue to make full, effective use of existing sponsors as well as developing new areas of sponsorship.

To facilitate the necessary understanding between Scouting and the sponsor, the responsibilities which sponsors must undertake are clearly stated in the proposal.

## **PART “C” — GROUP ORGANIZATION**

### **Purpose**

To clarify existing statements on group organization and provide for an alternative method of organization.

### **Proposal III**

A Scout group consists of a sponsor and one or more of Wolf Cub packs, Boy Scout troops, Venturer companies, and Rover Scout crews, along with the organization required to operate the programs as recommended by the Boy Scouts of Canada.

The Boy Scouts of Canada recommends the following alternative methods of organization to administer its programs. The choice will be determined by the group to suit their own requirements and locale.

### **fa) GROUP COMMITTEE METHOD**

The sponsor, from members of the sponsoring body and parents of the boys, annually appoints or provides for the election of a group committee, consisting of five or more adults plus the Scouter in charge of each section of the Scout group. The Scouter, except in exceptional circumstances, may not serve as chairman.

The group committee undertakes the administration of the sections on behalf of the sponsor and in accordance with the duties and powers as follow :

#### Administration

- (i) Establish and provide for continuous operation of the sections.
- (ii) To register the sections annually and to renew the group charter.
- (iii) To co-operate with the sponsor in securing adequate facilities as meeting places for the various sections of the group.
- (iv) To audit annually the accounts of each section.
- (v) To prepare and submit to the district council and the sponsor an annual report covering the activities of each section. This report must include a schedule of real property and audited financial statements.
- (vi) To promote harmonious relations within the group and with other organizations in contact with or affecting the group.
- (vii) To assume responsibility for all property.
- (viii) To raise funds as required.

#### Program

- (ix) To provide for operation of *programs* in accordance with the principles, aim, operating policies and program objectives.
- (x) To ensure that due emphasis is given to the religious aspect of Scouting in the conduct and life of the sections.
- (xi) In co-operation with Scouters of the sections, secure and recommend Scouters for appointment.
- (xii) To encourage Scouters in their personal development by making opportunities for training available to them.
- (xiii) To foster recruitment of boys for all sections.
- (xiv) To assist Scouters in preparation for camps and other special events and to approve arrangements and budgets.
- (x) When necessary, to assume direction of a section of the group.

#### Other

- (xvi) To perform other duties which may be assigned to it by the sponsor or the district council.

#### or (b) SECTION COMMITTEE METHOD

The sponsor annually appoints or provides for the election of a committee for each program section sponsored. Its members are drawn from members of the sponsoring body, parents of the boys,

and Scouters. These section committees are known as: pack committee, troop committee, company committee, crew committee. Each committee will consist of three or more adults plus the Scouter in charge of the section. Where a sponsor has more than one section serving the same age range — e.g. two Wolf Cub packs, it may elect to have one section committee serve both or have separate committees. Where a sponsor has two or more section committees, a group co-ordinator or co-ordinating committee shall be appointed by the sponsor to ensure adequate liaison and co-operation between program sections, section committees and the sponsor.

At least two parents of boys in the section should be on the committee. The Scouter, except in exceptional circumstances, may not serve as chairman. Other section Scouters may be members of the section committee at the discretion of the sponsor.

The section committee undertakes the administrative support of the section on behalf of the sponsor in accordance with the duties and powers as follows:

### Administration

- \* (i) To establish and provide for continuous operation of the section.
- \* (ii) To register the section annually and renew the group charter.
- \* (iii) To co-operate with the sponsor in securing adequate facilities as a meeting place for the section.
- \* (iv) To audit annually the accounts of the section.
- \* (v) To prepare and submit to the district council and sponsor an annual report covering the activities of the section. This report must include a schedule of real property and audited financial statements.
- \* (vi) To promote harmonious relations within the section, with the sponsor, with other sections under the same sponsor, and other organizations in contact with or affecting the section.
- \* (vii) To assume responsibility for all property.
- \* (viii) To raise funds as required.

### Program

- (ix) To provide for operation of program in accordance with the principles, aim, operating policies and program objectives.
- (x) To ensure that due emphasis is given to the religious aspect of Scouting in the conduct and life of the section.
- (xi) To secure and recommend Scouters for appointment.
- (xii) To encourage Scouters in their personal development by making opportunities for training available to them.
- (xiii) To foster recruitment of boys for the section.

- (xiv) To ensure that program resources and personnel, as required, are available. Examples of this are:
  - equipment and transportation for camps and other events,
  - instructors, examiners and facilities, e.g. swimming pool.
- (xv) When necessary, to assist the Scouters in the operation of the section and, as required, work with small groups of boys.
- (xvi) To assist Scouters in preparation for camps and other special events and to approve arrangements and budgets.
- (xvii) When necessary, to assume direction of the section.

### Other

- (xviii) To perform other duties which may be assigned to it by the sponsor or the district council.

Those items marked with an asterisk become the joint responsibility of the section committee and group co-ordinator or co-ordinating committee.

### DISCUSSION

Boy Scouts of Canada recognizes that to achieve maximum impact in helping boys with their development, its programs should be adapted to the needs of a particular group of boys in a particular community at a particular place in time. A basic premise of this approach is that boys and those working directly with them are, in most instances, the best judges of their program requirements. The extension of this premise to organization is seen as providing an organization which will not only permit but actively encourage and guide local program adaptation.

It would appear to be something of a paradox to encourage adaptation of programs to meet local conditions while expecting a single organizational method to apply in all circumstances. The current differences with respect to council organization at all levels are the result of adaptation to meet local conditions. The same opportunity should be made available to sponsors in the matter of organization.

In the evolution of program, Scouting has taken a more flexible approach in the conviction that it will better achieve its aim. Scouting has let down barriers and removed restrictions to facilitate Scouters playing a more responsible, challenging and, indeed, difficult role than in the past. While the new freedom may sometimes be misunderstood or abused, the great majority of Scouters will measure up and undertake this responsibility by applying to the full their own intelligence, experience and talents. Committeemen too, given the same opportunity, have much to offer. Scouting cannot help but benefit from this.

While there has been some dissatisfaction with the effectiveness of the existing group organization, particularly with group com-

mittees, it has adequately served many sponsors, and continues in many instances to be an effective organizational device. This may continue to be the case and it is proposed that this form of organization continue to be recognized as one method of organization rather than the method.

The section committee method of organization is proposed as an initial step in the application of flexibility in group organization. It is hoped that this alternative method will provide effective organization for a number of Scout groups. Other alternatives may evolve at a later date which will provide effective organization for other

The section committee method of organization has several features to commend it, including:

- the opportunity for greater satisfaction for participants,
- the opportunity for greater parental participation,
- the opportunity for parents to be more closely associated with the section to which their son belongs,
- the provision of administration and service more closely related to the needs of a particular section and its program,
- closer teamwork between committeemen and Scouters of a section. To facilitate more of a partnership of equals, the inclusion of the Scouter in charge of a section as a full member of the section committee is seen as a strength.
- A similar change has been proposed for the group committee method.
- an organization better suited to those sponsors that choose to sponsor one or two of the programs only.

In addition, to the foregoing, the dual approach to group organization would permit sponsors to relate organization more particularly to their own needs, environment and resources.