

# SCOUT LEADERS' HANDBOOK



# **SCOUT LEADERS' HANDBOOK**



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National Council**

## FOREWORD

### YOU ARE THE MOST IMPORTANT MAN IN SCOUTING

Welcome to Scouting. By agreeing to become one of the many adults who work with Scout troops, you have indicated a willingness to let your life influence a boy's growth toward manhood. Every boy needs someone he can look up to, and respect, yet talk to, person to person, as a friend. You could well be that someone in the life of your boys.

This is no small responsibility. The boys will make demands on your time, your patience and your good will. They will test you, frustrate you and, on occasion, let you down. But at the same time, through them you will taste the delights of achievement however small, share in the excitement of new experiences and, most important, share their fun.

Your returns will not be counted in tangible ways. They will be felt in the heart and in personal satisfaction. The final measure of our humanity will not be our inventions, our industries nor our commercial development, but how we have reached out to help one another. Canada's future rests with our youth. Yours is the opportunity to influence this future.

You are the most important person in Scouting. The success of Scouting as a force within a boy's life rests with you. All the organization and resources of Scouting mean little without you - working with your boys.

Welcome to the brotherhood of those who care.

Good Scouting.

P R E F A C E  
ABOUT THIS BOOK

You may be an old hand or you may be very new to the adult side of Scouting. In either case, you will find many practical suggestions in this book that will be helpful to you in working with the boys in your Scout Troop.

To the new Scouter, we wish every success in your new venture. If you have not already done so, you will need to read "Handbook For New Scout Leaders". It contains basic information not repeated in this book. This is a booklet especially written as a guide for new Scouters. To the old hand, we wish continued success and hope that you will find this handbook useful in adding to your own experiences with Scouts.

There is so much to write about in Scouting and there is certainly no shortage of good program ideas. The difficulty is knowing when to stop writing.

We have tried to make this handbook as complete as possible while keeping it brief because we value your time as a Scouter. We have attempted to cover what we feel every Scouter wants to know together with examples of how you might get started towards a successful Scout program. You will want to add to this based on your own experience.

This handbook is printed in loose-leaf binder format so that you can add to it yourself e.g. pull-outs from "The Canadian Leader" magazine, articles, handouts and notes from your training courses. We welcome your comments and suggestions regarding the contents of this book.

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## PART I - THE SCOUT METHOD

### CHAPTER ONE

#### WHAT SCOUTING IS ABOUT



Baden-Powell, the Founder of Scouting, said that Scouting is a game. It is a game designed primarily to help boys develop into self-reliant, resourceful and responsible adults - otherwise known as "good citizens." It is not a game to be won or lost and then forgotten; rather, it is a game to be learned and played as a youth and applied throughout one's lifetime.

As a Scout, a boy learns to work and play in a spirit of friendship and cooperation with other boys, regardless of their colour, racial origin, religious belief or social status.

Scouting in Canada is divided into five sections:

- Beavers - ages 5-7 (approx)
- Cubs - ages 7-11 (or typical ages 8, 9 and 10)
- Scouts - ages 11-15 (or typical ages 11, 12, 13 and 14)
- Venturers - ages 14-17 (or typical ages 14, 15, 16 and 17)
- Rovers - ages 17 - 23

By "typical age" we mean that a boy may be mentally or physically equal to a certain age group, regardless of his calendar age. This is explained more fully under Ages and Groupings in Chapter Two.

#### How Scouting Began

Scouting is a non-denominational, non-partisan movement. It started

virtually accidentally mainly as the result of an experimental camping experience conducted by the then Lieutenant General (later Lord) Robert Baden-Powell at Brownsea Island in England in 1907. This experimental camp was followed by a series of articles in a bi-weekly boys magazine, based on B.-P.'s own adventurous life. Later these articles were published as a book called "Scouting for Boys". This book is still used as the basis of all our Scouting activity even today and is recommended reading for all Scouts and Scouters.

This series of adventure articles of "Scouting for Boys" had very wide appeal. Soon patrols were being formed of their own accord all over England by boys who wanted to experience the fun of Scouting for themselves.

Scouting quickly spread throughout the British Commonwealth and to the rest of the world. Later other programs were developed for younger and older boys (Wolf Cubs and Rovers) and by the introduction of similar programs for girls which were incorporated into the Girl Guide Movement.

The Scout and Guide programs had to be adapted to meet the needs of each participating country. Periodically, these programs had to be updated to keep pace with changing conditions within each country. However, the basic principles and aim of Scouting have remained unchanged.

### The Scout Section

When the Scout Movement started in 1907, there was only the one Scout section. As the Scout Movement expanded to successively include Wolf Cubs, Rovers, Venturers and more recently Beavers, the use of many Scout terms was also expanded to include all sections of the Movement generally.

For example, the term "Scouting" not only refers to the program of the Scout section but may also be used to refer to all section programs collectively. Individually, however, these section programs are known by their own name e.g. Venturing. Similarly, the term "Scouter" is used. The term Scout Leader refers to those adults working specifically in the Scout section while the term Troop Scouter refers to the adult leader who leads the adult leader team in the scout section.

### What Scouts Do

Scouting covers a very wide range of skills and activities. Most of these activities place great stress on living and playing in the outdoors, in harmony with nature and our environment. Hiking, exploring, camping, as well as summer and winter sports and games, should comprise the principal themes in your Scout program. Even indoor activities should mainly be oriented towards acquiring the necessary skills and knowledge required for successful Scouting adventures in the outdoors.

Because of the extremes of our Canadian climate, we often tend to become quite indoor oriented for our convenience and comfort. Some lessons of course are best taught indoors if the weather is foul. It would be very difficult for a young Scout to concentrate on learning to read a map for the first time if he is virtually freezing to death and can only think about keeping warm.

Whenever possible, you should plan most of your activities to take place outdoors. This is what is meant by stressing the "out" in Scouting.

All activities must provide opportunities for Scouts to learn to work and play together in a spirit of cooperation and friendliness. Learning to get along well together as young Scouts will help boys to grow into responsible adults and better citizens - and this is the real purpose of Scouting. Baden-Powell, or B.-P. as he is affectionately known in Scouting, in the sum-up to his book "Aids to Scout-mastership", makes this quite clear: "the whole object of our Scouting is to seize the boy's character in its red hot stage of enthusiasm, and to weld it into the right shape and to encourage and develop its individuality - so that the boy may educate himself to become a good man and a valuable citizen for his country."

However, you will never get boys to join your troop if you sell it on the basis of good citizenship. In Scouting, our boys learn citizenship by doing things together, by going places, by learning about their community and by helping others - and by having fun "doing" it, rather than talking about it. The Scout motto "be prepared" and the Scout "good turn" slogan are designed to help Scouts learn and do many small things - often and well. Added together, these help them to be better citizens without even thinking about it. B.-P. said "give Scouts the end of the stick with the jam on it first." By this he meant that learning can be made sweeter if you stress the fun of "doing" rather than the reasons "why". "Learning by doing" is fundamental to the Scout method.

### Principles of Scouting

The game of Scouting is based on the principles of our democratic way of life. Not only do these principles include the basic rights of all individuals, but also the

responsibilities of these individuals to others and to society in general. Scouting helps youth to learn and to cope with the rights and freedoms of a democratic society; it also helps to prepare them to serve others in return.

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

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

Scouting does not teach religion, but it does encourage its members to follow and practise the teachings of the religion to which a Scout belongs and to respect the religious beliefs of others. However, Scouting does play a positive role in the spiritual development of its members as discussed in a later chapter.

### Aim of Scouting

The aim of Boy Scouts of Canada is to help boys develop their character by encouraging and training them to become responsible and resourceful members of their community. Scouting helps develop character by providing opportunities for learning and proper guidance in their mental, physical, social and spiritual development. In this respect, Scouting is also an educational movement inasmuch as it supplements the developmental work of the home, church and school. This is done by extending a young man's experience through a series of learning activities and situations based on a spirit of adventure as well as an appreciation and respect for our environment.

## Program Objectives

Program objectives are statements which indicate the goals toward which the efforts of all program sections are directed. They provide direct guidance to the achievement of the Aim, giving expression to the principles of Boy Scouts of Canada. They determine the content and method of the program, and provide a basis for its evaluation. The program which arises from these objectives must meet the needs and desires of a particular group of young people, in a particular environment at a particular time.

The Program Objectives of Boy Scouts of Canada provide opportunities and guidance for members to develop and demonstrate a personal:

- . Understanding of God;
- . Ability to accept responsibility for themselves physically, socially, mentally, spiritually, and for the consequences of their actions;
- . Ability to respond to others in caring ways;
- . Awareness of and concern for the environment.

## Scout Program Emphasis

To meet the Program Objectives of Boy Scouts of Canada in the Scout program, emphasis is placed on activities which encourage Scouts to:

- behave in ways that show their concern for others and their understanding of God,
- develop self reliance,
- develop self discipline and the skills of working co-operatively with others,
- pursue hobbies and personal interests,
- co-operate in setting and achieving patrol and personal goals,
- practise leadership skills,
- relate with adults,
- be of service to others,
- camp, explore the outdoors and develop good conservation practices.

## Promise and Law

To give substance to the aim of Scouting and the program objectives, each Scout is asked to subscribe to and live by the Scout Promise and the Scout Law. The meaning of the Promise and Law should be carefully explained to a boy before he is to be invested as a member of a Scout troop so that he fully understands what will be expected of him as a Scout. At the same time he should also learn and understand the Scout Motto, the Scout Slogan and the special significance of the Scout handshake and salute. Each of these is carefully explained in the Scout handbook. They are repeated here for convenience.



### Scout Promise:

On my honour  
I promise to do my best  
to love and serve God,  
my Queen, my country and my fellowman,  
and to live by the Scout Law.

### Scout Law:

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

Scout Motto: Be prepared

Scout Slogan: Do a good turn daily

In explaining the Promise and Law, Scouters should refer to the "Canadian Scout Handbook". Some Scouts find it easier to remember their Promise if they can associate it with the three fingers of the Scout sign or the Scout salute, or with the three leaves of the fleur-de-lys which is incorporated into the Scout emblem.

Many Scouters find it useful to introduce the notion of "Scout's Honour" as part of being "trust-worthy". In many troops, Scout's Honour is a matter of pride and tradition. If this is the practise in your troop, ensure that the Scout fully understands the meaning. For example, in no way should "Scout's Honour" be considered as equivalent to an oath; rather it is more like a slightly more mature "cross my heart" pledge of trust and truthfulness adapted to a Scout setting.

As the young Scout matures, it will undoubtedly become more meaningful for him.

As a Scouter you should explain each part of the Promise and Law to the prospective Scout so that he fully understands as appropriate to his age level. For example, a Scout of 14 may readily understand that "clean" not only means clean in body for health reasons, but also clean in thought, word and deed. To a younger Scout, however, you will have to point this out to him.

B.-P. frequently said that the good Scouter is one who lets his imagination be his guide. This applies to all aspects of Scouting whether you are explaining the Promise and Law to the new Scout or whether you are looking for new program ideas.



## CHAPTER TWO

### LEADERSHIP



#### Leadership

##### You the Scouters

The kind of Scouting that your Scouts experience will depend on the type of leadership you provide and the environment you help to create. Scouters, including the Troop Scoutmaster and the Scout counsellors, form an adult leadership team to provide a model of leadership from whom individual patrols and Scouts may learn. If members of this adult leader team develop an atmosphere of caring and encouragement, and are able to relate to the boys in the troop without the use of sarcasm and judgemental attitudes, this same spirit of support will be reflected in the patrols.

A Scouter has two jobs to do:

1) Help the boys to learn the skills

they need to carry out their activities and let them build up their team spirit and commitment to the task at hand. For example, in preparing the camp, you will help them to learn the skills they need (such as preparing menus, cooking, pitching a tent, using lightweight equipment, taking care of the environment).

2) Help them to grow as a patrol by letting them share the responsibilities, plan and run activities and build up their enthusiasm for the project.

Your Scouts will learn best by doing things for themselves. You are there as a Scouter to encourage them in their efforts, to help them choose the activities they would like to do,

and to help set the stage so they can accomplish the things they want to do with safety and some degree of success. Frequently you will have to show them how to do things or how to do them more easily and safely.

You as a Scouter are expected to know or learn some of the basic skills in Scouting, especially with respect to camping and Scoutcraft. No one expects you to know all things or to be able to do everything by yourself. You and the other adults in the troop form a team. Each member has his own knowledge and skills which he uses to help Scouts enjoy and profit by their Scouting experience. Some will be Scouters like yourself, others will be interested adults who can not help on a permanent basis but have a special skill that would be useful.

Scouting is a youth movement. The Scouters and other adults who help you from time to time are there primarily to help Scouts learn and do things for themselves. It is important that you realize that your adult standards will be considerably higher than what Scouts can achieve, otherwise you may be disappointed. You will enjoy the game of Scouting if you like working with boys, try to understand them and can help them to achieve appropriate goals.

#### The Adult Leadership Team

Providing leadership is a difficult and challenging task. It is a skill that most people have to learn

and practise. Moreover one individual cannot be expected to provide leadership in all situations. That is why Scouting in Canada utilizes, whenever possible, a team of leaders sharing the leadership responsibilities.

Leadership tasks are undertaken by different members of the leadership team as conditions change in order to make the best use of all the skills within the group. This means that you as a Scouter may be the Scout Leader (Scoutmaster) or a Patrol Counsellor (Assistant Scoutmaster) carrying out certain functions on behalf of the troop as a whole.

Because of the many demands of modern society on a leader's free time and the wide range and variety of activities available to Scouts today, it is too much to expect any one individual to be proficient in everything. By sharing the leadership functions, there is also less of a gap should one of the Scouters suddenly be transferred elsewhere.

Because Scouts living in our highly industrialized society have such a wide range of interests and aspirations, Scouting activities should not be limited to the capabilities and personal interests of the Scout leaders. For some activities, therefore, Scouters will have to rely on other experienced people or experts. These are known

as resource persons. Don't overlook the possibility of some of your Scouts having sufficient knowledge in a given area that would qualify them as resource persons in their own right.

The Scouts themselves will also share in other leadership functions. This applies not only to Patrol leaders and Assistant Patrol leaders, but to any boy in the patrol or troop who may from time to time be selected as a project or activity leader. Your leadership task may therefore involve co-ordinating the work of other leaders, boys, and adults, as well as imparting your own skills and knowledge to your Scouts.

#### Troop Scouter

The troop Scouter has overall responsibility for the operation of a troop. This responsibility involves meeting the very different expectations of both adults and boys. On the one hand, the Boy Scouts of Canada, the sponsoring institution, the group or section committee, and the parents are concerned about health, safety, and character development. On the other hand, the boys are looking for fun, adventure, and a feeling of accomplishment. The Scout program has been designed to meet these two expectations. The troop Scouter who works in partnership with his Scout counsellors on troop activities, and through them on patrol activities,

should have no problem satisfying both the boys' and adults' expectations. If the Scouters work together effectively as a team, they and the boys will enjoy their achievements in Scouting and to the satisfaction of each of the forementioned adult groups.

#### Scout Counsellors (Assistant Troop Scouter)

Scout counsellors are primarily responsible for the operation of one, or at most, two patrols. In addition, they work in partnership with the troop activities, sharing such tasks as organizing troop meetings, keeping records and leading activities.

Scouters' responsibilities are listed in point form in the official publication "Bylaws, Policies and Procedures" (B.P.&P.) under "Scouters In The Group". These may be summarized as follows:

- ensuring the health, safety and well-being of their Scouts
- assisting in the planning and operation of the troop program
- encouraging patrols to accept their share of the responsibility for the patrol and troop program
- ensuring that each patrol member is provided with opportunities for leadership, achievement and recognition
- assisting in locating and providing resources and resource persons.

#### Leadership

The kind of leadership that a Scouter gives depends upon the ability

of the individual members of the patrol with regard to the activity they are involved in. If the boys have little ability and little commitment for the activity, the leadership required will be that which will help the boys to grow both in ability and commitment to their activities.

Thus, in planning a winter hike, a Scouter will need to share his own enthusiasm first, telling them about the kinds of fun they will have, perhaps recalling some of the hikes that members of the leadership team undertook when they were boys. It may be necessary to kindle the first spark of their enthusiasm, and until it begins to burn and warm up, you will find that the Scouters will be doing most of the talking. Scouts need to be involved, invite them to remember hikes and other winter activities they found were fun.

What kind of leadership should you as a Scouter give boys? The answer depends on the ability of the

patrol members and on the way in which you are able to communicate with them.

### Maturity

The patrol should be growing in its willingness to work together as well as in its skills. The maturity of a patrol and its members may be measured in three areas:

- willingness to take responsibility or commitment to a task
- ability to plan and carry out activities
- willingness to learn skills needed for patrol activities.

Maturity is always to be seen in relation to a specific activity. A patrol is not completely mature or immature, for example, a patrol might be quite mature in planning and organizing a parents' night display, but not be nearly so mature in living in a camp setting.

The maturity of a patrol or troop with regard to a particular activity may be outlined in this way:

I M M A T U R E	1	2	3	4	M A T U R E
	Little Ability  Little Commitment	Little Ability  Have Commitment	Have Ability  Lack Commitment	Have Ability  Have Commitment	
	Maturity Level LOW		MODERATE		

As the Scouter your task may be to help the boys learn the skills necessary for hiking in the winter: proper boots and clothing, food, planning a route. While you share your knowledge and skills, you also encourage them to share their own skills and learn together. Teach them the needed skills by demonstrating, by activities, by discussion, and by letting them learn by actually practicing these skills. Much of this should be done outdoors if possible, rather than in a classroom situation.

As the boys grow in their abilities and commitment, you will have to encourage both, but according to the boys' needs and to the stage of maturity they are in with regard to this activity. Good judgement alone will tell you when to encourage, when to give direction, when to leave them alone. You need to make sure that all members feel free to take part and to share their leadership, skills, and ideas for the good of all.

Encourage them to take an increasing responsibility for their planning and activities. Be ready to share your skills with them, or to suggest another resource person who can help them. Encourage the patrol members to develop their self confidence by helping them to grow in their skills, and share in their

fun and enthusiasm. You are also with them when things go wrong, or when skills seem to be difficult to learn.

A patrol or individual Scouts develop skills and enthusiasm in a particular area such as camping or hiking. Encourage them to continue in these areas, and challenge them to learn new ones and help them promote a stronger team spirit by learning to work together.

#### Learning by Doing



The Scout method of teaching is "learning by doing". This means that an instructor, whether it is you, other Scouters, resource persons or another Scout, should spend as little time as possible explaining a skill or activity so as to allow maximum time for the Scouts to learn by doing it themselves. One method is to let the Scouts try it even before you show them how to do it; the minute you show them, you will be setting an adult standard which they may not be able to accomplish



easily. There is nothing wrong in setting adult standards; the aim of Scouting is to prepare youth for adulthood. However, it is often better to determine what their standard is and then show them how they can improve or do it more simply, quickly, or efficiently.

When using resource persons, remember that they may not be familiar with the Scout method of "learning by doing". When you ask them to help, you should carefully explain what it is you want them to do and the preferred way of doing it. There will be times when this may not be possible without offending the person you have asked for help; if this is the case, you should prepare your Scouts beforehand.

For example, suppose you asked your local St. John Ambulance Brigade to run a first aid course for you. You can set the stage a week or two ahead by having your Scouts conduct their own first aid instruction session during which you profess to know little about first aid. After they have done their best and realize how little they know about it, they will then be quite ready for your "imported expert" who will show them the proper method. This is known as the "run before walk" technique. It can generally be used for any skill type session - e.g. a Scout who has never cooked before.

Coupled with this "learning by doing" philosophy is the principle of the "best effort" on the part of the Scout. "I promise to do my best" must apply to everything a Scout does or tries to do. If a Scout can't draw for beans but he has tried his best to produce a sketch map that you can hardly decipher, he may well deserve praise for his efforts along with some assistance and encouragement to do better. If he can draw and he does it poorly, don't be afraid to be critical of him; he knows he hasn't put any effort into it and he won't think highly of you if you are willing to accept something inferior.

#### Choice and Decision Making

The Scout program offers a choice of activities within the badge system. Some Scouters may feel a little uncomfortable with choices but, with a little foresight and imagination, this freedom of choice can work to your advantage in planning a variety of interesting programs.

You will be expected to help the Scouts in making their choice. In the selection of Challenge Badges, which are designed for the individual, Scouts should discuss their choice with other members of their patrol. This will ensure that an individual pursuit will not interfere with the work of the patrol. periodically, a Patrol -in-Council should be held to discuss

what they want to do or accomplish over the next several weeks.

Having made their choice, it is then up to you to ensure that the Scouts have the support necessary to carry out their plans. At best their plans or ideas will be very sketchy. At first you will probably have to expand their ideas into interesting activities when you incorporate their plans into the troop program. As your Scouts mature and gain confidence and experience, they will be able to do more of this planning and organizing for themselves; but usually they will still require your active suggestions and guidance to help them realize their plans and to ensure that they have fun doing it.

### Recognition

Boys of Scout age need to be accepted by others of their own age - their own peer group. Some are good at one thing, but not in another. To be accepted by their peers, they need to compete on equal terms. This is difficult to do as individuals because they are all different in spite of many similarities. Herein lies a problem, particularly for the younger Scouts who feel that they must prove themselves if they are to be truly accepted and integrated into the troop.

Scouting recognizes this need for acceptance and utilizes a badge system with suitable recognition,

both to challenge a boy's capabilities and to prove himself to others. Thus the badge system provides a focus for most of our activities in Scouting.

The need for recognition is a basic need for all of us in our highly competitive society but it even more important for a boy as he crosses the threshold from boyhood into manhood. The badge system in Scouting has been designed to give a boy frequent recognition as he progresses step by step into young manhood. To be effective, however, this recognition must be given as soon as possible after a badge is earned or it loses its impact on the boy and his peer group.

In some troops it has been the practice to present a Scout with his badges only on special occasions - e.g. parents' night or Scout-Guide Week. This tends to defeat the purpose of the badge as a recognition symbol among a boy's peers, so present the Scout his badge as soon as he has earned it. It would be quite appropriate, however, to give added recognition at a parents' night by mentioning the badges a Scout has earned during the period. In such cases care must be taken to ensure that the accomplishments of every Scout are mentioned.

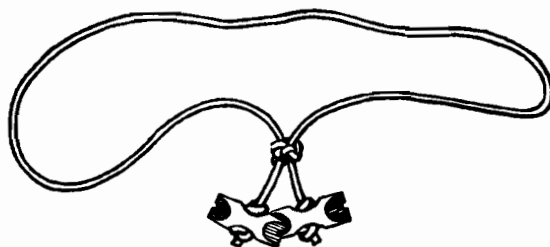
### Training

A variety of adult leader training courses are available. These courses

are of a practical nature; there are no tests or examination to pass or fail. They are organized and run by councils periodically according to demand for such training. Your service team or local council can advise you on the schedule and location of courses being conducted in your area.

Within your first six months as a Scouter you will want to complete your initial training as this will greatly

assist you in working with your Scouts. As soon as possible thereafter you will want to complete your Wood Badge training. The added confidence and experience you gain from such training is well worth the effort expended. You will acquire many new ideas and practical suggestions, not only from the subject matter but from your fellow Scouters as well - all of which help you considerably toward running a successful troop.



## CHAPTER THREE

### BOYS AND YOUNG MEN



#### What Makes Them Tick

*"Between the innocence of babyhood and the dignity of manhood, we find a delightful creature called a boy. Boys come in assorted sizes, weights and colours, but all boys have the same creed: to enjoy every second of every minute of every hour of every day and to protest with noise..."*

The object of this chapter is to help you to a happier understanding of boys. As a Scouter you do not select your Scouts; you will have to work with the boys who happen to join your patrol or troop - and sometimes this requires skill. You don't have to be a trained social worker but it helps a lot if you can understand some of the things that make them "tick".

The man who wrote the opening lines quoted at the start of this chapter got to know boys simply by observation. He goes on to say:

*"Boys are found everywhere - on top of, underneath, inside of, climbing on, swinging from, running around or jumping to... A boy is Truth with dirt on his face, Beauty with a cut on its finger, Wisdom with bubble gum in its hair, and the Hope of the future with a frog in its pocket."*

A boy joins Scouts for the fun and adventure he expects to find in hiking, camping, canoeing, and the hundred and one things that Scouts do. Put boys and nature together and there you have the challenge of Scouting. So when a program or activity backfires - the Scouts are everywhere at once, noisy and

inattentive - it's not they are being mischievous - nor are you a failure. They are just normal - and you simply are not giving them what they want at the moment.

The ideas expressed in this chapter, when combined with your own observations on boys, should help you get to know your Scouts better and to enjoy working with them.

### Basic Characteristics

Boys of Scout age are passing from boyhood into young manhood - the age of puberty. It is a confusing but wonderful time of life. It is a time of life when youth wants to try everything and go everywhere - just to see what it's like if nothing else. In particular, boys of Scout age like:

Organization: but they don't want it too organized; they want to control it themselves and have fun.

Action: doing things they dream up themselves and not adult ideas which are thrust upon them.

Variety: in the things they do; but they don't like sudden changes in their routine.

Fun: laughter or practical jokes of their own; harmless little conspiratorial jokes against adults are great fun; but adult sarcasm directed at them will be resented.

Security: in a certain amount of regular routine; something with which they are familiar and in which they can feel at home - providing it is not boring, unnecessary or overdone.

Challenge: particularly of the type which stretches their physical and mental abilities or in which they can identify them-

selves with others who have achieved enviable recognition e.g. sports or T.V. stars.

Recognition: any symbol or sign that shows that they can measure up to the expectations of their friends and playmates as well as their parents in some cases.

Boys of Scout age equally dislike: favouritism, sarcasm, unfairness, to be let down, not to be trusted, and "know-it-all".

In many respects, Scouts are hero worshippers and they frequently look upon their Scouters as their local "heroes". They will try to imitate you in what you do and say. For this reason, it is important that you always set them a good example, both in and out of the Scout setting.

### Boys As Individuals

As you work with your Scouts, you will soon realize that there is no such thing as the "typical boy". Each of your Scouts will have a very distinct personality of his own. Because the Scout age span begins with late childhood and ends in middle adolescence, boys in Scouting will show a wide range of differences. It is a period of rapid mental and physical change. It is your awareness of the ever-changing needs of your individual Scouts that will help them to enjoy and get the most out of their Scouting experience.

Getting to know your Scouts is not an easy job. Although they may be about the same age in a patrol, they will differ in physique, stage of growth, abilities, attitudes, likes and dislikes. In fact, the only certain statement which can be made about Scouts is that they are all different.



As a Scouter it is more important for you to get to know and satisfy their various interests and expectations by providing good Scouting experiences rather than expending all your energies to resolve individual problems which are best handled by professionals.

Here, in summary form, are some of the principal needs and expectations of the average Scout with which you can help:

- to develop a self-image which he can respect
- to develop a pattern of affection and friendship
- to achieve independence and self-management
- to be able to relate to his own social group
- to learn his role in life as a man
- to accept society's demands for competence
- to find his place in work
- to find adventure and joy in living, and
- to develop a value system.

### Scout Ages

In the first chapter, we spoke briefly of ages, school grades and personal friendships as the basis of determining whether a boy should be a Cub, Scout or Venturer. Let's elaborate. The overlap between the

Wolf Cub/Scout and Scout/Venturer sections is deliberate because calendar age does not necessarily reflect a boy's maturity. Because Scouting is concerned with all aspects of a boy's development, his typical age is rather more important than his birthday.

By typical age we mean that a boy may be mentally or physically equal to an older or younger age group, regardless of his actual calendar age. This may be determined in many ways but, in Scouting, we usually rely on the average age of a boy's closest friends, or the average age

of those who are in his same school grade. Typical age is important inasmuch as it recognizes the fact that some boys mature quicker or slower than others. This enables a Scouter to use his own judgment as to what section of Scouting a boy belongs or at what level of a section program he should participate.

### Groupings

These same factors apply in grouping boys within the Scout section. The basic grouping is the patrol; one or more patrols form a troop. The organization and operation of the patrol and troop are discussed in later chapters. For the moment we are interested in the patrol as a group and how a boy relates to other Scouts within this group.

We know that a Scout is at an age when he is trying to find himself and to understand his role in life. The approval of others his own age may at times seem to be even more important than approval of his parents or other adults. He develops a sense of loyalty to his own age group. His group can be a powerful force in helping the boy develop and in determining his success and happiness in later life. It is here he is able to try out new ideas, test values, form opinions and gain confidence in his judgement.

His close contact and association with a group of his own age provides him with the opportunity to try out various forms of behaviour and thus discover the dividing line between the acceptable and unacceptable. Through this experience, the boy is able to work out a realistic picture of himself and to develop the type of behaviour which is associated with a well adjusted person. If the group experience is satisfying, it results in an approved ability for him to get along with others and to gain a greater degree of acceptance by them.

What do we know about the make-up of natural boy groups? We know that they tend to be:

- made up of boys about the same level of physical maturity,
- made up of boys of similar interests,
- variable in size but usually not very large,
- influenced in their selection of leaders by physical prowess and athletic ability,
- conformists to the group in the way they dress and in their behaviour,
- variable in play or activity leadership: a leader in one activity may be a follower in another, boys tend to recognize and accept leadership from the group member with the highest skills in a specific area.

In order to be a positive influence in the life of a boy, his group or patrol must have at least these characteristics:

1. Recognized Group membership - members know who is in or out of the group. You would be amazed at the number of patrols there are where patrol members don't even know each other's names.
2. Group consciousness - members of the group think in terms of "we" and they have a conscious identification with each other. This is sometimes referred to as patrol spirit.
3. Shared purpose - members of the group have a common idea of what they are doing and why and have had some degree of say in the decisions.
4. Meeting specific needs - the specific needs of the individuals within the group or patrol - for recognition, for status, for the opportunity to lead or to be a follower - are being met from within the group.

5. Interaction - boys within the group talk to each other, listen to each other, and influence one another.

The most natural grouping, and the one which best meets the above criteria, is to let your Scouts select their own patrols based on similarity of ages, school grade and existing friendships. When these characteristics are not present, at least to some degree, you may have what can be called a patrol but it will not be "the character school for the individual" as B.-P. conceived of the patrol.

Occasionally, you will have a boy who is new to the neighbourhood, or who otherwise doesn't know, or get along too well with, others in the troop. Here is where you must help him to select his patrol. You may do this by asking if he recognizes any other Scouts in the troop who live near him or who are in the same school grade as he is. You should also try to encourage him to have one or more of his close friends join the troop along with him. This will provide him with a base upon which to build new friendships within his patrol and eventually within the troop as a whole.

Some patrols are made up of all age groups within each patrol with the older Scouts helping the younger ones. There is nothing wrong with this approach provided the Scouts themselves want it this way and have their say in the selection of their P.L. and A.P.L. It would be wrong, however, if this type of grouping and the selection of boy leaders was based solely on the decision of the adult leader. This is what makes Scouting different from cadet corps or other organizations where boy leaders are appointed by their officers based on seniority and qualification only.

At other times, groupings may be based on "special interest" on the part of certain boys in the troop rather than on their normal patrol grouping; for example, a visit to a scientific laboratory for Scouts who are working on some aspects of their Science Challenge Badge.

Other groupings will become necessary from time to time where it may be less important for the boys to have their say; for example, a two sided troop game. This temporary grouping may be done by either a boy or adult leader lining up the troop in single file, numbering off, and then splitting off

the even and odd numbered Scouts to one side or another. This type of grouping may be useful for two-sided games.

As a general rule, however, Scouts will want to do most things together as a patrol whether it is a game or any other Scouting activity. Sometimes if a Scout moves ahead of, or falls too far behind, the others in his patrol, he may want to move to another patrol. As you get to know and understand your Scouts, you will soon be able to detect whether a Scout enjoys his patrol or not, and be able to advise him on his choice of another patrol if necessary.

## CHAPTER FOUR

### KNOW YOUR SCOUTS



#### Different Approaches

"No two boys are ever the same". The implications of this in Scouting are considerable. If you are concerned with helping your Scouts develop, you may wonder how a single Scout program can ever begin to meet all the needs of the many widely different boys who form a troop. Yet we know the practical impossibility of designing one-to-one programs for each Scout.

The schools have a comparatively easy solution to this dilemma. By focusing on certain skills, they are able to measure what level a child is at, and then place him in a class whose members are all at a roughly comparable skill level. They can then proceed to develop a program appropriate to that skill level. In Scouting we face two difficulties with which the schools need not be concerned. Our Scouts have some say over which group they are going to be with and, it is not possible to measure a boy's level of

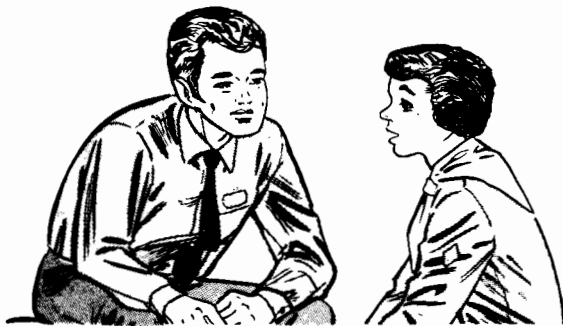
development in the same way as, say, his ability at arithmetic.

Fortunately, you do have access to a secret weapon found in every Scouter's arsenal, one which can give you invaluable assistance in planning your program. It will help you to decide on your overall program as well as the specific activities most in tune with your Scouts' needs for development. That weapon is knowing your Scouts, pure and simple.

Two thoughts immediately come to mind. First, knowing your Scouts is neither a low priority time-filler nor is it simply a psychologist's impractical idea of how Scouters should use their energy; knowing your boys is an absolute must for good program planning. Second, there are boundless opportunities for getting to know your Scouts. If you take full advantage of these occasions you will not only be finding out new things about them but you will also see that they are constantly changing.

The best way to understand your Scouts' needs is through observing how they behave in various Scout activities and situations. If for example, one of your patrols is holding a discussion - you make a mental note of those who don't seem to accept any opinion other than their own or those who show restlessness at an early stage. Or if your Scouts are on a hike - you again make mental notes of which Scouts comment on the scenery or which ones are willing to share carrying the equipment. Gradually, you get a good idea of what each Scout is like.

Just talking with your Scouts can also be revealing - what are their interests? What do they think about their patrol? What activities do



they enjoy the most? Without making it look obvious, you should frequently try to talk to each of your Scouts on a one-to-one basis. This can happen when hiking or driving somewhere, after a Scout meeting, or during free time at camp. You will probably find that your Scouts don't require much encouragement to talk freely, and even the more reticent ones will be chattering a mile a minute with just a little gentle prodding.

If you get to know some of their friends it may also give new insights into what your Scouts are like. You may see a different side

to them when they are with other friends who are not part of the troop. "Bring-a-pal" activities are not just good ways of recruiting new boys; they also give you a chance to meet your Scouts' friends. Hikes, field games, cookouts, and even (preferably patrol) bowling or movie nights can all be easily changed into "bring-a-pal" events.

### Know The Teachers

Teachers can offer another type of information about your Scouts. You may find in your Scouts a veritable Jekyll and Hyde personality - classroom angel and after school terror all rolled into one. Or you may discover that your hard-to-discipline Scout gives teachers the same problems; this could suggest to you that the problem goes deeper than regular discipline can solve.

Meeting the teachers is not always the easiest thing to arrange. The initiative is up to you. Meetings of parent-teacher groups may allow you to chat about your Scouts with their teachers. Alternatively, you may wish to invite them to a troop activity, drop in to see them after school, or try to arrange for an informal "get together" over coffee some evening. Meeting your Scouts' teachers may require the luxury of time you cannot normally afford. However, when there is a boy in your group who seems to have particular problems, his teacher can usually be a real help in giving you a more complete picture.

Talking with your Scouts individually, and meeting their friends and teachers are all good ways of adding to your observations about their level of development. You will find that this generally holds true. But inevitably there will be one or two individual boys whom you feel can especially benefit from Scouting or from your comradeship.



If you have the time and inclination, you may in such cases want to cast further afield to learn more about them. You may find and want to talk to an adult who is of special importance in the lives of these boys, such as an uncle, a churchman, a coach, or a social worker. You shouldn't feel that you are overstepping your bounds as a Scouter by showing a legitimate interest in a boy's development.

### Know the Parents

Let's say one of your Scouts is a bully - will disciplining him help if the reason for his bullying is that he gets bossed around at home? Say one of your Scouts swears a lot - might you be more tolerant toward him if you knew his parents did the same? Or say one of your Scouts always seems enthusiastic about outdoor activities but can never be coaxed into going camping - wouldn't a solution come easier if you realized that his father or mother had been laid off at work and the family was short on money? The examples could be as myriad as the point is obvious. The better you know a boy's parents, the more easily you will be able to deal with problems posed by his behaviour (or avoid "solutions" that aggravate the problem).

An acquaintance with the boy's parents is the best way of finding out:

- the importance of religion in his family;
- something about the amount of discipline, kindness, attention, and freedom that he gets at home;
- whether his home atmosphere is one that encourages sharing, giving help, and taking responsibility.

You can get to know your Scouts' parents either through involving them in Scout activities or by meeting them in their homes. Both

approaches are good, especially when used together. Remember that "getting to know" involves more than a single meeting and there are few events when every parent will show up. Without good and ongoing relations with your Scouts' parents, you deny yourself a wide range of resource people along with an important source of knowledge about your Scouts.



The following suggestions may help you in fostering good parental relations:

- Meet the parents of a new Scout almost immediately upon his joining. Many Scouters do their "Investiture interviews" at a new Scout's home, giving them a ready-made excuse to chat with his parents. Alternatively, you can ask the parents to come in person to pay the registration fee, or (with the Scout's permission) invite them to their son's Investiture.
- Make sure that the parents know well ahead of time, and accurately, about upcoming Scouting events. At least before their son's first camp, they should be called personally to ask if they have any questions. To give parents the details about activities, we suggest you use either a printed hand-out or have your group/section committee telephone them.

- Give the parents a call if you have occasion to discipline their son such as suspending him from a troop meeting.
- Talk to every parent at least once a year to hear their impressions of the troop or patrol program and of their son's development.

- Inform parents from the start of the various ways in which they can help with your program. Some Scouters use registration as a time to have the parents fill in a "Resource Person's Card" such as the Application for Membership form (available through your Scout office).

**Application For Membership**

Please complete both sides of this form, sign it and return it to the Scouter.

I would like my son to become a member of the:

- ..... Beaver Colony
- ..... Cub Pack
- ..... Scout Troop
- ..... Venturer Company
- ..... Rover Crew

Name ..... Surname ..... Given Names .....

Full mailing address .....

Date of Birth: Day ..... Month ..... Year .....

School Attended .....

Please list any special interests/skills .....

Please make any comments about the leader should know: .....

I grant permission for my son of Boy Scouts of Canada and all its activities.

Signature .....

Date .....

Please See Reverse

You can contribute to the Scouting program for your son and his friends. We have a fine group of parents who are willing to help according to their abilities. We invite you to add your talents and interests so that we may develop the best possible program.

Please answer the following as completely as possible.

Father's Name .....

Mother's Name .....

1. What are your hobbies? .....

2. What sports do you play? .....

3. What aspects of your occupation would be of interest to boys? .....

4. Are you willing to assist? .....

5. Experience in working with boys .....

6. Please check categories you would be willing to help with:

Dad	Mom	Dad	Mom
<input type="checkbox"/> camp	<input type="checkbox"/> communication skills	<input type="checkbox"/> nature lore	<input type="checkbox"/> outdoor activities
<input type="checkbox"/> cooking/benquets	<input type="checkbox"/> drawing/art	<input type="checkbox"/> science	<input type="checkbox"/> singing/music
<input type="checkbox"/> dramatics/skits	<input type="checkbox"/> games	<input type="checkbox"/> sports	<input type="checkbox"/> swimming
<input type="checkbox"/> gardening	<input type="checkbox"/> handcrafts	<input type="checkbox"/> transportation	<input type="checkbox"/> woodworking
		<input type="checkbox"/> other	

Your co-operation and assistance will be most appreciated.

The following example  
may give you an idea if you  
wish to make your own:

PARENT TALENT SURVEY FORM

From: Troop/Patrol Name \_\_\_\_\_ Date \_\_\_\_\_

Dear Parents:

We are making a survey to uncover ways that you can contribute to the Scouting program for your son and his friends. We have a fine group of parents who have indicated willingness to help according to their abilities. We invite you to add your talents and interests and through them, your assistance for special activities and projects.

Please answer the following as completely as possible.

Name \_\_\_\_\_ Home Phone \_\_\_\_\_

Address \_\_\_\_\_ Business Phone \_\_\_\_\_

1. What are your hobbies? \_\_\_\_\_

2. What are your sports? \_\_\_\_\_

3. What aspects of your job, business or profession would be of interest to Scouts? \_\_\_\_\_

4. Are you willing to assist: \_\_\_\_\_

a) On a committee ( ) b) As an instructor ( ) c) Other ( )

5. What youth groups have you belonged to? \_\_\_\_\_

6. What youth leadership positions have you held? \_\_\_\_\_

7. Experience in: Scouting \_\_\_\_\_ Guiding \_\_\_\_\_  
YM/YWCA \_\_\_\_\_ Other \_\_\_\_\_

8. Please check categories you would be willing to help with:  
communication skills ( ) outdoor activities ( ) handicrafts ( )  
cooking/banquets ( ) science ( ) transportation ( )  
drawing/art ( ) singing/music ( ) games ( )  
dramatics/skits ( ) sports ( ) swimming ( )  
nature lore ( ) woodworking ( )

Please return this form to: \_\_\_\_\_

Your co-operation and assistance will be most appreciated.

Signed: \_\_\_\_\_

Alternately, your group/section committee (see Chapter "The Organi-

zation That Serves You") may be able to canvass parents using a slightly different form:

NON SUCH GROUP "HELPING HAND" SHEET		
Scouter Tom says: "Many hands make light work"		
Please help us to give your boys the best and most varied program possible. We ask that <u>each</u> parent and other adults in the family fill out one of these sheets.		
NAME _____	PHONE _____	
ADDRESS _____		
1) Can you (or someone you know) help us with driving? _____ If yes, when would you usually be available? weekend          evening          weekday		
2) Are you interested in helping with the Group Committee? If yes, what type of job would you prefer? (Please circle) telephoning          ladies' auxiliary          fund-raising wherever needed		
3) What type of work do you do? _____		
4) Are you willing to help us with any of these skills? typing          carpentry          sewing          first aid Other (specify) _____		
5) Could you please tell us which of these hobbies and interests you might be able to help the Scouts with: (Circle) archery          camping          canoeing conservation          floor hockey          gymnastics folk-singing          photography          sailing snowshoeing          stamp or coin          star-gazing others          collecting          _____ _____		
6) Are there any places that would be interesting for the troop to visit, for which you could arrange a tour?		
7) Would you be interested in the group holding a family outing?          camp?		
THANK-YOU		

Your group/section committee can also sponsor and help you organize special activities designed to involve the parents and other adult members of the family such as:

- B.-P. Church service during Scout-Guide Week.

- "Parents' Night" which could include a film about the outdoors, parent-and-son games, Scout skill demonstrations, a hobby show, a conservation or safety in the home talk, or boy-prepared refreshments.

- a "Troop and Family Outing" which could be a picnic, a field day, a naturalist or scenic hike, a campfire with wiener roast and singalong, or a tour.
- a "Parent and Son" service project has endless possibilities.
- "Parent and Son" bowling or other sports events.
- a family skating or Christmas party.
- holding a family camp.
- visiting each home on a regular basis (practical only for Scout Counsellors and/or committee representatives).
- putting out a troop or group newsletter (See Chapter on "Tell the People").

In summary, let's assume that you are now getting to know your Scouts and their parents fairly well.

Based on what you know about each boy, you can now adjust your program objectives. Because the Scout program is a series of many activities and not just a single event, you can accommodate a variety of objectives for different boys within each patrol program. (Similarly, you can accommodate a variety of patrol objectives within the one troop program.)

This boy has leadership qualities which need to be developed. That one needs activities which show him the value of helping others. A third Scout could use some confidence building. And the whole patrol has a long way to go to develop a sense of togetherness. None of these individual objectives would be incompatible and, with a bit of thought a patrol program can be put together to incorporate them all.

## CHAPTER FIVE

### TROOP ORGANIZATION AND OPERATION



#### Patrol System

The first program objective of the Scout section is:

"to provide opportunities for boys, through membership in small friendship or interest groups to:

- 1) learn to play and work with others; and
- 2) learn and practise leadership".

This membership in small groups is achieved through the organization of boys into patrols consisting of three or more Scouts. Ideally each patrol works directly with its own Scout Counsellor. The patrol is the basic program unit, and the Counsellor gives the boys as much responsibility as they can carry for planning and organizing activities. Many of these activities will be related to the Achievement Award and Badge System, most of which has been designed to be carried out by patrols.

#### Boy Leadership in Patrols

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. Boys often tend to identify competence and to accept leadership from the member of the group with the highest degree of skill in a particular field. 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 should shift naturally from one project leader to another depending on the situation.

#### Patrol Leader (P.L.)

Each patrol elects one Scout as Patrol Leader (P.L.). He acts as the boy leader except during specific activities where a project leader has been chosen to lead by reason of his special skill or knowledge.

There may also be an Assistant Patrol Leader (A.P.L.) who assists the Patrol Leader and acts for him when he is absent. Some ways boy leadership can be guided and encouraged are discussed in Chapter Six "The Patrol".

### The Troop

While the patrol is the basic unit of operation, a larger organizational grouping is required because boys have a natural desire to identify with a larger unit and certain types of Scouting activity require the larger grouping. The sponsorship arrangements of the Boy Scouts of Canada, therefore, provide for a troop formed of one or more patrols. The maximum size limit is set by available leadership and meeting facilities. Details concerning troop operation are given in Chapter Seven "The Troop".

### Boy Leadership in the Troop

In the troop, one of the main ways by which boy leadership is expressed is through the Court of Honour. This is a committee of one or two representatives from each patrol together with one or more of the Scouters. Boys should also lead games, plan and lead activities and conduct other aspects of the troop program as indicated in Chapter Seven "The Troop".

### The Adult Leadership Team

The adult leadership team includes the Troop Scouter, the Scout Counsellors, and resource persons.

The Troop Scouter has overall responsibility for the operation of a troop. This responsibility involves meeting the very different expectations of both adults and boys. On the one hand, the Boy Scouts of Canada, the sponsoring

institution, the group or section committee, and the parents are concerned about health, safety, and character development. On the other hand, the boys are looking for fun, adventure, and a feeling of accomplishment. The Scout program has been designed to meet these two expectations. The Troop Scouter who works in partnership with his Scout Counsellors on troop activities, and through them on patrol activities, should have no problem satisfying both the boys' and adults' expectations. If the Scouters work together effectively as a team, they and the boys will enjoy their achievements in Scouting and to the satisfaction of each of the forementioned adult groups.

Scout Counsellors are primarily responsible for the operation of one, or at most, two patrols. In addition, they work in partnership with the Troop Scouter on troop activities, sharing such tasks as organizing troop meetings, keeping records, and leading activities.

Scouters responsibilities are listed in point form in the official publication "Bylaws Policies and Procedures" (BPP) under "Scouters in the Group". These may be summarized as follows:

- ensuring the health, safety and well-being of their Scouts.
- assisting in the planning and operation of the troop program.
- encouraging patrols to accept their share of the responsibility for the patrol and troop program.
- ensuring that each patrol member is provided with opportunities for leadership, achievement and recognition.
- assisting in locating and providing resources and resource persons.



While you, as a Scouter, should have some knowledge of Scoutcraft, you cannot be expected to possess all the skills and knowledge necessary to meet the many and varied interests of your Scouts. In your community there are persons with specialized interests and skills related to their hobbies and vocations. These people are often willing to help out in their specialized field for a short term even though they may be reluctant to work with Scouts on a continuing basis.



Such part-time resource persons may often be found among the parents of Scouts or members of the group/section committee or the sponsoring institution.

You will want to familiarize resource persons with the major aspects of working with your Scouts. Giving or loaning them a copy of the booklet "A Guide for New Scout Leaders" would be a good start.

#### Potential Resource Persons:

- tradesmen and/or professional persons: artists, carpenters, mechanics, teachers, clergymen, photographers, doctors, librarians, firemen, lawyers, policemen, radio technicians, woodworkers, metalworkers, gardeners, boat builders.
- outdoorsmen: hunters, fishermen, foresters, conservationists, birdwatchers, campers, hikers, sailors, canoeists, yachtsmen.

- sports fans and players: baseball, softball, football, hockey, track, swimming, lacrosse, skating.

Your Scout council service team or commissioner's staff can also assist you with information on local resources, program ideas, and leadership training opportunities.

#### Activities

What Scouts do together in their patrols and troop constitutes the substance of the Scout program. This is formally stated in the second Scout Program Objective: "to provide boys with opportunities to plan and participate in appealing and challenging activities which:

- expand their knowledge;
- improve their physical condition;
- develop their spiritual values;
- prepare them for and involve them in community services;
- promote appreciation of and provide experience in the out of doors.

#### Activity Selection

That's a great objective, but how do you go about selecting "appealing and challenging activities"? The answer is that you don't have to. With a little skillful guidance, the boys will select them for you using the Achievement Badge system as a framework. It is essential for a successful troop or patrol that Scouts be given the opportunity to participate in the selection and planning of activities to the extent of their ability.

In this way patrol and troop programs can be individually planned

to meet the particular needs and interests of the boy members e.g. a patrol whose current interest centres on ham radio operation will have very different patrol meetings from a patrol interested in water activities.

Through his active participation in program planning each boy soon learns that his own ideas and wishes must often be put off until another time because the patrol prefers to do something else. This self-discipline cannot be learned if boys are made to carry out adult-imposed ideas. They will simply comply with the adult's wishes until they themselves are old enough to impose their own will on others and the essential lessons of friendly co-operation will not be learned.

### Troop Activities

Troop activities are usually combined patrol activities, e.g. at a troop camp the boys will camp as patrols and will spend more time in patrol activity than in troop activity.

Planning troop activities should be done by the patrol representatives at the Court of Honour. The detailed organization of a particular activity (game, camp, community outing, etc.) is done by the Scouts or Scouters who are responsible for leading it.

The place of games, badge work and other activities in an individual troop meeting is discussed in later chapters.

### Patrol Activities

The badge system is structured so as to make patrol activities necessary to earn most of the Achievement Badges.

These Achievement Badges should

form the "core" or central part of the patrol activities. A legitimate goal, therefore, would be to have as many patrol members as possible earn the appropriate Achievement Award during each activity year, with some boys also earning the appropriate Challenge Award.

### Activity Planning

Activities, projects, going places and doing things do not just happen. They are the result of Scouts and Scouters sitting down together and planning carefully. Remember that younger Scouts may not be very successful in their initial planning without your positive advice and guidance.

Program planning should be a cooperative exercise by the boys themselves, with you helping them to achieve a consensus in deciding on an agreed course of action. It is not enough to sit back and do nothing while the boys founder in a sea of different ideas and opinions. You play an active part in helping the boys determine which activities they should undertake, in which order they should tackle them, and what aspects they must consider in the planning of individual events. You then work behind the scenes to ensure that the necessary materials and help are made available so they can carry out their ideas.

The Achievement Badges provide the basis for a balanced program, but most patrols and troops will also enjoy other activities which are not specifically covered in the badges. As your guide for determining suitable activities for the boys, use your imagination, common sense and the second program objective as your check list. Will the proposed activity:

- 1) expand their knowledge?
- 2) improve their physical condition?

- 3) develop their spiritual values?
- 4) prepare them for or involve them in community service?
- 5) promote appreciation of or provide experience in the outdoors?

You should strive for a balance of all five parts of this objective over a period of time. Any activity which meets one or more of these will usually be suitable for Scouts. However, be sure to stress the FUN aspects of all your activities if your patrol and troop operation is to be successful and enjoyable.

## CHAPTER SIX

### THE PATROL



Baden-Powell in his book "Aids to Scoutmastership" states: "The patrol system is the one essential feature in which Scout training differs from that of all other organizations, and where the system is properly applied, it is absolutely bound to bring success. It cannot help itself."

He goes on to say "The patrol is the unit of Scouting always, whether for work or for play, for discipline or for duty".

The situation has not changed to date. The patrol is the original and still the most important unit in Scouting. When Baden-Powell wrote his book, "Scouting for Boys", it was not his intention to start a new youth movement; the boys decided otherwise. By the hundreds boys read the book and formed their own patrols. Patrols came together to form troops, adults were recruited, and the Movement born. Ideally this would be how it would happen today. Patrols, not boys would join the troop. This should happen when a group of Cubs come up to the troop and remain together as a patrol. More often the Scouter is faced with the task of helping the boys to form patrols. Before we explore some of

the means by which patrols can be formed, let's look at why the patrol system is so important.

The use of the patrol system is based on the belief that the way boys organize to carry out their activities can make as an important a contribution to their growth as the activities themselves. We know boys of Scout age need the fellowship and approval of companions their own age. We know that they look for this by seeking membership in groups. The Scout age boy needs to feel that he belongs to the group and is accepted by the members as a friend. Through his membership in these groups he gains status, security, recognition and a sense of belonging. He will want to do all of the things that the group does, take part in their activities, accept responsibility for an activity within the group, and contribute to group undertakings consistent with his skills.

#### Basis of Patrols

A patrol is a small group, a minimum of three boys and no maximum stated. Experience, however, would

suggest that most patrols tend to be between five and eight in number. If patrols get much larger in size they tend to divide into sub-groupings. Boys of Scout age do not as a rule form large gangs. This does not deny that there are larger groups of boys but you will usually find that these groups have been organized by adults.

The formation of a patrol should follow the natural groupings of boys in order to satisfy their needs. Some of these are:

- Feeling of Being Needed. The Scout can get deeply involved in the activities and workings of a patrol sized group. He is much more likely to be an active member of a patrol than he is of a troop. The patrol needs him; the troop is big and can do without him. In the troop his absence may not be noticed; in the patrol his absence leaves a large gap. His life and the lives of others become intermixed; he cares about them and they about him.
- Responsibility. Through his involvement in the patrol, the Scout will accept and carry out responsibilities in a way that he could not experience in a larger group. He will not talk about taking responsibilities; he will do it. Self-reliance becomes attainable because he gets practice in undertaking responsibilities in the patrol.
- Learning by Doing. A Scout's involvement in the activity of his patrol provides experiences basic to citizenship learning such as sharing, co-operating and adjusting to the majority. He does not learn only by reading books, but by living with and relating to his patrol. He must share the work. He must live with what the majority

wants. He joins others in experiencing victory, defeat, sunshine and rain, trials and disappointments. He learns new skills and, in the patrol, he has the opportunity to use them.

- Opportunity for Leadership. Each Scout will have far more opportunity to practice leadership in the smaller grouping of a patrol than he will within the troop. Leadership is a function or action, rather than an office or appointment. Within a small group such as a patrol, all individuals have a chance to provide leadership whether or not they are formally appointed as the Patrol Leader (P.L.) or Assistant Patrol Leader (A.P.L.).

The first Program Objective of our Scout section can be paraphrased as: providing opportunities for boys, through membership in small friendship and interest groups, to learn to work and play with others, learn and practice leadership. As can be seen from the foregoing, patrol formation begins to fulfil this objective.

Now let's look at the task of forming boys into patrols and how we put some of this information to work for us.

### Forming Patrols

Forming boys into patrols should take into account:

- close personal friendships,
- similar age and physical maturity,
- same school grade,
- common interests,
- similar abilities.

While it is possible that you may be starting with a new patrol in a new troop, it is more likely that you are serving as a Scouter in an

established troop - one that has been in operation for some time. This means that, in all likelihood, some approach to forming patrols has already been established. Similarly, it is likely that some friendships have already developed among some of the members. Despite this, some shuffling of patrol membership becomes unavoidable as friendships change, as boys mature, and as boys leave or join the troop.



One method of forming patrols is explored in "Having Fun with Scouts". The pattern set out there utilizes two meeting nights before boys are finally formed into patrols. The approach taken is based on the assumption that boys should make the final decision as to which patrol they will belong. The Scouter's task is to ensure that they explore the options available to them and understand the implications of their decisions. In the first sample meeting, after a few games based on several different groupings, the Scouter leads a discussion on groups and the composition of patrols. This example explores the desirability of boys being in the same patrol who are: friends, of the same school grade, and like to do similar things. At the second meeting, the boys are asked to form up into teams with individuals whom they would like to be with. Before they actually form into teams, the Scouter again briefs them on the basis of forming groups. These teams then play a game which is based on team

effort. The next step is to ask the boys to form into patrols of, say, five to seven Scouts in each, more or less. This allows any shuffling which may be desired on the part of the boys. The Scouter only becomes involved to the extent necessary to ensure that no boys are left out.

A slightly more complicated method, and one that will take longer, is as follows. For a period of approximately one month, concentrate on troop activities, games, outings, service projects and very general activities. For each of the activities, projects, and the games, have the boys form teams and regroup themselves in as many different ways as possible. This should include games and projects where they form up into pairs, threes and larger groupings of five and six. Allow maximum opportunity for the boys to group and regroup themselves in many ways. At the end of this "get acquainted" period, help the boys to group themselves into patrols. Encourage them to form their patrols on the basis of age, physical maturity and ability, with the added advantage of knowing one another.

Another method of forming boys into patrols, is to use a friendship chart. This approach is based on the assumption that all boys at least know the names of each other. The procedure is as follows:

1. Use a blackboard or a sheet of newsprint and list the names of all the boys in the troop.
2. Explain to the boys that they are about to form into patrols. Point out that the patrol will be the group they will work with on projects, games, in camp, and other troop activities. You may wish to give them some guidance with regard to patrol size, friendships, age, school grade, interests and

abilities.

3. Use sheets of paper or small file cards. Distribute the cards or pieces of paper and instruct the boys to put their own name at the top of the paper and draw a line. Using the list of names provided, each boy now writes down the names of those he would like to have in his patrol. The names should be in order of preference, first choice, second choice, third choice and so on. After they have turned their list into you, point out that you may not be able to meet everyone's wishes entirely, but their choices will get first consideration.
4. Make a chart listing each boy's name across the top and the same list of names down the left side of the sheet. Against each name on the left hand side of the sheet, check off across the page the names that each boy has listed on his sheet of paper. Now you can read down each column to see how ideally each Scout would be matched up. (For example, you can see that John and Bill voted for each other. They also voted for Mark. Mark in turn voted for both of them so the feeling must be mutual. From this type of information you safely conclude that these three boys would work well together in the same patrol.)
5. After some arranging, you can eventually put together the right combination for each patrol with the greatest weight being given to the boys' own choices. Some Scouts names may not appear on any list. One way of dealing with this is to place such boys in patrols with

ones they have named as first or second choice. If a boy has not listed anyone, you will have to give him special attention to help him become one of the "team".

6. The last step is to advise the troop of the new patrols. This can be handled by making an announcement or by posting lists of names.

So far, the suggested approaches to forming patrols have been based on the assumption that your patrols are made up of boys who are personal friends, of similar age and physical maturity, are about the same school grade level, have common interests, and have similar abilities. This approach is used because:

1. We know that this particular "typical age" peer grouping tends to foster closer friendships.
2. The sharing of leadership is much more likely to happen in such a patrol than when there is a wide variance in ages and abilities.
3. The whole patrol will work closer together since all can work at the same level of the Achievement Badges. These badges were especially designed this way so as to help develop the patrol spirit.

Another approach is to form patrols by trying to place both older and younger Scouts in each group. One of the strengths of this approach is that the experienced Scouts can instruct and help the younger boys. This experience in the patrol may be useful if there is a shortage of adult leaders. It also means that the variance in the physical range of boys within each patrol can act as an equalizer for competitive games. However, in spite of short term benefits there are



many long term disadvantages in this approach.

The major weakness is that this approach assumes that the older Scouts will be the natural and accepted leaders in the patrol; if not, the Scouters must appoint them as opposed to the Scouts electing their own. It also reduces the likelihood of shared leadership as the older Scout will tend to "boss" the younger ones. There is the added danger of reducing the individual Scout's involvement in decision-making as older boys tend to ignore the younger boys' opinions. Another major disadvantage is that the range of ages and levels of development in the patrol makes it necessary to continually form ad-hoc groups within the troop for different levels of badge work. Small separate groups of boys from different patrols must come together to work on specific badges. Instead of a patrol working together on requirements at any given level of a badge, the patrol has to be broken up; cohesiveness and patrol spirit disappears. The Scouters' task in keeping track of each Scout's program becomes more difficult as each boy goes his own way in the selection of the badges he will work on and the requirements he will undertake. This tends to negate the design of the Achievement Badge system and contravenes the intent of the Scout Program Objectives.

### Maintaining Patrols

A patrol should exist as a patrol for as long as possible. But we are looking for more than just existence; we are looking for a lively, functioning patrol.

B-P. said "the patrol is the character school for the individual". Towards this end, every possible aspect of your program should be planned and operated so as to strengthen the patrol. To effect

this, there are two basic guidelines:

1. Each patrol must be given continual, maximum responsibility in accordance with their capabilities. This will include planning troop functions and carrying them out. Patrols should put on ceremonies, clear up after meetings, run games, put on demonstrations, camp, cook and hike together. Occasional responsibility given to a patrol is not enough; it must be continuous.
2. Patrols must be active. They must do things as patrols, both within troop meetings and separately. One sure way of developing patrol spirit or cohesion is to have the group meet frequently around activities which interest them. Group loyalty and enthusiasm arise out of doing things together. If a patrol is to be more than just a group that gathers in the "patrol corner", it must go places and do things together as a patrol.

Once a patrol has been formed, patrol members should not be placed in positions of conflicting loyalty. Once a member of the patrol, a Scout shouldn't be asked to temporarily "fill out" another patrol that is short a man for a game or to be part of make-shift patrols for competitions. Small patrols can compete in most contests, games, or troop events. True that on some occasions they may be handicapped but in such things as a relay, one or more Scouts can run twice to even things out.

If a boy expresses a desire to change patrols, it is wise to permit it. But before doing so, sit down with the boy and discuss why he wishes to change. It is a good idea

to discuss the matter with the patrol. Either way ensure that both the boys in the patrol and the Scout who wants to change are aware of the reasons. This should not be done with a view to putting pressure on the boy to remain in the patrol, but rather to help him explore the implications of his decision. If he is "running away", however, you may wish to encourage him to stay and solve his problem. These steps are consistent with the idea that Scouting is helping boys to grow into responsible citizens.

#### Selection of Patrol Leader

There are a number of ways to elect the Patrol Leader and Assistant Patrol Leader. The Scouts can first nominate candidates for these positions, or dispense with this step and move right into voting. Secret ballot is preferred, but a show of hands can be used if nominations have been made and the nominees are asked to leave the room during voting. It may not be necessary to vote separately for the positions of P.L. and A.P.L. unless the Scouts prefer otherwise. The patrol members can write their first and second choices on a slip of paper; the boys whose names appear most and second most often become P.L. and A.P.L. Ballots should be counted by the Scouter because boys can often recognize each other's handwriting.

As many patrol members as possible should be given the opportunity to practice leadership. It is therefore a good idea to avoid situations where one boy becomes entrenched in the position of P.L. for several terms of office. You can accomplish this by getting prior agreement from the patrol that no boy can succeed himself after two terms or one year in office. Or the patrol may decide that the A.P.L. automatically succeeds the P.L. with new elections only to fill the A.P.L. position.

The whole process of selecting a leader need not be a lengthy one. It can take place during a short patrol meeting or at a Patrol-in-Council. Your task is to ensure that the boys explore what to look for in a leader, what they expect of their leader, what the leader can expect of them and to offer some options as to how they might select their leaders. Have the patrol members explore why there should be a fixed term of office and what this term of office should be. Ensure that each patrol member has an opportunity to express his views on these various points.

The opportunity to act as a leader is also provided through the less formal position of an activity or project leader. These positions are usually of a short term nature. It involves a patrol member acting as the leader for a specific project or activity. Once the project or activity is completed the position ceases to exist. Activity/project leaders may either be elected by the patrol or appointed by the P.L.

P.Ls. and A.P.Ls. wear an identifying insignia upon their uniform. The insignia is easily recognizable and is transferable. It is worn upon the left shoulder through the shoulder loop on the Scout shirt. P.Ls. wear the gold and A.P.Ls. wear the silver insignia with the option of matching neckerchief slides.

#### Responsibilities of the P.L.

The P.L. has two main areas of responsibility: patrol spirit and patrol activities.

Patrol Spirit: The P.L. has to help establish and maintain the patrol spirit: esprit de corps is the intangible quality that unites a patrol.

It is a quality that must be developed by the members of the patrol in the course of working together. Much of the patrol spirit is developed around decision making and who makes them. The effective Patrol Leader does not make all the decisions but helps the group make them. Group decision making helps members feel fully identified with each decision and more motivated to carry it out. It is important that every member of the patrol feel that, in some way or other, he is important to his patrol and to the other members of the patrol.

Co-ordinating activities: The second major responsibility is co-ordinating the activities of the individual members of the patrol to ensure there is no duplication of effort in a patrol task. The P.L. usually acts as chairman during patrol meetings and also represents the patrol at the Court of Honour.

When a patrol leader delegates responsibility for a task to a member of his patrol, he should leave him alone to get on with the job and not interfere with the way in which it is being done. If more speed or effort is required, it should be suggested by way of encouragement and not by needling or grumbling. Although a task may be delegated the accountability for the patrol and its activities remains with the Patrol Leader. When delegating responsibility the

P.L. should be reasonably sure that the person selected is competent to fulfil the task requested of him. The P.L.'s instructions for carrying out the task should be given in a direct and clear manner so that all members of the patrol are aware of what is happening.

### Patrol Rules

During the life of a particular patrol or troop, specific rules will be developed. How these rules are developed and enforced will have a great effect on the spirit of the patrol members. Where regulations must be enforced formally it should be consistent with the past, yet appropriate to the present or current situation and handled in a kind and dignified manner. Blind or rigid enforcement is as inappropriate as total lack of support for the established regulations. A stronger team spirit is developed when members have a part to play in setting their own rules and when there is consistency in their enforcement.

### Patrol Identity

Choosing a name for their patrol can help develop patrol spirit. To encourage patrols to select a name and to provide a means of identification on their uniform, patrol emblems are available in six categories. These categories are: constellations, famous people, Indians, explorers, birds and animals. Each of these designs comes in five colours. The patrol emblem is worn

on the right shoulder of the shirt approximately ten (10) centimeters from the shoulder seam.

Encourage your patrols to select a name that has particular significance to the area in which their troop operates or has special meaning to the members of the patrol. Selecting a name and researching it, can be an excellent means for Scouts learning something of the natural environment, or can be a means of recording a highlight in their patrol life.



Help your Scouts to find the unusual in the common, to find the meaning behind a term, the significance of an event. One patrol had reached a stalemate in trying to find a name for itself. The Scouter asked them if they knew what the work "oomingmak" meant. The Scouts were intrigued and rather than giving them the meaning immediately, their Scouter suggested that they could find out what it was or meant and report at the next meeting. The following week the patrol returned without an answer. The Scouter then told them that "oomingmak" was an Inuit word meaning "bearded one" and was a native name for the Muskox. A trip to the library, some research in books such as the "National Geographic," and this patrol had a name - unusual and distinctively Canadian - the Oomingmak.

Another patrol wanted a name that was fierce. They had selected such things like the tiger and the cobra,

but weren't too happy as most of their names seemed to be rather mundane. The Scouter dropped the suggestion that they might want to check up on the "shrew". Again, a trip to the library, some digging in some resource books, and the patrol decided to call itself "Shrews". Another patrol who had decided to focus their efforts on becoming expert backpackers, chose the name of the "Coureurs des Bois".

In each of these instances, the boys made the decision as to what their name would be. Their Scouter's role was one of facilitating through suggestion, comments, questions, and direction as to where they could find resource material. The name chosen should have meaning to the boys within the patrol.

Another excellent project is the development of patrol flags. These can be made from a piece of cotton, denim or canvas. An excellent method is to silk screen them using the method described in the "Handicrafts" chapter of this book. These can be mounted on a patrol staff or in the patrol den or corner.

### Patrol in Council

The Patrol-in-Council (PIC) is a gathering of the members of a patrol for discussion. It is chaired by the Patrol Leader.

Patrol-in-Council is called to hear reports from Court of Honour representatives, to decide as a patrol which Achievement Badges the patrol will work on, to select options within badge requirements, plan for camps, hikes or other outdoor activities, give directions and ideas to the Court of Honour representatives, and deal with any other business that affects the patrol.

## Patrol Meetings and Activities

Patrols succeed because they do things together as a patrol. Patrols must meet regularly, at least once a week and more often if possible. This patrol meeting can take place during a troop meeting, separate from the troop, or both. The patrol meets to work on a badge requirement, to work out a menu for a camp,



to prepare its part in a troop activity, to repair some of its equipment, to go to a show, or to get together for a game of shinney (floor hockey).

While the Achievement Badges provide the "core" or focus of patrol activities, the Challenge Badges can also be used in a similar manner. How about a patrol getting together over soft drinks and potato chips to do some leather work (handicraft)?.... or they may want to gather in one of the patrol members homes to assemble a series of model kits (modeller)... or how about a table tennis match (sportsman)?.... Sometimes the guys in the patrol may just want to watch their favourite TV show together - how's that for reinforcing patrol life?

## CHAPTER SEVEN

### THE TROOP



While the patrol is the basic unit of operation, boys have a natural desire to identify with something larger. It is also recognized that certain activities require larger units of organization. The Boy Scouts of Canada meets this requirement for the Scout section by forming "troops". A troop can consist of one or more patrols. The average size troop in Canada today has between twenty and thirty Scouts. There are two limiting factors governing the size of a successful troop:

- adequate leadership (preferred ratio is one adult per patrol or approx one for every six Scouts).
- the size of the meeting place.

Your troop provides the identity in fulfilling the boys' desire to belong to a larger organization. This identity derives from the fact that the patrols which constitute the troop:

- Share a common sponsor and hence share the same group identification.
- Are under the supervision of a team of Scouters whom the boys recognize.
- Share similar activities and experiences, (not necessarily all happy ones).
- Share a common meeting place.
- Share the same equipment and resources.
- Are under the influence of the Court of Honour, which guides the activities of the troop.

#### Organizing a Troop Meeting

A troop meeting is the coming together of patrols under the overall direction of the Troop Scouter. Activities are organized by a Scouter or a boy leader based on the plans made by the Court of Honour. Since patrols continue to function as individual units under the guidance of their Patrol Leaders, all

instructions for activities should be given to these P.Ls. who then organize their patrols accordingly.

A normal troop meeting starts long before your arrival at the meeting place. It starts with the Court of Honour preparing the long range plan and setting the theme many weeks or months earlier. As you get closer to the date of the meeting, you will want to develop your outline plan in more detail at the regular Court of Honour meetings. Responsibilities for activities, or preparations for individual activities within the program, can be assigned by the Court of Honour to patrols.

A week or so before the meeting, the Scouters should get together and make final preparations. In some troops the Scouters meet after each troop meeting to make detailed preparations for the next meeting. This preparation, or immediate planning as it is sometimes called, is done by the person or persons responsible for the activity.

Most immediate planning will be done by the Scouters; however, P.Ls. should also be given responsibility for planning and organizing activities as often as possible. During a troop meeting, (but not necessarily every troop meeting), at least one patrol should be responsible for conducting an activity which it has prepared by itself. It could be the P.L., a project leader, or the entire patrol that is responsible for carrying out the activity.

As part of the immediate planning you must ensure that the equipment required to conduct an activity is available at the meeting place. The following list covers the more obvious preparations, but detailed arrangements for each activity must be planned for separately:

- Ensure all equipment, training aids, charts, handouts, requir-

ed to conduct an activity are available at the meeting place.

- If the meeting is to be held at some location other than the normal place, ensure access has been arranged, and permission to use the area has been granted. Ensure also that P.Ls. advise their patrols of the location.
- If transportation is required, one person should be assigned to make arrangements with the group/section committee for drivers, including time and place to meet the boys, details of the route, final destination if different from the drop-off point, and time and place of pick up for the return trip.
- If you are planning to ask a member of the community to attend a meeting and assist in teaching a specific skill, ask him at least two weeks or more in advance. Tell him what you expect of him and how he might present it. At the same time ask him if he requires transportation or special training stores. Assign the responsibility for introducing and thanking the guest; this is an ideal task for the boys.
- If you are responsible for an activity during the meeting, be it the conduct of a game, a ceremony, leading a singsong, or teaching a skill, always review the reference material to refresh your memory prior to the meeting. Just think how embarrassing if you should forget the Scout Promise during an Investiture ceremony.
- Review the sequence of the meeting with all who are responsible for the activities.
- Involve the boys - this is



normally done through the Court of Honour.

### Troop Programs

What Scouts do together either in their patrols or in the troop constitutes the troop program. The substance of the program is activities, projects, going places and doing things - with the emphasis on "doing". The troop program must be planned to reinforce the patrol programs and patrol activity.



There are a wide variety of program items suitable for troop activity. The following are some suggestions:

1. "Show and Tell" nights in which the patrols share their experiences, knowledge, projects with the other patrols.
2. Sharing resource persons - e.g., a Member of Parliament or a civic leader may be invited to help other patrols with aspects of the Citizen or Arrowhead Badge.
3. Games nights - in which patrols get together for fun and friendly competition.
4. Party nights - at which it may be very appropriate to have the boys invite girl-

friends, or members of a girls' organization.

5. Outings to visit places of interest.
6. Troop camping weekends, long term camps, canoe trips or hiking ventures.
7. Outings for fun - sleigh ride, fish derby, skating, swimming, etc.
8. Service projects which are best carried out by a unit larger than one patrol.

### Troop Program Planning

Troop program planning cannot be fully discussed in terms of generalities. Because it involves the "how" of patrol and troop operation, it must be discussed in very specific terms. The best way is to present a few examples of how troop program planning may be carried out. Note that these examples are designed to show how you can integrate different patrol programs into a single troop. They illustrate a sequence of planning rather than the actual program content which is dealt with in succeeding chapters.

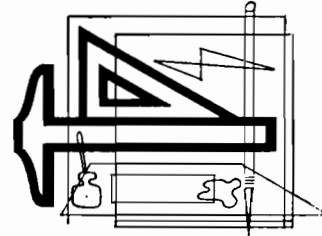
This example is based on a fictitious troop temporarily made up of three patrols as follows:

Mars (bronze stage)	6 boys	Scouter
Patrol (age 11/12		Brown
grade 6):		
Algonquin (silver	10 boys	Scouter
stage)		Smith
Patrol (age 12/13		
grade 7):		
Raven (gold stage)	8 boys	Scouter
Patrol (age 13/14		Jones
grade 8):		

Note: Ages and school grades given are the norm; this does not

mean that all patrol members must be of the same age or in the same school grade. It is also quite likely that Algonquin patrol, because of its size, may later split up of its own accord into two patrols; note that most of the Scouts in this (and the Raven) patrol were in the troop last year.

three representatives from the patrols. It had been agreed previously



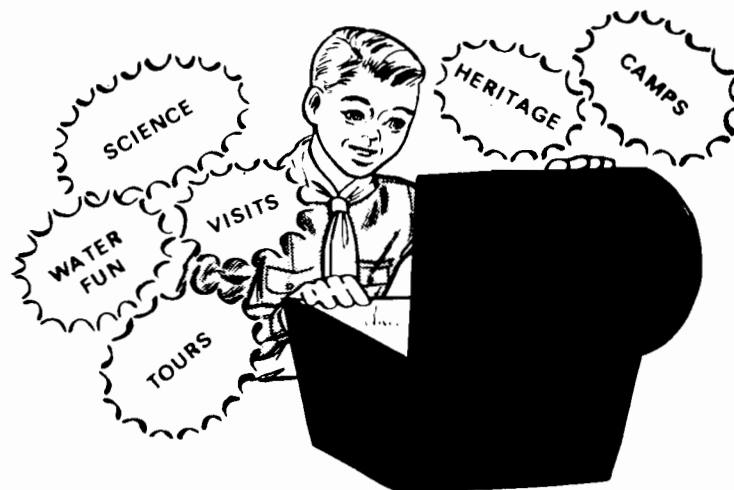
### Beginning

The first meeting of the new season was held on September 8. (See "Having Fun with Scouts" for sample initial meetings.) Temporary patrols were formed based primarily on age and school grade taking into account existing friendships and interests. (See Chapter "The Patrol".) Necessary organizational procedures were interspersed with several games. Patrols took no immediate action on election of patrol leaders, but were asked to select one member from each patrol to form a Court of Honour with the Scouters. This was to be regarded as a short term appointment.

### Initial (Long-Range) Planning

On Sunday afternoon, September 11, the three Scouters met with the

that Scouter Jones would carry out the duties of Troop Scouter. It was, therefore, Scouter Jones who took the initiative at this time, arranged for the Court of Honour to meet and acted as chairman. At this meeting the bronze and silver patrol representatives pointed out that they had not been able to complete their outline patrol program at their first Patrol-in-Councils meetings. Scouter Brown also pointed out that his "Martians", being new to Scouting, had not yet been able to reach agreement on their badge work. It was decided that the next troop meeting should be devoted to patrol meetings plus a few games. Scouter Jones suggested that, weather permitting, the troop meeting might end with a corn roast.



As a result of this meeting, the long-range plan for the year set out in general terms might look like this:

OUTLINE PROGRAM PLAN SEPTEMBER - JUNE

GOAL: to provide boys with the opportunity to earn the Achievement Award appropriate to their program level.

<u>Period</u>	<u>Gold Patrol</u>	<u>Silver Patrol</u>	<u>Bronze Patrol</u>
Sep 8 to Sep 22	Registration, organization, games, initial patrol and troop meetings		
Sep 29 to Dec 16	Exploring/ First Aid Campcraft Challenge Badge (1)	First Aid Exploring Challenge Badge (1)	Personal Fitness ?
Jan 5 to Mar 23	Winter Scouting Citizen Safety	Challenge Badge (2) Citizen Safety	Citizen ?
Apr 6 to Jun 15	Personal Fitness Campcraft Challenge Badge (2)	Exploring Conservation Swimming	Campcraft ?
Jun 27 to Jul 6	Troop Camp (Tentative)		

Short-Range Planning

From this very sketchy outline - the long-range plan, the troop program will gradually be fleshed out concentrating on the next two or three months at a time - the short-range plan.

The troop meeting of 15 Sep was largely devoted to developing individual patrol programs followed by a short wide game treasure hunt and ending with a corn boil as planned. To illustrate how the patrol programs are put together into a troop program, let's see what the second year Algonquin Patrol has planned for this period. (For

details on patrol program planning however see Chapter on "The Patrol").

The material produced by the first meeting of the Court of Honour is made available to the patrols. The Algonquin (silver) patrol, consisting of ten boys and working with Scouter Smith, took most of their next patrol meeting to work out their program for the first program period -- September to December. They examined badge requirements, selected options where available, organized themselves into project teams and did whatever was necessary to provide a basis for the program for this period. They also elected a

Patrol Leader, Scout John Wilson. By the end of the evening they had agreed that Scouter Smith, the Patrol Leader and their representative on the Court of Honour, would form a patrol program committee and work out a detailed program to be ready for the next meeting.

They also agreed at this time that the position of Patrol Leader should be for the duration of this program period (December), and that in January a new election would be held to fill this position for the next program period. No Assistant Patrol Leader was felt to be necessary at this time.

The patrol program committee had been provided with enough information to prepare a program which they had ready for the next week's meeting.

#### ALGONQUIN PATROL PROGRAM

##### Period I September to December

Themes: First Aid and Exploring (silver stage). Scoutcraft Challenge Badge. Completion of two Achievement Badges by end of December: First Aid and Exploring. Completion of Challenge Badges through individual effort.

Sep 8 Troop Meeting  
 Sep 12 Patrol Program Planning session  
 Sep 15 Troop Meeting - First Aid  
 Sep 22 Troop Meeting - First Aid - Investiture (see note)  
 Sep 29 Troop Meeting - Scoutcraft (tracking)  
 Oct 8 Exploring outdoors (requirements 4, 5 and 6) (Sat)  
 Oct 13 Troop Meeting  
 Oct 14-15 Scoutcraft (Pioneering project)  
 Oct 20 Troop Meeting First Aid and Exploring

Oct 27 Troop Meeting - First Aid  
 Oct 31 Patrol Hallowe'en Party  
 Nov 3 Troop Meeting - Patrol absent on night hike  
 Nov 5 Exploring - as for October (Sat) 8  
 Nov 7 Exploring (requirements 2 and 3)  
 Nov 10 Troop Meeting - axemanship  
 Nov 11 Remembrance Day ceremonies  
 Nov 12-13 Exploring  
 Nov 17 Troop Meeting - Campcraft (rope work)  
 Nov 21 Exploring - review  
 Nov 24 Troop Meeting - rehearse Christmas program  
 Nov 28 Exploring - test and complete  
 Dec 1 Troop Meeting - First Aid  
 Dec 5 First Aid - review and practice  
 Dec 8 Troop Meeting - First Aid test and complete  
 Dec 15 Troop Meeting - Christmas program  
 Dec 22 Patrol project - entertain Christmas shut-ins  
 End Period I

\* Note: One boy in the patrol is new and not invested. He has been working with the Scout Counsellor to complete the Investiture requirements.

##### Troop Program Committee - Meeting No. 2

The second meeting of the Court of Honour was held on the afternoon of October 2. Again the members were the three Scouters together with the patrol representatives.

After a discussion on Investitures, the Court of Honour decided that a new member should be invested into his patrol since the training of the new recruit is the responsibility of the Scout Counsellor; the Investiture is to be a patrol ceremony, done at a troop meeting in the

presence of the other patrols. It was further decided that the ceremony is to be conducted by the Patrol Counsellor and the members of the patrol. (See Chapter on "Ceremonies").

The Algonquin patrol program, along with those of the other two patrols were presented and discussed. It was pointed out that the Oct 13 troop meeting should probably feature a special Thanksgiving Day activity. After discussion it was agreed that the Algonquin Patrol would postpone their first aid and exploring activities for that day in favour of a special troop meeting. It was also decided that the first aid testing planned for Dec 8 would be in the form of a troop demonstration. Similar minor adjustments were made in the other two patrol programs.

Two other items of business arose from the agenda:

1. Detailed planning of the troop meeting for October 13.
2. Consideration of a troop activity to be held sometime in October or November.

After some discussion, Scouter Brown who had been asked to keep minutes of the meeting was able to sketch out the following outlines on these two items to which the Court of Honour agreed:

1. Plans for Troop Meeting - October 13
  - Ceremonial opening to be planned and conducted by Raven (gold) patrol, who

have no recruits to be invested. Responsibility of the patrol program representative and Scouter Jones.

- Investiture Ceremonies by Mars (bronze) - Patrol Counsellor responsible.
- A troop game planned and put on by the Algonquin patrol.
- A first aid demonstration by Raven patrol.
- Another troop game by Algonquin patrol.
- A fitness demonstration by Mars patrol - some of which is to involve the whole troop.
- Short patrol meetings for dues, etc., and any other business which the patrol may have to consider.
- Special closing ceremony by Raven patrol.

## 2. Troop Activity

It was decided that the troop activity would be held Saturday, October 22 from 1 p.m. to 6 p.m. This would be an afternoon of outdoor games followed by a barbecue of hot dogs and hamburgers at 4.30 p.m. The Mars patrol together with its Patrol Counsellor agreed to plan this event.

Following this second Court of Honour meeting, Scouter Jones was able to fill out his short range troop program plans as shown below. This would then be used as a basis for fleshing out the program for each troop meeting from week to week - often referred to as immediate planning.



CALENDAR SEPTEMBER - DECEMBER

(Short Range Troop Program Plan)

<u>Troop Meeting</u>	<u>Gold Patrol</u>	<u>Silver Patrol</u>	<u>Bronze Patrol</u>	<u>Troop Theme</u>
8 Sep	Initial Troop and patrol meeting			Organize troop
(11 Sep)				C of H - planning
15 Sep	Registration, patrol meetings			Decide patrol program Treasure hunt - corn boil
22 Sep	Short Hike	First Aid Investiture	Citizen	Community knowledge
29 Sep	First Aid	Ropework	Conservation	Patrol themes tied in to Arrowhead?
(2 Oct)				C of H - Program Planning
6 Oct	First Aid	Tracking	Conservation	Tie-in with Conservation
( 8 Oct)	Hike	Exploring (Orienteering)	Citizen	Community Hike for Bronze?
13 Oct	- Special troop meeting - Investiture - Thanksgiving?			
(14-15 Oct)	Camping	Pioneering	-	Troop camping weekend
20 Oct	Exploring	First Aid Exploring	Conservation	Troop hike and wide games
22 Oct	- Troop Activity -			Wide games and barbecue
27 Oct	Exploring	First Aid	Citizen	Arrowhead related to patrol themes
(30 Oct)				C of H - Remembrance Day activity
3 Nov	Campcraft	Night Hike	Safety	
10 Nov	Public Health Project	Axemanship	Conservation	Tie in Health and Conservation?

11 Nov		- Troop Activity -		Remembrance Day
(12-13 Nov)	Camp	Exploring	-	Troop camp?
17 Nov	First Aid	Ropework	Safety	
24 Nov	Public Health Project	Christmas Rehearsal	Citizen	
(28 Nov)	Exploring	Exploring	Visit to Civic Bldgs	
1 Dec	Public Health Display	?	Citizen wrap-up	Inter-patrol competition
( 5 Dec)	Exploring	First Aid	Safety (One and lifetime)	
8 Dec	First Aid	First Aid	Safety wrap-up	Testing by troop demonstration casualty simulation
15 Dec		- Special troop meeting -		Christmas program
22 Dec	Special Activity	Christmas Project	?	

NOTES: 1. Brackets indicate dates other than normal troop meetings. Courts of Honour held on troop meeting nights are not shown.

2. Patrols are not necessarily tied to these dates. It is foreseen that patrols may frequently hold other meetings, hikes and camps in addition to those shown.

#### Conducting a Troop Meeting

The components of a troop meeting are:

- Assembly consists of the arriv-

al of the Scouters and the boys, the preparation of the meeting area, the collecting of the dues and recording attendance.

- Opening ceremonies mark the beginning of the meeting; they may vary to fit any specific occasion, and normally include a Flag Break (see "Ceremonies").

- The Body of the Meeting consists of Troop and Patrol activities, including games, etc. according to your program; this is the substance of your meeting.

- Closing Ceremonies mark the end

of the meeting and can consist of the Scouters Five Minutes, closing prayer or Scouts' Silence, and Flag Down.

Note: Announcements should whenever possible be passed to patrol members through their P.Ls. If he wishes to ensure that P.Ls. do pass the message he may say something to the effect "see your P.L. for details concerning our special troop meet-

ing next week". More important announcements may also be transmitted in handouts or a troop newsletter.

Using the format outlined above, let's sketch three troop meetings in detail. Note that the patrol meetings referred to in these examples correspond to those given in Chapter Nine "Achievement Badges - Core Program". These examples further illustrate how to integrate different patrol programs into meaningful troop meetings.

#### Sample Troop Meeting Format

<u>Time</u>	<u>Activity</u>	<u>Responsible</u>
7:00	Patrol corners Dues: attendance Horseshoe and flag break Inspection (names placed in hat and P.Ls. draw patrol to inspect)	A.P.Ls.  Honour Patrol P.Ls.
7:10	Game(s)	Scouter-in- Training (S-in-T)
7:20	Patrol meetings	Scouters/P.Ls.
8:50	Horseshoe Announcements Scouter's "five"	Troop Scouter
9:00	Flag down Scout silence Home	

#### Sample Meeting No. 1

September (Fourth Week)

<u>Time</u>	<u>Activity</u>	<u>Responsible</u>
6:30	Scouters arrive and open hall	Troop Scouter
to	Honour patrol arrives; sets up hall for meeting;	
7:00	clears chairs, tables; prepares flag for break- ing; places table for Scouters. Patrols arrive; set up corners; obtain record books from Scout- ers	P.L. & A.P.L.
	Names drawn for inspection	Scouter



7:00	Dues collected	A.P.L.
	Attendance recorded	A.P.L.
7:03	Horseshoe	S-in-T
7:04	Inspection (berets and personal record book)	P.Ls.
7:06	Flag break	Honour Patrol
7:07	Record books and inspection "points" turned over to S-in-T	
7:09	Game: Crab Soccer - Troop formed into line with hand signal and Scouts call out, "1-2, 1-2, 1-2", etc. 1's form one team; 2's form second team.	S-in-T
7:20	Patrol meetings: (see Meeting 1 for each patrol)	
8:55	Reassemble in horseshoe Scouter's "five" minutes	Troop Scouter
8:59	Flag down Scout silence Home	

### Sample Meeting No. 2

October (fourth week)

<u>Time</u>	<u>Activity</u>	<u>Responsible</u>
6:30	Scouter arrives and opens hall	Troop Scouter
to	Patrols arrive and complete usual preparations	P.Ls. &
7:00	Scouter initiates game of "Keep Away" with a medicine ball (no body contact allowed and ball cannot be held longer than the count of three or it is forfeited to the opposite side) Cubs arrive for gold-patrol exercise; S-in-T takes them to the park	A.P.Ls.
7:00	Horseshoe	Honour Patrol
	Flag break	Honour Patrol
	Record Books turned over to S-in-T	
7:05	Game: Floor Hockey; troop divided into two teams	Scouter
7:15	Patrol meetings: bronze 6; silver 8; prepare for troop demonstration; gold 7	

8:30	Bronze- and gold-level patrols assemble for demonstration by silver-level patrol	
8:55	Scouter's "five"	Scouter & P.Ls.
9:00	Flag down Scout silence	

### Sample Meeting No. 3

December (first week)

<u>Time</u>	<u>Activity</u>	<u>Responsible</u>
6:30	Scouter arrives and opens hall	Troop Scouter
to	Patrols arrive; collect dues and complete usual	
7:00	arrangements	P.Ls. & A.P.Ls
7:00	Horseshoe Inspection (neckerchief and sash)	Honour Patrol P.Ls.
7:05	Presentation of badges to silver patrol	Scout Counsellor
7:10	Game: Folk Ball "Games Galore", p. 50) (This game is also known as "Prisoner's Base")	
7:20	Patrol meetings: bronze 13; silver 14; gold 16	
8:50	Patrols assemble into horseshoe Announcements (Christmas Party)	Scouter Troop Scouter
8:55	Scouter's "five"	Troop Scouter
9:00	Flag down Scout Silence	Honour Patrol

### Discipline

It is necessary to have some kind of order in our activities. They won't arrange themselves, especially if everyone has different ideas on how to set about them. There must be someone to whom Scouts can look for guidance, and there must be something that will bind them together and set them to work. This

binding together is one aspect of loyalty commonly known as discipline.

The key to success is discipline. Not forced discipline commanded by fear of punishment, but a unity of action and purpose arising from a spirit of co-operation. B.-P. described it as, "an expression of loyalty through action". "Imposed dis-

cipline," he said, "leads to reaction; discipline from within needs none." If boys are to be trained to be good citizens, they must be trained to recognize that some kind of order is essential to progress.

The discipline of Scouting arises from within each Scout. He conforms because he wants to, rather than because he has to. It is that difference which enables him to do everything with a smile because he is thoroughly enjoying what he is doing.

Discipline has many unfortunate connotations today, but the word stems from a Latin word meaning "to learn", especially to learn by following or by example, - compare "disciple". It is in this sense that discipline is achieved in Scouting. Once again it is YOUR example which will set the pattern. If discipline is to grow within, it must first be inspired from without.

Most disciplinary action can and should be performed by the Patrol Leader concerned, usually after consultation with his Scouter. Occasionally, however, a more serious problem may arise and the Court of Honour may be asked to consider the matter. The Scout should be given the chance to state his case before the Court of Honour who will then decide the necessary disciplinary action to be taken, if any. The Scouter will have to be very careful and exercise some very skillful guidance, as boys tend to be harsh and sometimes go to extremes in punishment.

The Scouter is responsible for the action of the Court of Honour and must never seek to hide behind its decisions. Disciplinary action is best administered in the form of making reparations or losing privileges. Physical punishment, or punishment which takes the form of making a drudgery out of necessary service, e.g. digging a latrine,

must not be condoned.

Here are some points to guide you in setting the example which will inspire your Scouts to be very largely self-disciplined.

1. Be straight and fair. You will then gain the respect of the boys; no amount of ability, knowledge or cunning can possibly make up for not being respected.
2. Conduct yourself at all times as you hope the Scouts will. Be courteous, punctual and well-groomed. Show appreciation, enthusiasm, understanding and trust. Be a good listener.
3. Insist on fair play at all times. Do not show favouritism to individuals or patrols.
4. Make full use of the patrol system and Court of Honour. In this way, the boys will see the need to make rules to cover various situations, because they are far more likely to observe a rule if they have seen it is necessary and have made it themselves. Nevertheless, the more rules there are, the more there are to be broken and the harder it is to maintain discipline.
5. Make sure that all rules and instructions are perfectly clear. No one can be expected to carry out something he doesn't thoroughly understand.
6. Keep orders to a minimum. If the patrol system is operating properly and discipline is good, activities can be executed easily because authority has been delegated and each boy knows what has to be done.
7. Do not shout. Make full use of hand signals. If the boys are discourteous and talk when you are talking wait until you have silence; it is

their own time they are wasting.

8. Keep your temper. Be cross if it is necessary but avoid losing your temper or you'll lose a lot of other things much harder to regain.
9. Do not say anything which you do not intend to carry out, nor ask others to do what you would not do yourself.
10. If it is necessary to discipline, do so without malice. Disciplinary action should in most cases take the form of loss of privilege.

### Frequency of Meetings

Patrols meet regularly, usually once or more each week. While the frequency of troop activities will vary from one troop to another, in most cases troops will generally meet weekly, or a minimum of at least once a month. In many troops the patrol meetings form part of the troop meeting as illustrated in the previous examples. Alternately they may meet before or after an abbreviated troop meeting.

### Place

Preferably your meeting place should have fields, open spaces and woodlands nearby with a nearby building large enough for alternate foul weather meetings indoors as well as storage of equipment. The ideal can seldom be found, however, especially if your troop is located in a large town or city. Many troops are able to use their sponsor's facilities such as Legion hall or church basement. In rural areas some troops are fortunate enough to have a barn or similar building provided for their exclusive use. Most other troops use local school facilities which usually have reasonably good outdoor play and work areas.



A good indoor meeting place consists of a spacious, well lighted, ventilated and properly heated room with a good floor that is free of pillars to permit running games. Many troops carry on in quarters short of this ideal by making necessary adjustments to their programs. Imagination and ingenuity should be used in decorating and developing atmosphere in a meeting hall. In any case, keep it fresh, clean and well aired and well lighted. Use the out-of-doors as much as possible too. See the Chapter on "Outdoors" for details and ideas.

There should be a very definite understanding with the group or section committee and the sponsoring body concerning the day and hours of the meeting. The agreement should provide for either exclusive right to the period and place, or sufficient advance notice regarding change. There should also be an understanding with respect to the heating, caretaker's service, the placing and storage of chairs, the use of hooks or nails for the hanging of pictures and training aids, and the use of a locked storage room or cupboard.

### Time

Some troops meet in the afternoon after school or on Saturdays, but most meet on weekday evenings, from 6:30 or 7:00 to 8:30 or 9:00. Ninety

minutes to two hours of actual program time has become established as a suitable length for an evening troop meeting. Preliminaries and tidying up after the meeting may add half an hour for the Scouters.

Where a Cub pack forms part of your Scout group, it may meet earlier on the same night as your troop, ending their pack meeting at about 7:00 or 7:30. This requires close co-operation between the pack and troop Scouters but it also has certain advantages. The coming and going association of Cubs and Scouts is of value in introducing the Cubs to the idea of becoming Scouts. A single meeting night for pack and troop limits the demands on the caretaker and, in winter, conserves heat; it may also secure permanent and exclusive use of the evening for the group. Make sure that early Scout arrivals do not disrupt the Cub meeting.

### Troop Equipment

The only certain thing about troop equipment is that it regularly gets broken or simply disappears. However, you do need equipment to run the troop and you will soon accumulate what is best suited to your needs and activities. You can get by with less, of course, but it's nice to have enough to work with. (See Chapter on "Equipment".)

### Leadership in the Troop

Leadership in the troop is shared between the Scouters and the boys. Each meeting should provide the opportunity for boys to lead. Scouting places great emphasis on Scouts, "learning by doing". Scouts should be given the opportunity for handling as much of their own affairs as possible.

The Arrowhead Badge is designed

to develop leadership. You can help to foster the concept of shared leadership in a patrol by encouraging boys to work for this badge.

### Optional Use of a Troop Leader

One of the Scout program objectives states: "to provide opportunities for boys through membership in small friendship and interest groups to:

- a) learn to work and play with others, and
- b) learn to practise leadership

To focus on the leadership training aspect of a Scout program some troops use a Troop Leader (T.L.) to provide further opportunities for leadership development as well as a support to the adult leadership team.

On a monthly rotational basis, each Patrol Leader (P.L.) has the opportunity to serve as the T.L. To recognize this important position the T.L. wears a distinctive insignia by the troop which he passes along to his successor the following month.

The valuable experience gained and the contribution to the total troop program can be seen in many areas. The acting T.L.'s assistant Patrol Leader (A.P.L.) has a month's experience as a Patrol Leader. This equips him for the time when the P.L. is no longer available, or has moved on to Venturing. The role of the A.P.L. is often obscure, and the chance to practise leadership skills in the troop is very limited.

It is most important that any troop considering the use of a T.L. position consider first the duties to be performed by the Troop Leader. The position must have meaning for the P.L.'s, the Scout Leaders and the troop if it is to be of benefit to the troop program. Some duties to be consider could be:

- chairman of the monthly Court of Honour. This would require the T.L. to contact the P.L.'s and Scout Leaders in regard to agenda items. He would have to work closely with the Scout Leaders to set the meeting's agenda and to learn how to chair a meeting.
- youth representative to planning meetings for future events at the section or district level. By accompanying the Scouters to these types of planning sessions, a boy gains perspective, and his enthusiasm is fed back to the boys in the troop.
- co-ordinate P.L.'s at weekly meetings or ceremonies, and introduce guests who may be present.

There are other functions to consider. The Troop Leader could run the games at the weekly troop meeting. He would be the first contact in the troop telephone chain and would be responsible for calling all P.L.'s and so on down the line.

A troop may want to add many other functions to the troop leader's role in order to make the position unique for their specific troop. The important thing to remember is that it is a learning experinece and the Patrol Leaders will not function effectively the first time out. Scouters will need to support the troop leader and will need to provide guidance to him as he learns new skills.

The decision to incorporate the position of Troop Leader within the troop structure should be discussed at a Court of Honour meeting to ensure that all Patrol leaders have a say about the duties and responsibilities they will have to assume. Until the P.L.'s are familiar with new roles it may be wise to write down the major items in the form of a reminder sheet that can be handed to each incoming Troop Leader.

#### Service Patrol

The service patrol, known as the Honour Patrol in many troops, attends to jobs which affect the troop but which are not provided for by patrol organization.

These include such things as preparing the meeting place before a troop meeting and clearing up afterwards; flag break and lowering, and special jobs for Scouters. For example, on a bus trip they would check the bus after all boys were off to make sure the bus was left clean and no articles were left behind. Service patrols serve by rotation, that is - a different patrol for each troop meeting.

## Court of Honour

A number of young lads were asked, "What do the words Court of Honour bring to your mind?" They were from both within Scouting and outside. Briefly stated, their reply was, "A special meeting of very special people." Not a bad description for a body which B.-P. described in Scouting for Boys as "the Court of Honour which manages the internal affairs of the troop."

Who are the "very special people" who attend this "special meeting"? If we plan to follow our Founder's words and "give boys real responsibility," then the decision as to who will be each patrol's representative must be decided within each patrol. While it usually is the Patrol Leader and Assistant Patrol Leader, this isn't always so. Help your Scouts to explore the strengths and weaknesses of different approaches before they decide.

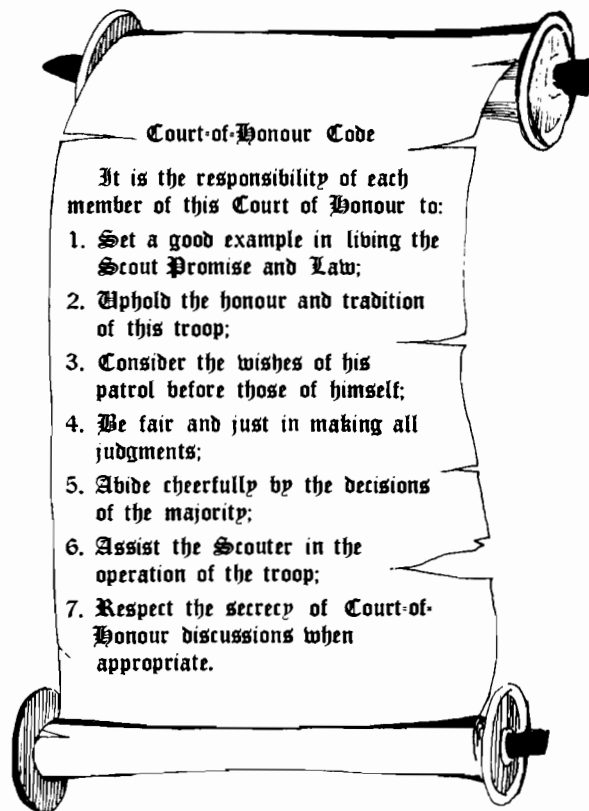
Shortly after election as a representative to the Court of Honour, new members should be inducted with a short, simple ceremony. The ceremony should outline briefly the three key areas of the Court of Honour's responsibility; the Court of Honour Code should be read and the new member requested to indicate his intention to endeavour to fulfil his new responsibilities.

If possible, have the boys conduct the induction and explain the code.

The Court of Honour should meet regularly. While each troop will have to work out its own schedule, the rule should be "little and often". Infrequent meetings usually mean large agendas with the result that the boys can't handle the task. The other (and maybe more critical) reason for frequent meetings is to ensure that the boys are given responsibility. Infrequent Court of Honour meetings usually mean the

Scouters are giving lip service to the whole business and are carrying out tasks that the boys could do (and learn from).

Here's a suggested code:



In a new troop (or Court of Honour) the troop Scouter should fill the position of chairman for a period of time. Don't drag this out for long even though things might go more smoothly with the Scouter in the chair. Remember -- the boys are the ones who are learning responsibility.

As a meeting of the Court of Honour is a business meeting, there should be a secretary (usually called the "Scribe") to record minutes and attend to any correspondence. A treasurer to keep the financial records is also necessary. These positions are elected by the members of the Court of Honour from within the Court's membership. Another approach is to rotate the jobs to ensure that members gain experience in each position.

The job of the Court of Honour covers three basic areas of responsibility. These are:

1. guarding the honour of the troop;
2. planning troop activities;
3. general administration.

Let's take a closer look at each of these areas.

#### 1. Guarding the Honour of the Troop

This is the first and most important function. A troop without a sense of its responsibilities will not contribute anything worthwhile to the development of the individual members. The highest standard possible should be established by the Court of Honour in such matters as smartness, courtesy and efficiency.

The Court of Honour can play a very useful part in the awarding of badges. There should be more to earning the badge than just the meeting of technical requirements. The Court of Honour should satisfy itself that the Scout has displayed the right spirit as well as effort. This is important because effort should play a large part in the earning of a badge. For example, the Court of Honour might decide that, even though the technical requirements have been met, the Scout has made little effort to live up to his Promise. A time delay might be decided upon with the stipulation that the Scout must demonstrate through his behaviour and speech an attempt to live the Scout Law.

In some troops, new recruits come before the Court of Honour. Here the traditions of the troop and the purpose of the Court are explained. The recruit is told what will be expected of him in return for the privilege of joining. Some of the benefits of entering into the brotherhood of Scouting are also explained.

Discipline within the patrols is the responsibility of the patrol leader, his assistant and the patrol. The Court of Honour may have to deal with discipline matters that affect the troop as a whole or to advise the individual patrol leader. Any Scout may appeal to the Court of Honour. Skillful guidance is required by the Scouter to ensure that the Court of Honour helps a boy correct his shortcomings and doesn't merely punish. The Scouter must remember that he is accountable for the actions of the Court of Honour. He cannot hide behind its decisions.

#### 2. Planning Troop Activities

Becoming a member of the Court of Honour can be quite a step in a boy's life. Perhaps for the first time in his life he is going to have to balance his own desires against those of his particular group (his patrol) and the welfare of the main body (the troop). He has to learn to think for the troop as a whole and speak on behalf of his patrol.

As a result of a patrol-in-council, each representative brings the ideas and wishes of his patrol to the attention of the Court of Honour. These are discussed and a decision is made as to what will become program material. What an opportunity for a boy to experience democracy. He has to learn to represent his patrol and state their case even if he doesn't agree with it. He has to persuade his patrol to back up any decisions of the Court.

The Scouter should be sure that the Court of Honour has established who will do what and when. Don't undermine the Court of Honour representatives by doing their tasks for them, even if they don't follow through. Responsibility means being accountable for their actions (or lack of action). This point is rather critical. All too often the



boys are assigned tasks such as securing transportation. Instead of placing the onus fully on the Scouts, the Scouter will step in and arrange for cars. Yet one hike missed by a patrol because a task wasn't carried out could be a far more important learning experience in responsibility than all the hikes put together.

Planning for the weekly troop meeting should incorporate those ideas and activities suggested by the Court of Honour. While the Scouters are responsible for developing the weekly program in detail, it's a good idea to have boy members of the troop undertake the task of running activities occasionally. (Patrol Leaders should have opportunities to run an entire meeting.)

### 3. General Administration

The Court of Honour is responsible for general decisions which affect the troop. Troop funds should be administered by the Court of Honour through the treasurer. A record of proceedings (minutes) and highlights of the troop should be recorded by the Scribe. Any equipment owned by the troop should be maintained by the Court of Honour.

#### Discussions Confidential

The last part of the suggested code states: "respect the secrecy of Court-of-Honour discussions when appropriate." This should not be interpreted to mean that a representative from a patrol cannot discuss the Court of Honour with his patrol. Far from it - he is their representative. Despite this, there are matters which may be best kept among the members of the Court of Honour: Such as decisions on discipline affecting an individual (discussed with him only); special surprise events; decisions regarding an individual's recognition or badge (discussed with him only unless the decision affects others working

towards badges); and matters regarding members of the Court of Honour only. A breach of this article of the code should be viewed as a serious matter.

Court of Honour - three simple, little words - yet the application of their meaning and intent could affect a boy's life. Scouting's goal is to help boys become responsible citizens. Our Founder stated that the Court of Honour gives boys a "real responsibility." What better way to help boys learn and grow.

The Court of Honour won't provide instant answers to problems. In fact, it can be an occasional headache. Representatives won't represent, they'll miss meetings, they'll forget to carry out their tasks, and meetings will take on the appearance of a free-for-all auction. But if you persevere and insist the Court of Honour deal with problems, you will begin to sense, then see, the boys grow before your eyes. When the Court of Honour says, "It's alright, Skip - we'll look after it," and you somehow know they will - B.-P.'s words will take on new meaning.

#### Inter-Patrol Competitions

Healthy rivalry between patrols can be a stimulus to greater effort and better results within a troop. Unchecked competition can lead to bitterness, fights (verbal and physical) and the development of the attitude that winning is all that matters.

The introduction of competition into the life of troops should be accompanied by some means of recording the progress. A point system can serve this purpose. When developing a point system, several thoughts should be kept in mind:

- a) the system used should be devised with the boys, possibly the Court of Honour;

- b) the system should be fairly simple and easy to administer;
- c) points awarded must have some relationship to importance of the subject, e.g. if inspection is only worth ten points and an easy game worth twenty points -- inspection will have a fairly low place in the boys' estimation;
- d) points shouldn't be too large or very large scores accumulate and become hard to appreciate;
- e) duration of the competition should be considered. Four-, six or eight-week competitions seem to be most useful -- long enough to develop enthusiasm and short enough for all the boys to see the end. This also allows the "losers" to recoup their loss;
- f) patrols should be told where

they stand at the end of each meeting;

- g) some form of simple recognition may be awarded -- a pennant to the winning patrol or to all patrols that met the standard;
- h) points should be awarded for effort as well as achievement. This ensures that the "all-thumbs" Scout doesn't become a hindrance within a patrol;
- i) don't give points for everything.

When points are accumulated for the troop competition, a method which has proven to be useful is to award one point for the lowest patrol, two for the next and so on.

This method keeps patrol scores closer together and reduces the chance of a patrol getting far ahead or hopelessly behind.

Thus, instead of this:

	Cree	Musk Ox	Jerry Potts	Shrew
Last meeting	69	42	49	56
This meeting	<u>59</u>	<u>90</u>	<u>36</u>	<u>66</u>
Total carried forward	128	132	85	122

The score would look like this:

	Cree	Musk Ox	Jerry Potts	Shrew
Last meeting	4	1	2	3
This meeting	<u>2</u>	<u>4</u>	<u>1</u>	<u>3</u>
Total carried forward	6	5	3	6

It goes without saying that Scouters must be scrupulously fair in awarding points or the whole approach becomes meaningless. When a tough decision must be made, consult with the Court of Honour.

### A Competitive Rally

A series of activities arranged to take place within a set area can provide a troop highlight. The area can be in and around the troop's headquarters, in a local park or at a campsite. The kinds of activities will depend upon the location and the number of people available to assist.

Develop a list of projects and give a copy of the list to each Patrol Leader three weeks in advance of the rally. The list should indicate:

- a) details of the project;
- b) location;

- c) equipment required by the patrol (if any);
- d) degree of difficulty (e.g. bronze, silver, gold stage);
- e) total possible points. (patrol working at the gold stage shouldn't get full points for undertaking a project rated at the bronze level, in order to discourage patrols looking for the "easy" projects);
- f) what examiners will watch for when awarding points;
- g) name and phone number of rally coordinator.

At a Patrol-in-Council meeting, each patrol selects the projects they wish to undertake and then "reserves time" with the rally coordinator. This helps to overcome the problem where equipment limits the number of patrols which can take part. Each patrol must complete a minimum number of projects.

## CHAPTER EIGHT

### BADGE SYSTEMS AND YOUR YEARLY

#### PROGRAM



Every Scouter who has ever worked with Scouts has known the frustration of evenings when chaos seemed to reign supreme and nothing appeared to be accomplished. Then there were other evenings when everything seemed to go right, the boys were alert and interested and both Scouts and Scouters have gone home with that sense of well-being which comes from knowing something had been accomplished.

What makes the difference between the "good" and the "bad" meetings? Probably many factors contribute - you may have had a bad day at work or are feeling a little "out-of-sorts" - the boys are excited about an approaching school holiday - perhaps dull weather has made everyone a little bad tempered. More often than not, however, a primary cause of a poor activity may be inadequate program planning.

#### Program Planning

Activities, projects, and going places are not things that just happen by themselves. They are usually the result of people sitting down together and planning carefully. It is doubtful that groups of eleven to fourteen-year old boys will be very successful with this kind of careful planning unless they receive positive leadership from you the Scouter.

Patrol and troop programs must be individually planned to meet the particular needs and interests of the boy members. A patrol whose current interest centres on ham radio operation will have very different patrol meetings from a patrol interested in water activities.

When you consider just exactly what Scouts like to see and do, you soon come to realize they are ready

to tackle just about anything and everything - provided it is different from home and school life. Boys of this age are developing a sense of urgency in learning new things. The Scout-age boy wants to try anything that presents a challenge to him.

While this general behaviour pattern of the boys affords limitless scope in planning program activities, it also presents a real challenge to you. Not only must you channel this boundless energy and enthusiasm into worthwhile activities and pursuits, but you must help the boys to work out their countless ideas according to a logical sequence that is capable of being carried out successfully.

Boys are not lacking in ideas. In fact, one usually finds that any group of four to six boys can make up a list of activities in a few minutes sufficient to last for several months. Each member is likely to suggest so many different things that it would seem, at first, that agreement on any course of action would be next to impossible. This apparent conflict of interests, even within a single individual, is normal.

Some Scouters wrongly conclude that this proliferation of interests is the result of boys not really knowing what they want to do. While this may appear to be the case, it must be remembered that there is so much a boy of Scout age wants to do that he frequently has difficulty in deciding what he wants to do first. Sometimes a boy will be so intent on putting forth his own ideas that he is not really listening to what the other members of the patrol are saying. All too often, he wants to do exactly what two or three others are suggesting but he is not expressing himself in the same way. Nor has he necessarily understood what has been said.

On the other hand, many Scouters have had the frustrating experience of a patrol of six or seven boys who are seemingly unwilling, unable or simply not interested in deciding what activities might occupy their time and attention. All too often there may be one or two boys who are unwilling to compromise in the interest of reaching a common agreement. Such occurrences are to be expected since a patrol consists of a number of individuals, each with his own personal needs and desires.

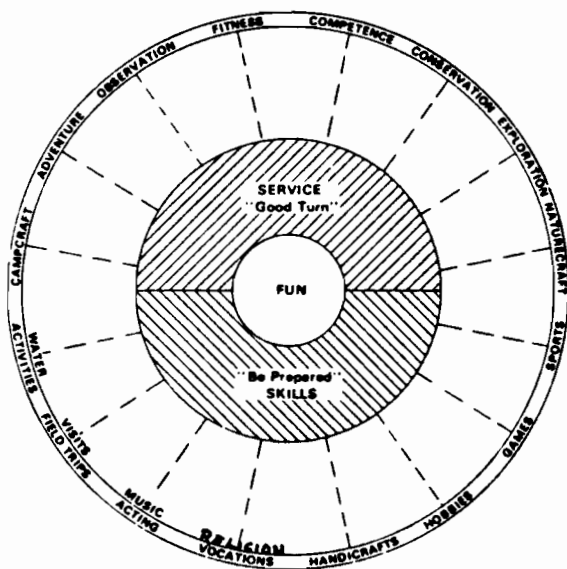
Although we live in an "achieving society", success in life is dependent on a person's ability to relate to others just as much as individual capability. Scouting tries to develop a sense of teamwork and co-operative effort, as well as encouraging individual effort, reliability and initiative. While Scouting recognizes and encourages the development of individual skills, hobbies and interests, it is even more concerned with the personal development of each boy as he relates to his fellowman.

Because experiencing success is essential to establishing a sense of self worth and confidence, individual effort more than fixed levels of accomplishment is the standard by which successful achievement and growth - whether formal or informal - are measured.

Through his active participation in program planning, each boy soon learns that his own ideas and wishes, no matter how much better he thinks they are, must often be put off until another time because the patrol prefers to do something else. This self-discipline cannot be learned if boys are made to carry out adult ideas. They will simply comply with the adult's wishes until they themselves are old enough to impose their will on others and the essential lessons of friendly co-operation will not be learned.

## Program Elements.

Program objectives three and four spell out the general nature of Scouting activities. The Scout program is involved with the total development of the boy, spiritually, mentally, physically and socially. In keeping with these objectives an infinite variety of program activities is possible. The Scout program therefore can be said to be made up of a number of inter-related elements as shown on the chart.



Another of your tasks then is to ensure that the patrol and troop maintain a proper balance in program building so that all or most of the elements are covered as frequently as possible. To concentrate too much effort on any one element for too long a period would deprive the boys of the many other interesting activities provided for in the game of Scouting.

Scouting offers badges and other awards to recognize achievement to provide incentive for boys to put forth their best effort and to encourage them to try a wide range of activities. These badges are a means to an end. They must never be treated as an end in themselves. A patrol should derive more pleasure from actually doing the requirements together as a team than getting the recognition.

Nevertheless, boys of Scout age are still very much interested in the earning of badges and receiving tangible recognition for their efforts and successes. The Scout badges fall into two groups: one relating to individual activities and achievements, and the other relating to patrol activities and achievements.

The badges relating to the individual are:

- Scout badge - awarded upon completion of the membership requirements at the Investiture ceremony;
- B.P. Woodsman badge - awarded upon completion of basic outdoor skills to ensure safety on outdoor activities.
- Chief Scout's Award - recognizes extensive community service, leadership development and skill in the outdoors;
- Religion in Life Emblem - encourages deeper spiritual development in the boy;
- Challenge Badges and Awards - directed at individual hobbies and interests.

The badges relating to patrol activities are called Achievement Badges and Awards. The main purpose of the Achievement Award system is to provide encouragement and experience for a Scout to work cooperatively with another Scout, his patrol or troop. The content of the Achievement Badges provides the basis for patrol and troop activities.

## Programming in the Patrol

The Achievement Badges play an important part in program planning. They have been so structured to allow for some program planning to be done on a patrol basis. The Achievement Badge system, when used as the basis of program planning, provides for three levels of accomplishment:

- Bronze stage - designed for Scouts of typical age eleven to twelve
- Silver stage - designed for Scouts of typical age twelve to thirteen
- Gold stage - designed for Scouts of typical age thirteen to fourteen



In most troops, all three age levels will probably be represented. While all patrols may be working on the same Achievement Badge for a given period, e.g. Citizen, you must plan for all three levels separately since the requirements for each stage differ.

Patrol - based planning is also further encouraged by the fact that many badge requirements are directed not to an individual but to the patrol. It might be worthwhile to note those badge requirements which are preceded with a statement such as "with members of your patrol or another Scout, do the following ...". The very nature of such requirements makes them useful as program items for patrol activities.

Patrol members should be involved in this planning, although initially you may be very tempted to do the job yourself.

Encourage the boys to put forward their own ideas and to work out the means of implementing them.

The following preliminary steps are required for effective program planning in the patrol:

1. Do whatever may be necessary to ensure that the patrol is, as far as possible, a natural group or at least has the potential to become one. Generally speaking this will be a group of boys who are friends, have similar interests, are of about the same typical age and functioning at approximately the same level of achievement.
2. From the very beginning involve these boys in the business of program planning. Remember, however, that their age and lack of previous experience may make this a slow process and patience will be a necessary virtue on your part. (See Chapter 3, Maturity)
3. Use time in patrol meetings for program planning sessions so that all members will be involved. It may then be necessary to have one or two Scouts put it together later but all would have had their say.
4. Come prepared with some ideas and suggestions, but do not be reluctant to abandon your own ideas if the boys come up with some good ideas of their own. The purpose of a patrol program planning session is not for you to dictate your decisions regarding program to the boys, but to work with them to evolve a program which will be both interesting and challenging to them.

## Troop Activities

Although the emphasis must be on the peer grouping method there is definitely a place for troop program planning in the overall operation. There are a wide variety of program items suitable for troop activity. (See Chapter Seven "The Troop".)

If your troop has too few Scouters there is all the more reason to give the P.Ls. and their patrols more responsibility for developing their own patrol programs. Troop program planning and your guidance would be given to the P.Ls., at the Court of Honour. The patrols then carry on with their own planning with minimum assistance from the Scouters.

It is desirable, but not essential, that all patrols follow the same general theme at the same time. If Exploring is a program theme for the period September to November, then it would be useful and helpful if the patrols were following this theme at the bronze, silver and gold levels simultaneously.

The advantages of this are: sharing of facilities by two or more patrols; sharing of special resource people; combining efforts for a demonstration at a parents' night at the end of a theme period.

## Program Goals

It is easier to reach a destination when you know where you are going. In the same way, program planning is easier if you know ahead of time what you wish to accomplish and the point you hope to reach.

Scouts will require advice, counselling and guidance in program planning if activities are to be productive, varied and interesting so as to make the boys want to return week after week.

The Achievement and Challenge

Badges will play an important part in the activities of the patrol. A legitimate goal should be to have as many patrol members as possible earn the appropriate Achievement Award and complementary Challenge Award during the activity year. When this becomes a goal, patrol members are immediately aware that they must select and earn badges from the categories at the appropriate level.

The patrol might then decide the order in which they will work on these badges and roughly how long a period will be devoted to each. These become very general program themes for the activity year. They may need to be reminded that some badges are more appropriate to early fall and spring when it is possible to get out-of-doors more easily. Other badges are more suitable to a winter program, which may, of necessity, entail less outdoor emphasis.

Although the badge systems provide a focus for successful patrol and troop operation, patrol members should realize that there are other goals besides just working on badge requirements. A goal may be the holding of a parents' night, or a special occasion party, project or outing. It may be a visit to some place of interest and the fact that this may meet a Citizen or Exploring Badge requirement will be of secondary importance.

While program goals are immediate concerns and easily attainable you need to keep in mind the overall program objectives for the section. As a Scouter you must try to help boys reach these objectives during their membership in Scouting, although they themselves may not be aware of them, nor overly interested in them.

## Program Themes

As previously stated, the various



Achievement and Challenge Badges provide considerable scope for theme planning. After one or more program planning sessions a patrol working at the silver stage might arrive at some sort of plan as this:

Exploring	Sep - Nov
Citizen	Dec - Jan
First Aid	Feb - Mar
Campcraft and Swimming	Apr - Jun

This is about as far as long-range planning may be carried without introducing an undesirable degree of rigidity into the program. The long-range patrol plan should merely identify the main program themes for different periods of the year. It is important to keep the program flexible and any dates or limits attached to a theme must be treated in this way. It does not really matter if the Exploring program is carried into an extra month, or if there is some overlap and a patrol is working on both Exploring and Citizen in the same period. In

fact, a little variety is highly desirable.

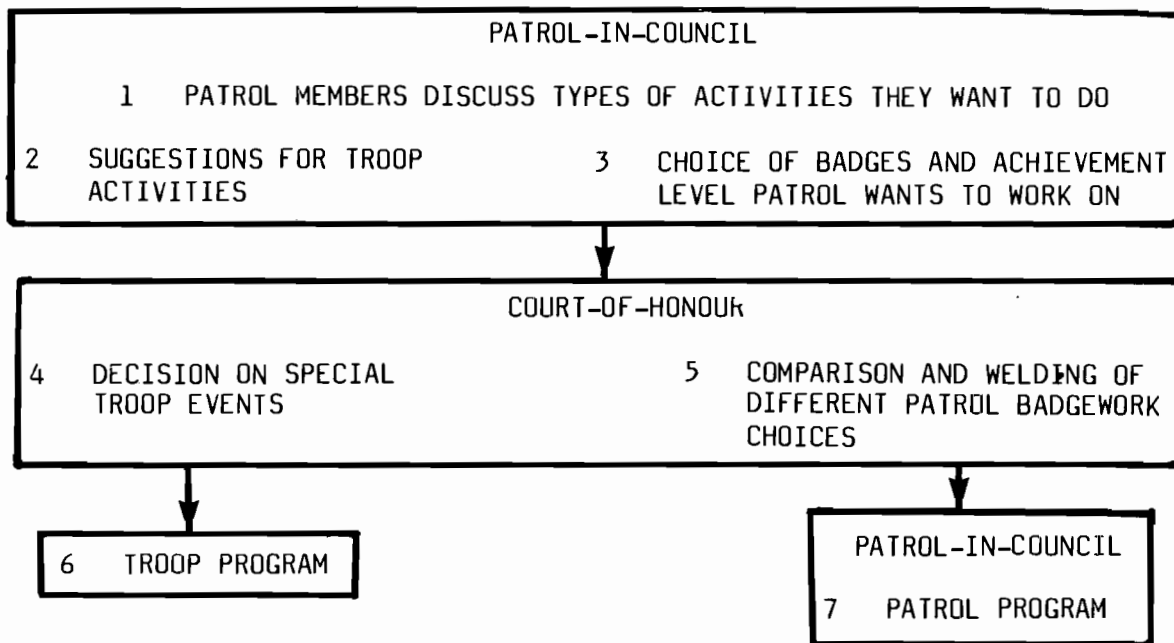
It is important to include other activities, such as projects, outings and a variety of things not necessarily related to the current theme. Many other activities which are part of other badge requirements can be done both as fun as well as working toward a badge to be completed later.

### Troop Program Planning

The individual patrol programs form the basis of your troop program planning as described in the previous chapter. The troop program should complement and not be in conflict with the patrol programs. This means that program planning at the troop level will be built up in parallel with but slightly behind the patrol planning activity.

The diagram illustrates this planning sequence:

### THE SEVEN STEPS OF PROGRAM PLANNING



The diagram shows two streams of program planning - one for special troop events (service projects, parents' nights, patrol competitions, etc.) and one for the regular badgework and other related activities. The end result is to produce programs for both the troop and patrol.

Input from you, the Scouter, may be needed at any or all of these steps:

STEP 1 - You will want to ensure that every patrol member has his say, and that the many ideas the boys come up with are streamlined into a manageable set of activity themes (e.g., hiking; water activities).

STEP 2 - You should suggest that the patrol members consider special dates (e.g. Thanksgiving, Christmas, Scout Week) and any other special events they would like (e.g. hikes, weiner roasts, parents' night).

STEP 3 - You may want to guide the patrol in terms of:

- pointing out Achievement level requirements,
- ensuring that badge choices are appropriate for the season or for the available resources,
- your own objectives for the Scouts in their physical, mental, social, and spiritual development.

STEP 4 - Through the Court of Honour patrol suggestions for special troop events are considered and decided upon.

STEP 5 - How closely the patrol programs are tied together will depend on your available resources, especially the number of leaders in the troop. If there is one Scouter for every patrol, each patrol can operate fairly independently. If there are only two leaders for five patrols, each patrol will have to do a lot of joint activities with other patrols or with the troop as a whole. Co-ordinating patrol activities could take the form of combined tours, camps, service projects, speakers, and so on, or having the gold level patrol meet part of their badge requirements by teaching the bronze level patrol. In this step, the Court-of-Honour may have to assign certain badge options for each patrol. In extreme cases, where the badges chosen by each patrol do not fit together to meet your limited resources, the patrol may have to be asked to pick a different badge to work on at this time.

STEP 6 - Through the Court of Honour, the patrol long-range and intermediate range plans are incorporated into the troop program. You should ensure that the Scouts attending the Court of Honour are representing their patrol's opinions, that the schedule is not too ambitious, and that it does not go beyond available resources.

## Essentials of a Good Program

Ideally, the program must be such that it will continue to attract members to the group. It can only do so if each member develops a sense of involvement through maximum participation in all patrol and troop activities. The program, therefore, should provide adequate opportunity for all members to interact with one another in different ways and circumstances to encourage maximum leadership opportunities for all members. The greatest satisfaction comes from seeing a plan in which a person has participated actually being accomplished. By encouraging all members to share in the group's planning activities you encourage development of a group that will stick together.

The following are some of the more important elements that may be found in a program:

1. Interaction - the program should provide opportunities for members to communicate and relate to one another.
2. Participation - all members should be able to plan, conduct and follow up on their own activities according to their ability.
3. Involvement - all members should be involved in each activity.
4. Satisfaction of needs - members should find within the program recognition approval, a sense of belonging and a feeling of accomplishment.
5. Flexibility - members should learn and try out different roles and methods of behaviour.

6. Self-expression - individuals and groups vary in their mood from day to day. The program should permit variations in mood and group feeling - from joy to sadness, exuberance to apathy, and silliness to seriousness.
7. Group pressure - program should encourage group standards to be established with the degree of pressure resulting to have all members conform.
8. Individual freedom - an individual should participate in an activity in his own way according to his needs and capabilities.

## Some Guiding Principles

Much of what has been written in this chapter can be summed up and highlighted by a few guiding principles.

1. Be flexible. This is perhaps the best piece of general advice which can be given. Flexibility can be used in a wide variety of ways. Don't feel that you have to do things in the same way all the time. Vary the pattern of both patrol and troop meetings. Be daring enough to try out new approaches and new methods.
2. Involve boys as much as possible in program planning. The degree of their involvement of course, will depend on their age, experience and ability. Don't be discouraged if your efforts are unsuccessful or only moderately successful. Boys will learn through experience and will get better as their experience grows. In the business

of program planning work with boys and not for them.

3. Share the work. Do not try to do everything yourself. Success will not be achieved by running a "one man show". Scouters should consider themselves a team and the various duties and experiences should be passed around, so that all may become equally familiar and efficient with every aspect of operation. Similarly, don't do anything which you feel can be delegated to boys. It is their program; let them run it as much as possible. Don't feel that you

and the other Scouters have to be personally responsible for all the activity. In your community there are probably many competent people who would be willing to work with one or more patrols for a few weeks on Achievement or Challenge Badge work.

4. Establish a goal and keep it in sight. Program involves everything the patrol or troop does; it is activity, itself, is not necessarily desirable, it needs to be purposeful activity, and this means moving towards a desired goal.

## CHAPTER NINE

### ACHIEVEMENT BADGES AND AWARDS



ACHIEVEMENT AWARDS		
PIONEER (Bronze)	VOYAGEUR (Silver)	PATHFINDER (Gold)
   1 Outdoor Category	   1 Outdoor Category	   2 Outdoor Category
 Citizenship	 Citizenship	 Citizenship
    Service      Personal Development 1	    1 Service 1 Personal Development	    1 Service 1 Personal Development
 Bronze  Red	 Bronze  Red Silver	 Gold Bronze  Red Silver

Upon completion of the Investiture requirements a new Scout moves on to learn the basic Scouting skills which are outlined in the B.P. Woodsman program. Once these requirements have been completed a Scout may then move to the Achievement and Challenge badges.

The central program of a Scout section is the Achievement badges and Awards system. This is a three stage system based on levels of accomplishment as deemed appropriate for the

three age levels that comprise the Scout section. As explained in previous chapters, the Achievement badges and Awards are especially designed to reinforce the Patrol System in keeping with the Scout program objectives.

The badge system is so designed as to allow groups of boys or patrols to work on the same badge requirements. This does not apply to certain badges, like Personal Fitness, which is of an individual nature.

Best effort and learning by doing or experience should be the basis for earning an Achievement badge rather than testing and set standards. Exceptions for this statement are where the standards have been set by an outside agency, i.e. swimming - Red Cross, life saving - Royal Life Saving Society and first aid - St. John Ambulance.

An Achievement award should be obtainable by the average Scout within each program year. This is a guide and should not be interpreted as a rule. While your work with Scouts in your group (patrols) will give you some knowledge of each boy's potential capability, no boy should be denied the opportunity of working to his capability.

### Let's Set The Stage

In all levels of the Achievement badge award scheme, a Scout may choose any combination of badges provided they are in the proper categories and community facilities and resource people are available to help.

A survey has indicated that the most popular combination of badges to attain the Achievement Awards are:

Citizenship Badge - Compulsory

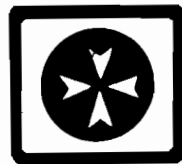


plus

Campcraft or Exploring badges -  
Outdoor Category



First Aid or Safety badges -  
Service Category



Swimming or Physical Fitness badges -  
Personal Development Category.



The normal trail through the Achievement Award program is to complete the bronze level achievement badges before moving on to the silver and then gold levels with the exception of the First Aid, Life Saving and Swimming badges that may be earned at any level.

If, however, in the opinion of a Scouter, a Scout has completed the essential parts of a lower stage of the Achievement badge, the lower badge may be presented and the Scout may be permitted to begin work at the next highest level. Scouts working in their patrols should be encouraged to look ahead at the requirements needed for the higher levels to ensure that they wish to continue in the future with the badges that they have chosen. It is suggested that Scouts working with their patrol plan to do the badge work together which will help them earn their Achievement awards through a co-operative effort.

### The Pioneer Achievement Award Trail

The Pioneer Award requires a Scout to earn three Achievement badges at the bronze level. The Scout must complete

the bronze Citizen badge as one of the three required badges, then choose and complete one badge from the Outdoor category; one from either the Service or Personal Development categories; all badges are completed at the bronze level. When a Scout has completed the three bronze Achievement badges he is presented with his Pioneer Achievement award.

The Citizenship badge is required for all the Achievement awards to emphasize the Scout law in our daily lives and encourage service and knowledge of the local community as well as helping our fellow man.

The Outdoor category will require that the boys get outdoors and camp, a traditional activity for Scouts. Taking part in outdoor events will help them to better understand their fellow patrol members and develop strong patrol spirit.

The Service and Personal Development categories are designed to develop skills that will help them as a person to develop physically, mentally and socially and at the same time to provide assistance to others who may be in need.

#### The Voyageur Achievement Award Trail

To earn the Voyageur Award the Scout must first complete the Pioneer Award requirements. The trail that they choose to follow through the Achievement badges that earned them their Pioneer Award will probably be the same trail they will wish to follow to earn the Voyageur Award but all badges must be completed at the silver level.

The Voyageur Award requires that a Scout earn four badges at the silver level from the prescribed categories. The silver Citizenship badge is compulsory and they must also complete one badge from the Outdoor category, one badge from the Service category and one badge from the Personal Development category.

Scouts may wish to complete different Achievement badges for their Voyageur Award than when they completed their Pioneer Award. While it is possible to change badges it is necessary that they complete both the bronze and silver requirements to obtain their Voyageur Award.

#### The Pathfinder Achievement Award Trail

Once a Scout has completed the Pioneer and Voyageur awards, he may move on to the highest Achievement award level - the Pathfinder Award. As in the Pioneer and Voyageur Awards, they will probably choose the same Achievement badges to work on but must complete the badges at the gold level.

To obtain the Pathfinder Award, Scouts must complete the five Achievement badges at the gold level. The Citizenship badge is compulsory and they must also complete two badges from the Outdoor category plus one badge from each of the Service and Personal Development categories.

For help in programming using the Achievement badge requirements consult the books: "A Guide For New Scout Leaders" and "Preparing Troop/Patrol Programs".

## CHAPTER TEN

### COMPLEMENTARY BADGE SYSTEMS



#### The Scout Badge - Investiture

The requirements for Investiture are purposefully few in number to facilitate a boy becoming a Scout with a minimum of delay. Ideally, a boy should be invested within three weeks of joining and certainly within six weeks. As soon as he joins Scouts he should begin program activities in an appropriate patrol. Details on the Investiture ceremony may be found in the Chapter on "Ceremonies" in "A Guide for New Scout Leaders".

On Investiture, a boy becomes a Scout and wears the Scout Badge on the upper left sleeve of his Scout shirt.

The requirements to be invested as a Scout are:

- know the history of Scouting including the life of its founder Baden-Powell,

- know the Scout motto and slogan,
- know the Scout handshake, salute and sign and why Scouts use them,
- know, understand and subscribe to the Scout Promise and Law.

The new Scout is examined by either his Patrol Counsellor or the Troop Scouter to ensure that he knows and understands the requirements.

#### B.P. Woodsman Badge

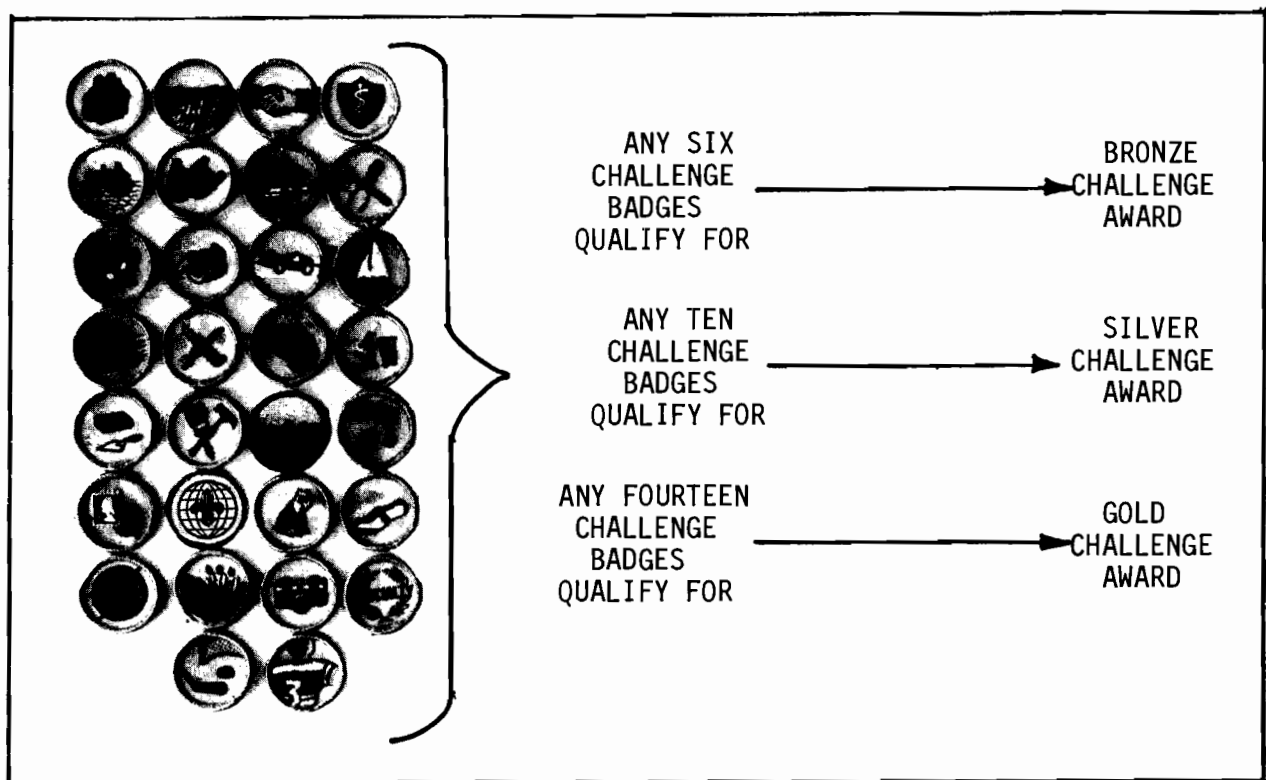
Upon completion of the Investiture requirements, a new Scout moves on to complete the B.P. Woodsman badge requirements as follows:

This badge must be earned before any achievement badge may be awarded.

1. Know how to:
  - a) get help for an injured person;
  - b) stop serious bleeding;
  - c) treat minor cuts, burns and blisters.
2. Make a combination first aid/emergency kit.
3. Know the basics of water safety.
  - a) demonstrate rescue breathing;



- b) demonstrate a throwing assist, and
  - c) explain the buddy system.
  4. Know how to avoid becoming lost and what to do if lost.
  5. Know the clothing, equipment and safety precautions for outdoor activities in all weather conditions (including high winds, lightning, and extreme heat and cold).
  6. Tie and know the uses of six of the following knots: reef, woven S, bowline, locking bowline, sheet-bend, clove hitch, figure 8½ loop and round turn and two half-hitches.
  7. Light a fire with two matches.
  8. Understand scale and symbols on a topographical map.
  9. Know how to use a compass.
    - a) identify 16 points;
    - b) show how to orient a map using a compass, and
    - c) walk a given bearing.
  10. Know how to handle and sharpen a knife.
  11. Know why and how to avoid damaging nature while on Scouting activities.
  12. Know five birds, five trees (or shrubs) and five animals found in your area.
- This badge is designed to provide basic Scouting skills before moving on to the Awards System.



## Challenge Badges and Awards System

Challenge Badges are designed to be earned by the Scout as an individual, but they can be worked on as patrol or troop projects.

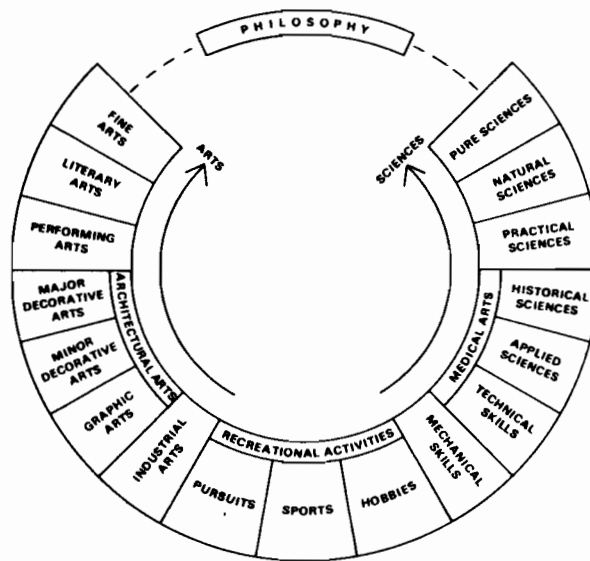
Challenge Badges provide encouragement for the development of individual interests, hobbies, knowledge and skills and meet the third objective of the Scout program.

Challenge Badges and Awards reinforce the Achievement Badges and Awards.

While the actual badges are limit-

ed in number, there is a wide variety of subjects. For example, the Science Badge could be earned by working in any of the following fields of science: archeology, astronomy, biology, chemistry, electronics, geography, geology, mathematics, medicine, physics, or zoology or any area within these fields.

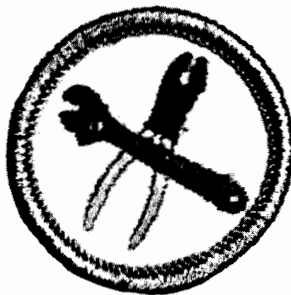
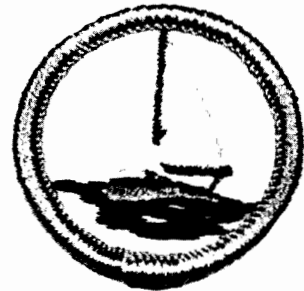
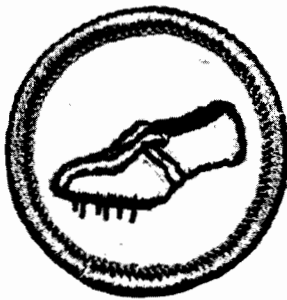
By the use of this "open-ended" technique, many hundreds of different vocations, specialties, hobbies and interests are accommodated as shown below.



<u>Classification</u>	<u>Subject Area</u>	<u>Badge</u>
Fine Arts	architecture, musical composition, painting and sculpture	Artist
Literary Arts	speaking, writing (poetry, fiction, etc.) debating	Man of Letters
Performing Arts	a. acting, pantomime, radio and TV shows b. musical accomplishment, singing, dancing	Entertainer Music or Entertainer
Decorative Arts	a. (major) architectural and decorative arts as applied to immovable objects b. (minor) decorative art as applied to movable objects, products or handicrafts	Artist or Handicraft Handicraft
Graphic Arts	a. skills applied to design b. skills applied to pictorial display	Modeller Artist or Photography
Industrial Arts	handicrafts as applied primarily to the manufacture of products and usable items.	Builder
Pursuits	a. collections of objects, museum keeping b. enjoyment of outdoor activities, rambling, etc.	Collector Adventuring, * Campcraft or * Winter Scouting
Sports	a. track and field, gymnastics, acrobatics b. physical health and development c. individual sports d. land or water team sports e. individual or team winter sports	Sportsman * Personal Fitness Sportsman Sportsman Team Sportsman Winter Sportsman
Hobbies	a. non-vocational and recreational skills b. modelling	Scoutcraft Modeller
Mechanical Skills	a. vocational skills relating to manufacture, operation or repair of machines or machinery	Engineering

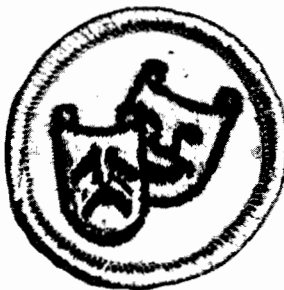
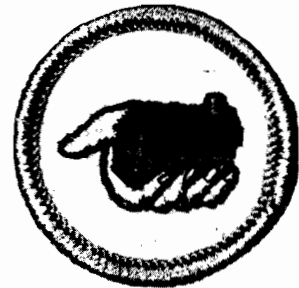
<u>Classification</u>	<u>Subject Area</u>	<u>Badge</u>
Technical skills	a. computational skills, language etc.	Interpreter
	b. airborne and non-airborne aerodynamic skills	Engineering
	c. swimming ability	*Swimming
	d. skills related to leadership	*Arrowhead
	e. skills related to public safety	*Safety
	f. clerical skills, reporting, signalling, public speaking	Communicator
	g. household skills	Handyman
	h. waterborne aquatic skills	*Anchor, Boating, *Canoeing, Sailing
	i. skills relating to guardianship	Family Care
	j. skills relating to equipment operation	Engineering
Medical Sciences	a. first aid	*First Aid
	b. skills relating to general health	Public Health
	c. rescue skills	*Life Saving
	d. veterinary skills, friend to birds and animals	Pet care
Applied Sciences	a. skills related to farming or gardening	Agriculture or Engineering
	b. mathematical skills and knowledge	Engineering
	c. skills and knowledge related to nature	Naturalist
Historical Sciences	a. knowledge and skills relating to religion	*Religion-in-Life
	b. knowledge and skills relating to society	*Citizen Heritage
Practical Sciences	a. knowledge related to space exploration or the elements	Science
	b. knowledge related to the elements	Engineering
	c. knowledge related to mankind	*Citizen
Natural Sciences	a. knowledge related to natural phenomena	Science Naturalist
	b. knowledge related to conservation	*Conservation
Pure Sciences	mathematics, physics, chemistry, biology	Science

\* Multiple-stage Achievement Badges and Religion-in-Life Emblem



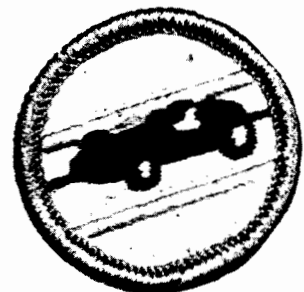
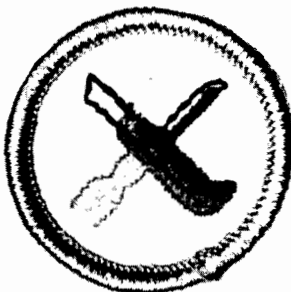
Detailed requirements are generally not spelled out because of the constant changes taking place in education, recreation, business, occupations, etc.

The Scout works out the detailed requirements with the advice of an adult who has knowledge and skill in the area involved. This means that the Scout and the person helping the boy are the judges of what he should know and be able to do.



You should discuss with the Scout and the adult who is going to assist him earn his badge the following guidelines:

- The Challenge Badges are designed to challenge boys at all age levels. 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. If a boy is taking chemistry or woodworking at school he must demonstrate an interest and proficiency in his subject well beyond the level expected of him in his school work in order to qualify for the appropriate Challenge Badge. If he qualified for a Collector's Badge in Cubs, he must demonstrate continued interest and increased knowledge about his collection in order to qualify for the Scout Collector Badge.



- The primary criterion for earning a Challenge Badge is that a Scout must demonstrate effort in keeping with age and



ability. Again, the principle of best effort should be applied to accommodate high achievers and low achievers as well as Scouts with a handicap.

- The Challenge Badge requirements minimize formal instruction and examination. The emphasis is placed on learning by doing, going places, making things and taking part in activities.

Challenge Badges are worn on the Scout sash immediately below the Achievement Badges as illustrated in "The Canadian Scout Handbook". Only one Challenge Badge of each type may be worn regardless of how many different pursuits within a group are satisfied. The one exception to this is the Troop Specialty Badge. It is possible for a Scout to earn and wear more than one of these.

### Troop Specialty Badge

Unlike the other Challenge Badges which give recognition to individual interests, the Troop Specialty Badge is intended to provide for a special troop interest. For example, a troop may have a special interest in snowshoeing, sailing, aeronautics or acrobatics. Although practically all such activities are covered under an appropriate Challenge Badge, additional recognition can be given to encourage maximum participation in this activity within the troop.

Recognizing that the troop interests may change, provision has been made for a troop to change its Specialty Badge requirements provided it does not change more than once a year. This restriction is deemed necessary to prevent a troop concentrating too much on this one badge to the detriment of the Achievement Badges which are designed to encourage patrol life.

The detailed requirements for

this badge are the responsibility of the troop concerned. Some troops may find no need for this badge if their needs are adequately met by the existing badge systems. If a troop decides to have a Specialty Badge, the Court of Honour should be responsible for drawing up the requirements. In some cases a special committee may be drawn up for this purpose.

The following criteria are set out as a guide in establishing requirements for the Troop Specialty Badge:

- the badge may cover any type of activity even if it is already covered by one of the Achievement or Challenge Badges,
- the badge requirements should go beyond the requirements of existing badges and require Scouts to demonstrate increased proficiency, activity or interest in the subject concerned,
- the badge requirements should be attainable by a good percentage of the troop membership. When Scouts set out requirements they tend to make them more challenging than might be desired,
- a copy of the requirements should be sent to the district for information.

The Troop Specialty Badge is worn on the sash with the other Challenge Badges.

### The Chief Scout's Award



The Chief Scout's Award will tend to provide the focus of activity for Scouts thirteen to fourteen years of age in the eighth or higher school grade level.

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

On September 18, 1973, the Chief Scout of Canada, the then Governor-General Roland Michener, inaugurated the Chief Scout's Award. The focus of the Award was captured by the Chief Scout in the words of His Excellency's challenge. In it he states that the Scout receiving the Chief Scout's Award has exemplified the principles of Scouting through his leadership, his voluntary service to his community and his outdoor skills.

A Scout earning the Chief Scout's Award should be referred to as a Pathfinder Scout, holder of the Chief Scout's Award. He should not be referred to as a Chief Scout as there is only one Chief Scout of Canada, the Governor-General. The decision as to successful completion should be made by his "peers" or "fellow Scouts" and troop Scouters. It is not intended that the potential recipient would be required to appear before special examiners, district staff or service team. This approach is based on the fact that Scouters and boys from the Scout's group know him best. The decision as to who will receive the award is in the hands of those who have seen demonstrated the necessary leader-

ship, voluntary service and outdoor skills. They know the amount of effort put into earning the Award.

How the requirement - "as judged by your fellow Scouts (peers) and your Scouters" - is to be interpreted must be decided within each troop. For the purpose of the Chief Scout's Award, your troop should decide whether "fellow Scouts" or "peers" will mean the whole troop or just the Scout's patrol or the Court of Honour. The important point is that, within the troop, boys must be involved with the adults in arriving at the decision to approve the granting of the Chief Scout's Award.

The award, a cloth badge, should be presented immediately upon completion of the requirements at an appropriate ceremony within the troop by one of the Scouters. It may be desirable to invite the Pathfinder Scout's parents but only after consultation with the Scout.

Scouts that move on to the Venturer program before completing the Chief Scout's Award requirements have a 3 month period, while registered as a Venturer, to complete the Award requirements.

A certificate, signed by the Chief Scout, the Governor-General of Canada, is presented at a public ceremony.

#### Religion-in-Life Emblem

The requirements for the Religion-in-Life Emblem are determined by each of the major religious denominations. Pamphlets for each denomination's requirements are available from your Scout office.



These requirements are based on the application of spiritual values to everyday life. Although most requirements for the second stage (green-bordered) Religion-in-Life Emblem are written for boys of Scout age, he can earn and wear any stage of this Emblem. A Scout who has earned his first stage (yellow-bordered) Emblem as a Cub may continue to wear this badge until it is replaced by the next higher stage.

It is your responsibility to encourage Scouts to earn their Religion-in-Life Emblem by working with their own spiritual advisor. This will often require your con-

tacting the appropriate minister, priest or rabbi and making the necessary arrangements.

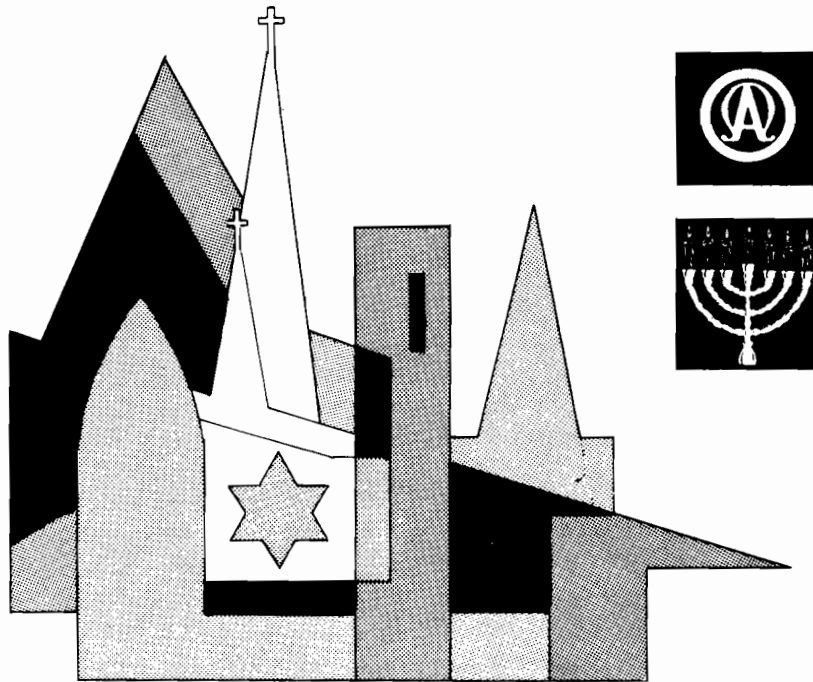
#### Awarding of Badges

Badges should be awarded to the boy as soon as he has earned them. Delay in awarding badges results in disappointment and discontent rather than encouragement. Presentation of badges may be made at a patrol or a troop meeting. Where a presentation is to be made at a troop meeting it is often preferable to do so on a patrol basis with the Scout Counsellor or the Patrol Leader making the actual presentation.



## CHAPTER ELEVEN

### SPIRITUAL DEVELOPMENT



Scouting has always been concerned with the spiritual development of its numbers. Spiritual development is not quite the same thing as religious development, since "religious" includes amounts of social teachings as well. Nor can "spiritual" mean only a belief in God, as this would exclude spiritual experiences that have to do with a boy's growing awareness of himself. In Scouting, we take "spiritual development" to mean the sum total of a boy's experience that leads to an awareness of God and self, and of the relationship between the two.

In Scouting, we endeavour to help boys develop and strengthen:

- their belief in God and their understanding of Him,
- their belief in themselves and

their personal worth; this includes giving them opportunities to expand their knowledge and awareness of themselves,

- their spiritual values by translating these into positive action.

You are not expected to act as a religious instructor. What you are asked to do, is to give the boy a breadth of experience which will cause the core of his religious teachings to come alive for him. Through many types of activities you will help him to recognize his God beyond the written Words and, as a vibrant and exciting Force Whose work is evident in all the Scout sees around him.

In a boy's social development, Scouting has a definite set of val-

ues which it seeks to give him. In his spiritual development, Scouting accepts the uniqueness of each individual. We try to help the boy recognize, understand, and explore his spiritual nature through a wide variety of experiences.

### Love and Serve God

The combination of right personal relationships, service to others, religious observances, religious instruction (Religion-in-Life program) and adult example should permeate all Scout activities and program. This should help each individual boy to define his own 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 do unto you", and the great commandment "love thy neighbour as thyself", express this basic truth which is common to just about every religion.

Practical expression of a Scout's spiritual development is found in the Religion-in-Life program described later in this chapter. The Spiritual Aspects of Scouting reinforce the Religion-in-Life program as follows:

- the promise helps members to understand duty to God in terms of loving and serving God and their fellow men.
- the emphasis in the program objectives of the Scout section on small group operation reinforces spiritual development by learning to work in close harmony with other members of the patrol.
- the Achievement Badge system emphasizes service to others and cooperative activity.
- the Challenge Badge system encourages development of one's

own potential and capabilities so as to better serve God and mankind.

- other Scouting activities in the outdoors help to develop an awareness of God through his creation.
- Scout literature of various types continuously tries to promote closer cooperation with the churches, use of Scouts' Own and other appropriate forms of worship.

While this approach of spiritual development relieves Scouters of the task of teaching religion, the emphasis on developing proper relationships with others places certain responsibilities on you as a Scouter to:

- help boys gain a growing understanding of loving and serving God.
- see that relationships among boys in the patrol and the troop foster and promote their continuing spiritual growth.
- help boys find activities which will foster spiritual growth through service to others.
- set a personal example.

From what has already been said, it is apparent that spiritual development in Scouting cannot be confined solely to the Religion-in-Life program. Spiritual development must be part of the total Scouting experience. You, by your example and guidance as a Scouter, are one of the most important persons in encouraging the spiritual growth of boys in Scouting.

### Developing Through Experience

Experience in the outdoors creates a greater understanding of God; awareness of nature and the universe leads to a better appreciation of God's ways. Experience and accomplishments in the patrol and troop settings create a greater awareness

of each boy's capabilities and how he relates to his fellow Scouts.

It is difficult to be specific here, but two examples should give some indication of what is meant by encouraging spiritual development through experience.

Example 1. You have some Scouts who seem to have no sense at all of the beauty or mystery of life. Such thoughts for them are just words which convey no feeling. Lecturing them is obviously useless at this point. Instead, you ensure that a modified nature study is included as part of their next patrol or troop hike. You attempt to have the Scouts recognize for themselves that in God's world there exists an incredible variety of life side by side with patterns that are continually reproduced. Have them examine the fern leaf so as to see the pattern that repeats itself in every patrol. At some point during the hike have each Scout select a piece of ground about a half meter square; they should then observe, identify and record as many forms of life as they can find in a five or ten minute period. Or they could be asked to find as many species as they can of plant and insect life in a dead tree stump.

Later, you might suggest that the Scouts grow and care for some plants as part of their Conservation Badge work. In this way they would experience for themselves the emotions of watching something grow under their care. Eventually you would round out the whole experience by an appropriate yarn (Scouter's Five Minutes) about the links between all forms of life, and their relationship to the Creator.

Example 2. One of the Scouts in a patrol seems to be terribly unsure of himself. He may be hesitant in sports, unusually quiet at patrol meetings, or forever asking unnecessary questions when assigned a

task. You recognize that no matter how strong his belief in God and in the teachings of his religion, he will seldom (if ever) translate those strengths into action if he does not believe in himself. But you also know that simply giving him sudden attention or leadership positions will in all likelihood just make him withdraw further.

You decide to use two approaches simultaneously. First, you deal with the Scout as he relates to his group. He must be made to feel that he is worth something to his patrol. To do this watch for a suitable occasion when you can give recognition to an effort by his patrol as a whole. Your Scout will feel good (despite himself) about being part of a group that has accomplished something worthwhile. Later you may even be able to refine this approach by finding a suitable occasion to praise the work of a patrol subgroup which includes the Scout in question.

Second, and more directly, you deal with the Scout as an individual. You should try to involve him in different sorts of Scout activities, especially those in which none of his patrol have had any experience but in which you are reasonably sure that he will succeed. In this way your Scout is put on an even footing with those boys who regularly perform well in most patrol activities. When your Scout does something well, you play up the difficult side of his accomplishment a bit in giving recognition for his efforts. With such encouragement, he will gradually develop more self-confidence in his capabilities and learn to recognize his own worth as an individual.

Whichever approach you use, it is not until you have guided the Scout through several activities that you start singling him out for responsibility and carefully-chosen leadership roles.

### Meeting Specific Needs

These two examples illustrate a few guidelines for spiritual development which ought to stand you in good stead in most situations:

- when you identify some of the spiritual needs of your Scouts in a fairly specific way, it is appropriate and possible for you to take action;
- neither "guaranteed successful" nor even "best" approaches exist; a little careful thought, and your own common sense and imagination, will prove to be your most valuable tools.
- you will probably be amazed at the wide range of opportunities for spiritual development open to you within the basic program and operating principles of the Scout section (e.g., patrol system, Achievement Badge system, outdoor emphasis, boy leadership); but remember that Baden-Powell designed the Scout method to help the Scouter deal with his boys' spiritual needs just as the other aspects of their total development;
- try more than one approach at the same time, especially ones which, when combined, work at both the group and individual level;
- more often than not, the ways that you come up with of encouraging spiritual development will tie in well with your other program objectives.

### Meeting General Needs

Along with meeting specific spiritual needs, it is also wise to maintain a general spiritual orientation throughout your programming. There is first of all that part of a boy's spiritual development which

relates to such things as his sense of identity, security, self-confidence, and self-discipline. Maintaining a general spiritual orientation of this type may require no more of you than following the Scout method. And as has been mentioned a number of times, the patrol system is the key.



Another part of a boy's spiritual development relates to his feelings toward God. Here you should include certain specific spiritual activities in your programming. The ones described below are those most often used in Scouting. They all work to remind the boy of his Scout promise to "Love and Serve God". Because these activities take place in a variety of situations and settings, they bring home to the Scout the importance of observing his Promise at all times and places. Details on appropriate prayers and songs for Christians on various occasions can be found in a very useful book "Let's Celebrate a Grab Bag of Spiritual Ideas for Scouting".

Scout Silence is a form of silent prayer or meditation. It is most frequently used at the close of an activity or meeting (troop, patrol, Court of Honour, group or section committee meeting), either in conjunction with or in place of prayer. Where it is difficult to find acceptable prayers (due to the inter-denominational nature of the group), the Scout Silence is your best alternative.

Silent prayer or meditation requires sincerity of atmosphere. It is most effective when you have preceded it with a short talk to your Scouts. The talk could be a story of your illustrating part of the Law or Promise, a spiritual reading, or simply your personal thoughts on some event. Scouters who use the Scout Silence in this way have found it can have a deep affect on their boys, especially once they have overcome the novelty of silent prayer.

Scouts' Own is a gathering of Scouts to worship God and promote fuller understanding of the Law and Promise. It must be acceptable to all the faiths represented. Participation in a Scouts' Own must be voluntary, and you should ensure that no boy attends whose religion forbids it.

When being at camp makes it impossible for the boys to attend their regular church services, a Scouts' Own is customarily held. Even in such cases you should still make every reasonable effort to either bring your boys to the nearest town for church service, or where the number of boys warrants it, ask the local clergyman to conduct a service in camp.

Like other activities, Scouts' Own should be planned and run by the boys to the extent of their ability. They should take an active and not a passive part. Scouts' Own should not be too long, twenty minutes usually being adequate. It will normally consist of prayers, a scripture reading, a yarn, and perhaps the reaffirmation of the Scout Promise and one or two hymns or spirituals. The yarn especially must have something in it that will catch the interest of the Scouts so that they will listen and hopefully appreciate the message. Make sure the area you choose for your Scouts' Own is free from distractions. If possible, select a site that is not used for

your normal Scouting activities.

Church parades should be used with discretion. There is a public relations value to the pomp and ceremony, and they are of value in re-enforcing the spiritual side of B.-P. Sunday or Remembrance Day. But church attendance is basically a family affair, and Scouting would be doing a dis-service to family unity if we regularly separated Scouts from their families on Sundays.

B.-P. Sunday in February is one occasion when most troops (and even some districts) hold Scout services, usually at the church of their chaplain. Often the service is a joint one with other sections of the group and frequently in conjunction with the Girl Guides of Canada. Parents may be invited to these services.

Be sure to plan the service well in advance with the clergy. Hymns and prayers should be oriented to the youth and therefore require careful selection. B.-P. services can include: the trooping of the colour; a reading of the lesson or a prayer by one of the Scouts (or Guides) a good sermon; a reaffirmation of their Promise by members of each section in turn, ending with the leaders. Sometimes the offering is reserved for a special purpose, such as the Scout World Brotherhood Fund.

Council Fires (another name for formally planned campfires) usually have a spiritual part near the end. Beginning with a roaring fire, skits, and loud songs, the council fire gradually moves to a quieter theme as the flames die down. Negro spirituals are sung, the Scouter gives a talk, (usually on an inspirational note) and "Taps" is sung in closing. You may give a proper invocation at the end, or just conclude by informally saying something like "Lord, it's been a great day. Thank-you for blessing our troop. goodnight, Scouts," after which the

boys are expected to leave the site quietly.

The impact on the boys of such an atmosphere - of nature, dancing flames, and comradeship - is such that it may easily be a most inspiring spiritual experience that they will long remember. It might be added that Scouters are seldom immune to the feeling, either.

The Religion-in-Life Emblem encourages Scouts to develop a deeper understanding of God, and the relationship of their life to Him, than they might otherwise find within the Scout program. The Scout works on his Religion-in-Life program with a member of his own church (which need not be the sponsoring church). Although you will not be directly involved, your personal encouragement will be important in getting a Scout involved in this program. Pamphlets on the Religion-in-Life program for each religious denomination are available from your local council or Scout Office. You or your group or section committee should ensure that



each of your Scouts' churches has a copy. If they don't take the initiative in approaching you, you should invite the appropriate clergymen to your troop meeting. They can then meet separately with Scouts of their own faith as appropriate. Without actually pushing, you should make it as easy and appealing as possible for your Scouts to take part in the Religion-in-Life program.

There are also a variety of other less formal ways of encouraging religious observance among your Scouts. Here are a few:

- perform special "good turns" to

commemorate religious days such as Christmas, Easter and Thanksgiving;

- ask your troop chaplain to come to a meeting to talk about the significance of a forthcoming religious day;
- say grace before meals at camp;
- have the Honour Patrol choose and read a prayer for the closing at troop meetings;
- if a missionary connected with your church happens to be in town, see whether he or she is willing to talk to the troop about their experience in other lands;
- during a quiet period, such as free time at camp, share some of your personal thoughts about religion with a few Scouts;
- hold a special ceremony, including the church representative(s), for presentation of Religion-in-Life Emblems.

Throughout your "religious" activities, try at all times to emphasize the positive. Instead of continually reminding the boys what not to do, provide them with examples of what they should be striving towards. Imagine how different an impact on Scouts our principles would have if their Law and Promise read "A Scout is not ...." and "I promise to do my best not to ..." Boys get enough of that elsewhere in their lives. In Scouting, at least let's offer them a positive set of goals.

One other thought when planning religious activities - do they always have to be serious? Is laughter really sacrilegious? With our greater informality, Scouting is in a fine position to make celebration and joy a central part of the spiritual experience we offer to Scouts. This could be tricky, but there is

no reason why a Scouts' Own should not be fun for the boys. How about it? For example, the Scouts can lock arms or clap while singing spirituals? Or how about a funny story with a moral?

When planning activities, you should take special care that your program does not conflict with any of your Scouts' important religious observances. The following is meant only as a partial guide - you should contact the appropriate religious leaders for more details.



- Roman Catholics are required to take part in Mass on Sundays and Holy Days. Scouts' Own does not fulfill the requirements of attending Mass, but dispensations can be obtained where a Scout's absence is unavoidable.
- Jewish Scouts, when there are ten or more of them in camp, customarily have a religious service arranged for them on Friday evening before sunset and on Saturday morning. The major holy days in the Hebrew calendar, when you should try to avoid scheduling Scout activities, are: Passover (March or April); Sharrioth (May); New Year (Sept or Oct); and Sukkoth - Tabernacles (October). You should also be aware of special dietary regulations when planning camp menus.
- The Church of Jesus Christ of

Latter - Day Saints prefers that its Scouts do not participate in Sunday events. The first Sunday of each month (with some exceptions) is designated as a Fast Sunday, when church members abstain from eating two meals.

- Anglican and Protestant Scouts should not have activities scheduled that interfere with family church observance.

### Camping

Camping remains a cornerstone of the Scout program. If, however, it is viewed only from the narrow perspective of living where a temporary shelter or cooking on an open fire, we may have failed to grasp B.-Ps meaning when he spoke of camping as "the Scouter's great opportunity. A camp setting not only provides opportunities for individuals to come to grips with the basic necessities of life - food, warmth and shelter, but it is also important for spiritual development as well.

While camping, Scouts find themselves in small groups in a rustic setting where through their simple outdoor living they can actually experience the wondrous realities of God's creation. In a camp setting Scouts come to know and understand each other with a depth of feeling that can seldom be experienced elsewhere. Because campers are separated from their parents and the comforts of home they must develop new patterns of inter-dependance with one another to meet their needs.

Other outdoor activities also contribute to spiritual development as illustrated in the first example earlier in this chapter. The camp setting, however, provides opportunities to mold communal living in its simplest form into a memorable and lasting experience that caters to all aspects of a boy's development.

## CHAPTER TWELVE

### CEREMONIES



#### Introduction

Ceremonies provide ways for the patrol and the troop to recognize achievement and to give recognition with dignity and seriousness. They dramatize the ideals of the Scout Movement. They help a boy to identify with his group and to appreciate some of the more serious aspects of Scouting.

When deciding upon a ceremony you should be conscious of three basic guidelines. To be effective a ceremony should be:

- 1) Simple - since the dignity of a ceremony is impaired by any slip-ups that people notice, it is a good idea to keep it simple. Ceremonies should be simple enough to allow boys

to conduct them as well as participate in them.

- 2) Sincere and Dignified - the mood of a ceremony is quickly destroyed by any lapse of dignity. The requirement of dignity eliminates any suggestions of an initiation or hazing. There is no place in the Scout Movement for ceremonies or activities that would cause embarrassment or undignified action.
- 3) Short - Scouts have a short attention span so ceremonies should be conducted accordingly.

There are many types of ceremonies that can be used in a troop program. Some of the more common types of ceremonies are:



- Opening and closing
- Investiture
- Recognition
- Advancement

Use your imagination and your boys' ideas to create meaningful ceremonies. Following are some examples of ceremonies. You may wish to adapt them to the specific needs of your troop. Other sample ceremonies may be found in "Having Fun With Scouts".

#### Opening and Closing Ceremonies

Opening and closing ceremonies are important for a troop. Both you and your Scouts will find that the routine involved in these ceremonies is a comfortable way of marking a definite beginning and ending for your meetings. See "A Guide For New Scout Leaders" for specific outlines for opening and closing of meetings.

#### Investiture Ceremonies

The main purpose of the Investiture ceremony is to impress upon a boy the seriousness of his Promise and to invest him into the worldwide brotherhood as a Scout. Baden Powell, in his book "Aids to Scoutmastership", says: "The Investiture of a Scout is purposely made into something of a ceremony since a little ritual, if carried out with solemnity, impresses the boy; and considering the importance of the occasion, it is only right that he should be impressed as much as possible".

His Investiture as a Scout should be something special for the boy. He may invite his parents, guardian or other members of his family if he so desires.

The Investiture can take place in either a patrol or troop setting depending on the practice in the troop, and each boy's preference at the time of his Investiture. In either case, the patrol members and their Patrol Counsellor should play

the leading roles. If the Scouter feels that the Patrol Leader or a member of the patrol is capable of conducting the Investiture, he should defer this privilege to the boy.

#### Advancement Ceremonies

Advancement ceremonies are designed to help a boy make the transition from one section to another - from Cubs to Scouts or from Scouts to Venturers. They are arranged by the Scouters of the two sections concerned.

You will face a variety of situations relating to advancement. Several Cubs may be ready to advance to the troop at one time and might form a new patrol. Cubs may wish to join from a pack in another Scout group which has no troop. The way patrols are formed may mean that an entire patrol is ready to advance to Venturers at the same time. There may be no Venturer company and one must be started to accommodate the patrol. Or there may be an existing company whose age and interests are not compatible with the patrol advancing and the patrol forms the basis for another company. Because of this variety there is no one way to handle advancement ceremonies. There are, however, several important ideas that do apply:

- boys should be introduced to their new Scouters prior to advancement. Arrange to have the boys visit the troop or company.
- first activities in the new section should be appealing and enjoyable. Arrange for the boys to go on a hike, camp or similar activity.
- the welcoming role of the boy's new Scouters is of utmost importance. The new boy must feel welcome and at home.

The Scouters of the troop, along with those of the pack or company concerned should devise a ceremony to suit their situation. The main purpose is to get boys from one section to the next smoothly and make the transition effective. The last thing desired is that a boy be left to find his own way from one section to the next.

Advancement ceremonies may take place at any pack, troop or company activity where the two sections concerned get together. Ideally, the pack attends a troop activity if a Cub is advancing to Scouts and the patrol or troop attends a company activity where a Scout is advancing to Venturers. This provides for the new Scout or Venturer being able to stay with his new section for all of a meeting. A ceremony as such, is not the only, and sometime may not even be the best way of handling advancement. A patrol moving to Venturers might advance through attendance at a Venturer camp. A joint pack-troop wiener roast might be the setting for advancement from Cubs to Scouts.

### Recognition Ceremonies

The presentation of Achievement and Challenge Badges will probably take place at a patrol meeting unless there is a special reason for waiting until the next troop meeting. Such presentations, whether they take place at a patrol or a troop meeting, should normally be the responsibility of the Scout Counsellor and will usually be quite straight-forward with very little ceremony attached.

While the presentation of badges will be the prerogative of the Scout Counsellor, consideration should be given to asking the resource person(s) involved in helping the boy

to attain his badge to make the presentation. In such a case, the Scout Counsellor with a few words of introduction would give the badge to the person concerned who would then present it to the boy with suitable comment. There is little value, however, in asking a visiting dignitary to present badges if he is a stranger to the boy.

Boys should get badges as soon as possible after they have earned them. Do not defer the presentation of badges for special occasions such as banquets or troop meetings without first asking the boy if he would prefer to wait.

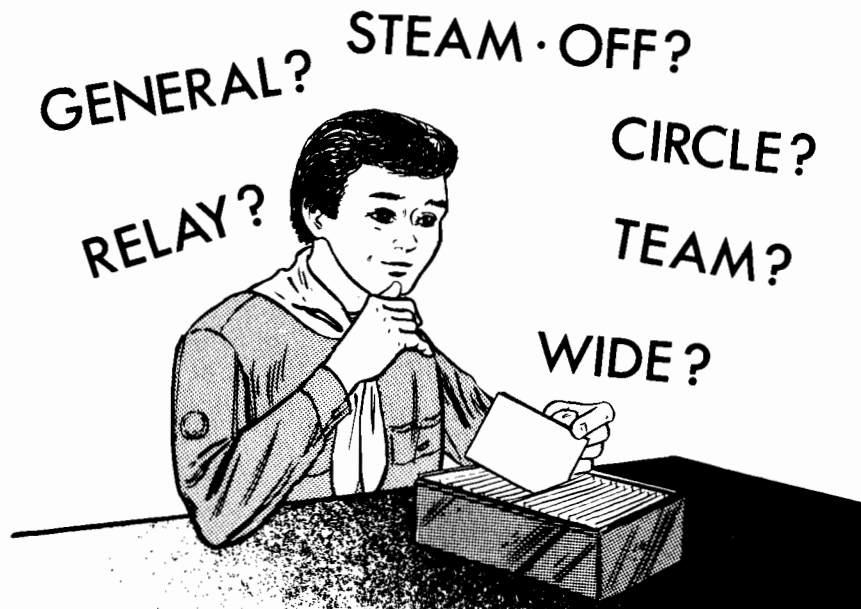
The presentation of Religion-in-Life Emblems and Achievement and Challenge Awards will probably warrant the use of some form of ceremony to mark the special significance of these awards. This ceremony will probably be better suited to a troop meeting night and might form part of a special activity program. If several patrols are to receive recognition at the same time, the Troop Scouter might commence the presentation ceremony with a few appropriate remarks, then ask the Scout Counsellors in turn to make the presentations to the members of their patrols. There can be many variations as to how this ceremony is conducted but it is essential that it be kept as short as possible.

### Concluding Comment

Scouters may wish to use songs or yells during their ceremonies. Improperly used they can detract, but three cheers at the end of many ceremonies may be appropriate. Also, remember boys like to participate and conduct these events themselves so make the most of every opportunity to do so.

## CHAPTER THIRTEEN

### GAMES



Games are one of the most valuable activities in Scouting. Boys who are enjoying themselves are likely to be enthusiastic and co-operative. Through games, boys develop without knowing it. The more they enjoy themselves, the keener they will be and the more they will be likely to absorb and remember.

Games provide an activity by which Scouts come together to experience sociability, fellowship and a sense of belonging. Through these activities, a spirit of co-operation, a sharing in a common endeavour and, consequently, greater group feelings are experienced. In addition there is a greater development of each individual as he finds satisfaction through participation in games.

Games provide you with opportunities to:

- find out more about the boy - shyness, domination and co-ordination;
- discover other interests and skills of the boys;
- observe the boy group structure in action - leadership, friendship, team spirit and group values.

Games provide a medium through which feelings may be expressed and emotions released, thus reducing conflicts, tensions and anxieties within the individuals. In this way, boys are able to release energy which might otherwise be expressed

in a socially undesirable way.

Games can be classified in many different ways. Two of the more common classifications are:

1. Classification according to the purpose served:
  - developing mental agility,
  - developing physical agility,
  - developing fitness,
  - developing senses - sight, sound, smell, etc.,
  - learning skills,
  - increasing knowledge,
  - steam-off,
  - plain ordinary fun.
2. Classification according to grouping or formation:
  - general participation, e.g. tag,
  - small group
  - team games,
  - relay games,
  - circle games,
  - wide games.

Most games will usually fit into several categories. Your main concern is to be able to recognize the values and applications of various games and to select games that will suit the needs of the boys and the situation. Whenever possible games should be played in an outdoor setting.

Scouting places great emphasis on patrol operation so you will have to find or develop games suitable for use in patrols. Other games are designed for a troop setting and emphasize inter-patrol competition. Where games in which size or skill is important are played at a troop meeting, patrols of various ages should not compete unless some allowance is made for the differences such as the older Scouts tying more knots in relay or making their goal size bigger. Teams or other adhoc groups may sometimes be used rather than patrol groupings but whenever possible you should

choose games that enhance the patrol spirit (See chapter "The Patrol".)

#### Hints On Games

- a. Give the game a name. There is a lot in the name of a game; it should smack of adventure, peril and challenge.
- b. If possible, weave a story around the game.
- c. Know the rules of the game and have the necessary equipment on hand.
- d. Know how to adapt or modify rules to suit local situations.
- e. Insist on silence and attention while a game is being explained and demonstrated.
- f. Explain rules simply, briefly, proper order; with more elaborate games, demonstrate the actions. Point out starting and finishing positions.
- g. Ask for questions after the explanation and demonstration of game.
- h. When numbers have to be evened up in relay or team games, have one or two Scouts double up rather than drop Scouts out.
- i. Use a variety of games in every program.
- j. Let the boys make as much noise (laughing, cheering, egging pals on) as they want while playing the game.
- k. Insist on rules being followed. Deal kindly but firmly with cheating, but remember it may be due to eagerness and enthusiasm.
- l. Stop the game if it is going poorly, explain the error and begin again.
- m. Repeat the game if interest is high, but don't overplay favourite games.

## CHAPTER FOURTEEN

### OUTDOOR ACTIVITIES & OUTINGS



#### Scouting and the Outdoors

Most boys look on Scouting as being outdoor oriented. Parents, and indeed the whole community, have an image of Scouting in an outdoor environment. B.-P. felt strongly that Scouting should be a way of getting boys out of the cities into the countryside so they could enjoy and appreciate nature at its best. Camping, therefore, plays a very important role in Scouting.

Because of our unpredictable climate, much of our program, of necessity, will be carried out in indoor situations. However, you should guard against your patrol or troop becoming only "fair weather Scouts".

There is no need to be uncomfortable outdoors. So the main thrust of much of our camping today is to teach Scouts how to live and be as comfortable as possible in the outdoors with very little. On the other hand, it is the unexpected discomfort of being caught in a rainstorm or a snowstorm that Scouts seem to remember more than the bright sunny days.

Plan to conduct most Scouting activities outdoors with the indoor setting as the foul weather alternative. Many Scouters seem to feel that because they use a school or a church hall as their meeting place they will lose it if they

don't use it. If this is the case for your troop, perhaps you can start and end your meetings there but still hold most of your activities and games outdoors.

You will find that many of your boys joined Scouts because of the appeal and sense of adventure. Their imaginations have been sparked by visions of hiking through an untracked wilderness, sleeping out beneath the stars, or shooting rapids in a canoe. They see in Scouting the promise of fun, adventure and comradeship in the outdoors. Your program should provide many opportunities for you to work with your boys in unique, exciting settings where some of their most memorable Scouting experiences will take place.

Outdoor activities will provide unparalleled opportunities for you and your boys to:

- learn to work and play together
- assume responsibility as members of a group
- develop concern for the welfare of others
- come to understand the natural environment
- develop awareness of the community in which they live
- learn to take care of themselves
- develop health and fitness
- learn new skills through practical application
- develop independence and individuality.

Remember always that when your group is on any outing it is representative of a world-wide organization and, as such, your group's behaviour will be watched and examined by all those that observe you. A neat, orderly, and courteous group of individuals who are demonstrating respect for themselves, others, and their environment, will gain the

admiration of all who see them. On the other hand, one sloppy group can ruin the reputation and image of the whole organization. You, the Scouter, should be constantly aware of this and ensure that the above mentioned values are encouraged in your group.

These values are not fostered by accident however. Careful thought and planning is required of the Scouter before, during and after the outing. The Scouter must be aware of opportunities as they arise and exploit them to the benefit of his Scouts. You should identify for the boys that cooperation is needed to perform certain tasks easily and efficiently - that each member of the group has unavoidable responsibilities towards the health and safety of the others - that each individual has skills and talents that will contribute to the whole group. The Scouter should be aware of the ecological responsibilities that the group has when outdoors. He must be prepared to step in and correct wrong practices and teach those skills which allow us to live and move in harmony with our environment.

Following are some brief outlines of considerations to be given in planning and carrying out various outdoor activities. More complete details can be found in some of the Scouter reference material listed at the end of this book.



HIKES WITH A PURPOSE	
Purpose	Type of Hike
Knowledge of Community	Historical hike
Nature	Nature hike Star hike
Observation	Explorers Treasure hunt Industrial or institutional hike
Physical Fitness	Commando hike (wide game) Long distance hike Swimming hike Mountain climb
Service	Conservation hike Lost child hike
Scoutcraft	Beeline hike Map hike Primitive cookery hike Survival hike Signal hike First aid (SOS) hike Scoutcraft obstacle hike Sealed orders hike
Friendship	September Round-up hike Father and son hike Reunion (old timers) hike

## Hiking

Hiking is an activity with a long history and a deep heritage in Scouting. The very word "hiker" brings to mind a person, perhaps with a pack on his back, striding out with a purpose in view - but not necessarily a race from point "A" to point "B" in the shortest possible time.

Whenever you decide to respond to the voice that pipes up, "let's go for a hike", exploit the enthusiasm

with a few purposeful and imaginative ideas. The patrol and troop programs should include as wide a variety of hikes as possible. Try to set a definite purpose for each hike and it will be an experience more exciting and more meaningful for your Scouts.

Some of the hikes mentioned above can really serve more than one purpose. There is no reason why the one hike can't involve several themes.

## Planning

In planning for a hike, the first thing to consider is what you hope to achieve. Having determined the purpose or purposes, a route must be chosen. You will then need an outline program, a list of equipment, and a decision on the appropriate dress. With your guidance the Scouts should be able to do most of this preparatory work. For some additional ideas to explore your own area see Chapter on "Local Community Knowledge."

Most of the planning will be required, at least at the beginning, by you, but with participation and practise the boys themselves can be brought into the planning, so that by the time they reach the age to go into Venturers they are old hands at the game. Scout hikes are preludes to more extended journeys which can be undertaken by canoe, bicycle, horseback, packhorse and possibly by rafting.

A schedule for a patrol hike might look like this:

<u>MOHAWK PATROL</u>	
<u>Scoutcraft Hike, May 27.</u>	
9:00 a.m.	Patrol meets at den. Personal gear checked .....(Bill in charge)
9:15	Start of hike. Game: "Hares & Hounds"..... Tommy
10:45	Tracks of "hares" end at Nature Trail. First Aid "Emergency"..(Simulation)..... Jack Start tree identification while walking Nature Trail ..... Bill
11:45	Check out operation of small one-burner stoves ..... Scouter Brown Cook lunch.
1:15 p.m.	Cleanup and site inspection ..... Bill
1:30	Game: "Capture the Flag"..... George
2:30	Start home.
4:00	Arrive back at den.



## Fun and Adventure

Stalking in the daytime can be fun on a hike. The boys of one patrol station themselves along a half mile stretch of road or trail. At a given signal, another patrol tries to pass unseen past each sentry to a given destination ahead on the road, beyond the furthest sentry; or to cross the road unseen, or at least unrecognized, from one side to the other.

Enough has been said to give the idea that with imagination a Scout hike can be both fun and adventure. The limit is only set by the vividness of the planner's imagination.

## Winter Hiking

Special planning and preparation are required for a winter hike, but the rewards for you and your boys will be just as great, if not more so, than the warm weather hike. All the points stressed previously can be incorporated into the winter hike. Perhaps some of your boys will get interested in making their own snowshoes. (See Chapter on "Handicrafts.")

If you are planning a winter hike, be sure to read and ensure that your Scouts have read the Winter Activities section of "The Canadian Scout Handbook".

## Night Hikes

Night hikes usually mean special fun and adventure. While the distances covered will be much less, the difficulties encountered in reading a map and compass by flashlight and recognizing landmarks as mere silhouettes help develop new skills. The horse in the meadow or

the cattle moving from pasture to pasture become moose or bears in the dark and the farm dog becomes a hunting wolf.

A Scouter in camp set the alarm clock for 3 a.m. and woke the patrol up with "get dressed warmly and meet me at the flagpole in 15 minutes." At the flag pole iron rations (prunes, cookies, chocolate and an orange each) were issued and the word spread that the camp had to be evacuated as the lake was rising rapidly and would flood the valley. The only escape was a forced march to a nearby hill, three or four miles away. This dawn patrol to the top of a nearby elevation showed the now widely awake boys a never-to-be-forgotten sunrise.

"The Canadian Scout Handbook" sets out the techniques to be practised, such as care of feet, safety, hike and camp equipment and becoming lost, for the boys to read and practise, that they need not be repeated here. Nevertheless, there are some important things for you to remember.

## Some Do's & Don'ts

- The distance to be covered on the hike must be considered carefully. Most boys will be able to cover quite a distance in a day on foot, however the distance will have to be kept within reasonable hope of achievement by the smallest or weakest boy. Remember also that a portion of the day may be devoted to activities at one site involving the practise of skills, eating, and games etc.
- Someone staying at home should always be notified of the route to be followed and the final destination, whether a Scouter is along or not. The reason will be obvious should anything go wrong and a search has to be made for lost hikers.

- The route should be away from main highways and roadways as much as possible, especially if any walking is to be done at dusk or after dark. Strict safety precautions should always be taken.
- Hitchhiking is illegal in many places and is certainly not a part of a Scout hike (except in the case of a real emergency); therefore it should be discouraged by any Scouter.
- The health of hikers should be checked out in advance especially for a long hike. A sore throat, cold or other communicable diseases should rule out any Scout - for his own protection and for the sake of his companions. Over-exertion should be avoided, especially by boys who are under doctor's care.
- Check all boys' footwear and clothing to avoid difficulties during the hike.
- Take suitable measures to ensure a supply of safe drinking water.
- A hike is not a race. Keep a good steady pace throughout and make the rest stops short and frequent - five minutes every half hour. Let the slowest boys set the pace, but don't drag. A good rule is that the Scout ahead should always be able to see the one behind him.

### Hike Courtesy

Get your Scouts to realize that they can have just as much fun and still behave in a way that will make them welcome over the same trail again. Your example plays a decisive part here.

Obey all "Keep Off," "Private," and "No Trespassing" signs. If you expect to build fires and cook, get permission and leave the place cleaner than you found it.

Fences are put up to keep somebody out or something in - not for climbing over. If you have permission to enter at all, use the gates and leave them as you found them.

Protect fields. Nothing in the world makes it right for Scouts to cross a planted field or a hayfield before mowing. To do so is to destroy a farmer's crops.

Animals are property also. Horses and cows should never be disturbed. Besides, there may be real danger in passing through fields where there are farm animals.

Woodlands are crops. Scouts should be interested in conserving them; not in marring or destroying them. Do not tolerate the hacking urge that seem to enter the mind of a boy who has had an axe or sheath knife presented to him.

Keep off railroads. Crossing railroad trestles or walking on railroad tracks is dangerous and unlawful.

## CHAPTER FIFTEEN

### CAMPING



Baden-Powell spoke of camping as "the Scouter's great opportunity", and said, "in camp you will learn more about your boys in a few days than in many months of ordinary meetings." Through camping boys are provided with adventurous opportunities to develop in a group setting outside their usual environment. There are few places better than camp where a leader can come closer to understanding boys, or boys and leaders to understanding the ways of nature and the basic elements of citizenship.

#### Camping Objectives

The objectives listed in "BPP" states that; "participation in camping and outdoor activities will help individuals to develop:

- interdependence with others and the environment,
- physical growth and coordination,

- practical skills,
- utilization of personal resourcefulness,
- awareness and appreciation of the natural environment through exploration and understanding."

#### Camping Policy

In undertaking camping activities with your Scouts you must observe certain regulations set out in the "Bylaws, Policies and Procedures" (BPP) of Boy Scouts of Canada to ensure the health and safety of Scouts in camp, and you are responsible for ensuring that these are adhered to. In addition, contact your Scout office concerning any local regulations.

Camping policy is set out in "BPP" as follows:

"Boy Scouts of Canada believes:

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

Because of these beliefs, camping and outdoor activities are essential parts of the programs.

Every member has the right to the opportunity to participate in camping and outdoor activities. These activities must meet the needs of members for fun and challenge and comply with recognized health and safety practices.

The responsibility for the development of long-range plans for camping and outdoor events and facilities is carried out by the council which can most appropriately meet the needs of members. Guidance, resource material and supporting programs are provided by National Council.

The Scout section is governed by the following camping regulations:

1. A troop may hold a short-term camp under the leadership of a Scouter.
2. Troops of one or more patrols holding long-term camps, must have a minimum of two adults, one of whom must be a Scouter.
3. Troop Scouters, may approve patrol-size groups of Scouts (two to ten boys) holding short-term camps without adult leadership, providing the Scouts have obtained permission from their parent or guardian.
4. Troop Scouters, in consultation with the group/section committee, may approve patrol size groups of Scouts (two to

ten boys) holding long-term camps under the leadership of an adult who is not a Scouter.

Some other considerations are:

- Scouts must have the approval of their parents or guardian before attending camp.
- A medical examination is strongly recommended for Scouts before attendance at a long term camp.
- Due consideration must be given prior to camp to providing adequate medical assistance in case of need.
- At camp each camper must have an individual sleeping place with the minimum bedding of ground sheet or equivalent and blanket or sleeping bag.

### Types of Camping

The opportunities for and the types of camping experienced by your Scouts will be determined by a number of factors:

- the boys' interests.
- the boys' previous camping experience.
- equipment and facilities available.
- season of the year and prevailing weather conditions.
- the Scouter's enthusiasm and previous camping experience.

In Scouting there are four basic approaches to camping:

Activity Camping - camp facilities are used for eating and sleeping but with emphasis on other outdoor activities - boating, swimming, sailing, mountain climbing.

Adventure Camping - advanced camping for special activities

such as survival, voyaging by canoe, rafting.

Pioneer Camping - emphasis is placed on skills required for camping in a backwoods setting.

Travel Camping - camping en route during a trip.

Canada's changing seasons lend additional variety to the range of camping experiences. It should be your goal to provide your boys with a wide experience in camping, in all four seasons, and from a simple overnight to a more extensive camp of a week or more in duration.

Camps of three nights or less are defined as short-term camps; four nights or more are defined as a long-term camp.

### Your Personal Involvement

Your personal attitudes and approaches to camping are important considerations in determining the scope and frequency of your troop's camping activities. You must be prepared to take the initiative in camping if your Scouts are to get the best camping experiences.

Camping will make demands on your time. If planning is carefully done, the load can be shared by all the Scouters and perhaps a few fathers as well.

Camping does take you away from your home, and if this happens too often you may find yourself unpopular with your family. However, don't take your wife to camp and expect her to become the camp cook; it's not fair to her or your family.

Some Scout groups have a family camping arrangement. A separate site is chosen nearby. The family operates as a self-contained unit leaving "dad" free to work with the

Scouts. While family sites are usually out of bounds to Scouts, family members may be invited to attend campfires or special activities as guests. Thoughtful planning will enhance your camping experience and your family life as well.

If you have had no previous camping experience, help can be sought from your local council. This may take the form of individual help or training courses where you can learn in the company of other Scouters. You could also join with an experienced Scouter in the running of a camp. Knowledge and skill in camping are fairly easy to acquire and you should not feel inhibited by lack of experience.

### Camp's Purpose

Many of the goals that a patrol or individual Scout will set for the year's badge work can be integrated into a camping experience. The activities leading up to, during, and following the actual camp should give Scouts ample opportunity to fulfill the requirements of many badges:

- Anchor Badge, if your camp will be on or near water;
- Arrowhead Badge, as the boys participate in the planning of the camp;
- Campcraft, Explorer and Winter Scouting Badge, natural motivators for the bulk of the boys' activity;
- Citizen Badge;
- Conservation Badge, where the boys should put to practical use the conclusions they draw about man living in harmony with the environment;
- First Aid Badge, where a mock emergency could be staged at

camp; Life Saving and Swimming Badges, if good waterfront facilities and instruction can be provided at a standing camp;

- Safety Badge, as safety should be emphasized in all camp activities to ensure a happy experience.

Individual Scouts should be encouraged to review the various Challenge Badges and plan to accomplish some of them as a direct result of their opportunities at camp.

### Planning

Discuss the program well ahead of the camp with your fellow Scouters and your Court of Honour. Make sure that your Patrol Leaders get ideas and suggestions from their patrols. Use their ideas in planning your camp program. Keep the Scouts busy with things they want to do without running them ragged.

General guidelines to planning an outdoor program are:

Challenge - a few challenges will form the nucleus of never forgotten memories.

Flexibility - situations change and the program must adapt to fit the new conditions. Be prepared for rainy days with an alternate program.

Involvement - the more people (boys and adults) help in the planning, the more the acceptance and enthusiasm.

Look wide - there are always new ideas to try, new places to go, new things to learn.

Time to relax - just doing nothing is becoming a rare treasure in our hustling world.

In camp, as in other Scout activ-

ities, the PATROL is the working unit. Whether camping alone or with the whole troop, the patrol should be a self-contained unit, responsible for its own welfare under the watchful eye of the Scouter. This should be considered in planning as you answer the following questions:

- "Where will we go?" - Decide whether you will go to a council campground, provincial park, or some other site. Be sure the site will accommodate the size of group.
- "When do we go?" - Set dates early in order that family plans will accommodate the camp. If it is necessary to reserve a site, do so early to avoid disappointment.
- "How will we go?" - Determine the way you will get to camp so costs can be included in camp fees and the necessary arrangements for transportation can be made.
- "What will we take?" - Is new equipment required? Can it be made? Personal and patrol kit lists should be made by the boys and checked by the Scouters.
- "What will we eat?" - Start early to have your Scouts prepare their menus. Take into account the purpose of the camp.
- "What will we do?" - Think of the activities of the camp and the goals that you and your Scouts want to accomplish. Consider the experience of the boys and the equipment that will be needed.
- "Who will be responsible for what?" - Have the Patrol members determine who will be responsible for each activity. Scouters should double check

with each other that all preparation tasks are performed.

### Duration of Camp

Overnight and long weekend camps are most important to patrol and troop life. Quite often the short term camp is well attended, because of its brevity, while because of part time summer jobs, family holidays and other reasons, it's difficult for some boys to attend long term camps in the summer. If, in addition, you are able to provide a week-long summer camp experience for your boys, so much the better.

The long-term camp does give you the chance to know your boys more intimately and provide them with some activities not possible in shorter duration camps. If a patrol or troop summer camp is out of the question, consideration should be given to providing a long-term camp experience in another way. Combine with another troop. Or encourage your boys to attend a composite camp run by your council.

You should also give consideration to the effects the duration of your stay will have on the area you will be camping in. Fragile environments such as you might find on an island in the Pre-Cambrian Shield country or on an alpine meadow might very quickly show signs of wear and tear that will last long after the group has left. On the other hand a campsite in a grassy field where an extended camp was held might show similar signs of wear and tear, but would, recover fairly quickly. If a long-term standing camp is in your plans, an established campsite that is maintained for this purpose would be better environmentally than a wilderness clearing.

### Site Selection

Early in your planning comes the

choice of a site, its distance from home, the purchase of food and other supplies, the method to be used to transport campers and equipment and the cost to get there.

Search for the campsite early and make sure proper reservations or other necessary permission are obtained well in advance. If you are planning to use Provincial or National Parks be sure that you check with the proper authorities before your plans proceed very far.

Patrol camping will make it easier to find suitable sites. Any group larger than 10 will require that special plans are made. Be sure to check the site for shelter from wind, source of good water, and availability of fuel for cooking and warmth if you are using wood fires.

In a standing camp look for an open area for sports and games. Be aware of where to locate the nearest phone, how to contact medical facilities, and where supplies can be bought if needed.

If swimming is a part of your program, check the facilities for hazards such as strong currents, undertow, or contamination.

### Menus and Feeding

You will need to decide on how meals are to be prepared, what menus will be used and the cleaning up after meals.

There are several ways to have meals prepared. The choice will again depend on the type and purpose of the camp and on the skill of the boys. The choices include:

- The preparation of meals, eating and cleaning up, by patrols on their patrol sites. This takes more time, but it gives the maximum participation and practice to all boys. You

should be prepared and available to advise on meal preparation as required. More cooking and other housekeeping gear is required. An adult may occasionally eat with each patrol. His advice and assistance on a limited scale can be most helpful.

- Central cooking by groups of boys, on a rotation basis. It provides for the training of boys in cooking skills under the direction of an adult. Other Scouts may be involved in other activities.
- The use of an adult cook to prepare all meals, with the help of small groups of boys, on a rotating basis. As this method deprives Scouts of the opportunity to work together as a patrol and to learn camping skills, it is only appropriate for activity camps where time for activities is critical. The meals would be eaten centrally.

A combination or modification of the above is of course possible and on no account should you take over as cook. You have far more important responsibilities and contributions to make to camp life.

"The Canadian Scout Handbook" and the booklet "About Camping" give considerable guidance on the planning of menus suitable for most camping.

### Equipment

The equipment needed for camp will include personal kit and patrol and troop gear. Patrol and troop equipment can be roughly divided under two headings:

- a. Camping or housekeeping items such as tents, eating shelters, first aid kit, cooking and washing up gear, saws,

hammers and nails, spades, axes, and ropes of various lengths and diameters, plus such other equipment as might be necessary to the comfort of the campers.

- b. Program gear including flag, sports equipment and stationery such as, notepaper, scratch paper, pencils, thumbtacks, cellulose tape, stapler, rubber bands. A small, select library of text books which might be useful.

It is particularly important that all equipment should be checked over before departing for camp. (See Chapter Twenty-five for equipment details.)

The overnight or weekend camper may be limited in the type of shelter he will use and the type and bulk of gear or equipment he will take along. The hiker is even more limited because everything he takes must be carried. The hiking camper can carry his shelter or sleep in the open, preferably near a barn, or other structure where he can seek shelter in the event of inclement weather. He can carry a plastic or light canvas sheet which can be rigged as a temporary roof, or select one of the many lightweight tents on the market. For bedding he may choose either a summer weight sleeping bag or two or three fluffy woollen blankets, with ground sheet. Food can be bought on the way or taken with him, or he may do both, depending upon the proximity of grocery stores to his travel route. His tools are simple, perhaps a knife, a small wire saw or axe, a compass and a first aid kit.

As soon as the overnight camper adds a means of transport, canoe, bicycle, packhorse, toboggan or car, he immediately increases the amount and bulk of gear which may be taken along and may even alter the equipment required. For example, the



canoeing camper may dispense with a tent, deciding to sleep under his overturned canoe. The camper using a form of transport may find it easier to take along a stove and its fuel. Use of a stove cuts down the time required for housekeeping, allowing the time gained to be used for other things. He can take along things like a camera for wildlife photography, bow and arrow, fishing tackle.

### Camp Administration

A certain amount of pre-camp administration is required. Check with your Scout office to see if a copy of "Application for Permission to Camp" is required. Your Scout Office will also be able to advise if there are government regulations concerning health and sanitation.

A simple form for parental (or guardian's) permission to attend camp should be prepared. Along with this form send the parents a medical form, one for each boy. In addition, prepare a simple personal kit list and send a copy to each parent, so that both the boy and his parent can assemble the required gear well before camp. Request the parents, in a covering note, to complete the permission to attend form and have the medical form completed and returned to you by given date. Your covering letter should embody the dates of the camp, the mail address of the camp and information on visitors' day, if any. A simple route map to site might also be considered.

### Transportation

In most cases boys will travel to camp by bicycle or by car. Encourage boys to cycle or hike to camps not too far from home. If parents cars are used make sure that cars are not overloaded and that they are properly insured. Trucks are not suitable for transporting Scouts.

The group or section committee should be responsible for arranging transportation of long-term camps. It can arrange for car transport by fathers, or make the necessary public transportation arrangements. For short-term camps Scouts can possibly arrange their own.

Insist on orderly behaviour when travelling, especially in public vehicles. There are the common rules of courtesy to be observed and the safety of the boys to be considered.

If public transport is to be used, have a pre-arranged plan for loading and unloading boys and equipment and make sure that every boy knows the plan.

### Check List for Camp Planning

Both short-term and long-term camps require essentially the same type of planning, although there are some additional considerations for the long-term camp of more than three day's duration. The following check list of things to be done will assist your camp planning.



<u>ITEM</u>	<u>SHORT TERM</u>	<u>LONG TERM</u>
- Choose site	X	X
- Test drinking water	X	X
- Firewood	X	X
- Food stores		X
- Local doctor or hospital	X	X
- Churches		X
- Group or section committee approval		X
- Inform parents/guardian	X	X
- Parental permission for each Scout	X	X
- Fitness Certificate		X
- Obtain permission to use campsite including permit if required.		X
- Prepare equipment	X	X
- Travel arrangements	X	X
- Menus and initial order	X	X
- Wet weather alternatives	X	X
- Final arrangements	X	X

"The Camping Book", published by Boy Scouts of Canada provides additional support information to help in planning camping experiences for Scouts.

Other Resource Books Available through your Scout Shop or Supply Services  
Backpacking

21st Century Approach to Camping

Winter Camping

Water Activities Handbook

Scout Pioneering

## CHAPTER SIXTEEN

### CAMPFIRES AND OTHER PROGRAMS



#### Atmosphere Counts

Seated around a glowing campfire, one feels at peace with the world. Sparks drift upward, the mysterious night sounds and the full moon arouses thoughts which link the near present and the distant past.

The campfire circle is the place for memories and dreams. It is the place to recall past camps, old friends and good times. The most memorable part of a Scout's camping experience could well be the campfire at the end of the day with the songs, games and stories.

Good campfires don't just happen. On a rare occasion, when all the elements are right, an impromptu campfire will be successful. But in general, it must be well planned. The many component parts, from the

actual laying of the fire, through the balanced program, to the dousing of the embers, must all be considered. Good campfires come only with planning and acquired experience.

#### The Fire

The focal point of the campfire is the fire itself and many well-planned programs have been spoiled because the fire was a failure.

The fire should light quickly, burn brightly and last long. It should be laid early in the day with good tinder, kindlings and fuel and then covered with plastic or other waterproof material to protect it from the evening dew.

There are three types of fires popular in camps in this country:

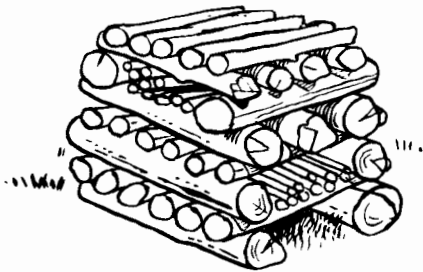
— the Pyramid, the Log Cabin and the Teepee.

The Pyramid starts with a bottom layer of 15mm logs, approximately one meter long. As the layers are added, the logs become smaller and shorter. The centre is filled with



tinder and kindling and the fire can be lit on a small platform of sticks near the top. As the fire burns, the coals fall into the middle, helping the fire burn downward.

The Log Cabin is built in conventional log cabin style and laid on two large logs that serve as the foundation. The space between the build-up is filled with kindling.



Without this fill, the fire would burn too quickly. The opening at the bottom allows a good draft.

All wood for both these fire-lays should be split. The only exception is the two base logs. If these two fire lays are built correctly, there is no need to add wood to the fire.

The Teepee fire has the wood stacked on end, with the tops meeting like an Indian teepee. The other ends can be stuck in the ground or held in place by rocks. A

piece of wire tied around the top helps keep the sticks together. The centre is filled with kindling and tinder. This fire is lit from the bottom.

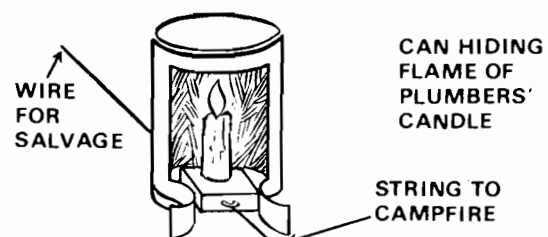


An experienced campfire builder can provide a fire that will last as long as the campfire chief requires.

The fire builder should be aware of all safety and fire regulations and he is responsible for seeing that the fire is fully extinguished at the end of the program. The water should not hit the fire until all the campers have left the campfire area.

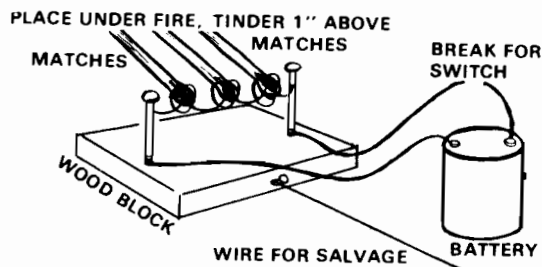
### Fire Lighting

The lighting of the fire can be handled in many ways: either by the use of a plain, ordinary match or a lighted torch, or in a more novel and exciting way. Why not try the following at a future campfire?

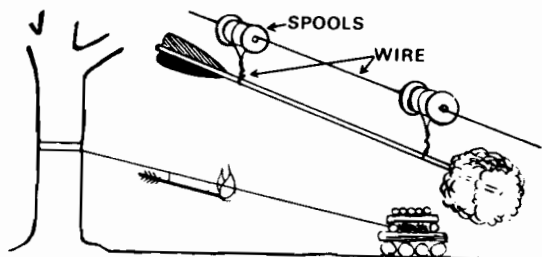


The Candle Method - Light candle (inside campfire) just before starting. String pulls it into tinder. A plumber's candle is recommended. Attach a wire to the bottom of the

tin can shield and you can remove it from the fire for future use.



The Hot Shot Method - The drawing shows how to rig up this electrical layout. Use resistance or element wire for the spiral that ignites your matches, or you may prefer very thin copper or picture wire instead. Experiment a bit before using. Attach a wire to the wooden block and pull it away from the fire.



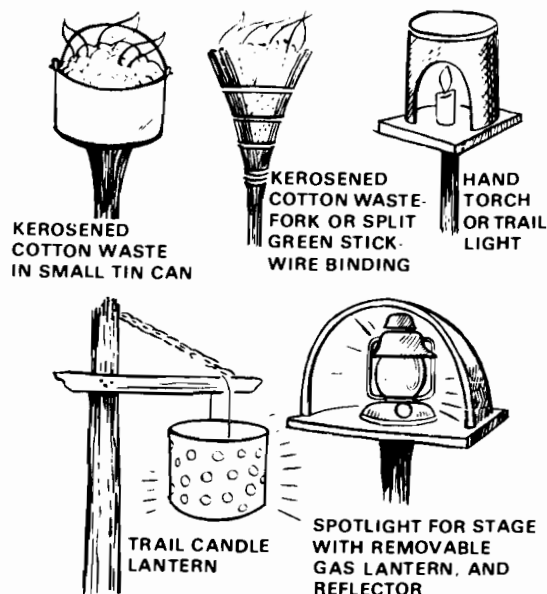
Flame from Heaven - The illustration shows the details of this method. Drive a stake a little beyond the heart of the fire, as it is being laid. From this stake run a thin black wire tightly to a nearby tree. The angle should be just steep enough to ensure that the spool with the mass of cloth tinder will slide down into the firelay (this should be tested before the campfire to make sure it works).

On a signal from the campfire chief, the fire lighter lights the tinder at the high end of the wire. He releases the flaming tinder which slides down the wire, into the firelay and starts the campfire burning.

Cut the wire as soon as the fire is started.

## Illumination

You will frequently need light for a stage area for skits or torches to light the campers to and from the campfire area. Flashlights can be used, but many camps prefer a variety of rustic torches to provide light. If all safety factors are taken into account, the torches shown below can add much to the campfire atmosphere.



## Seating and Comfort

Comfort at the campfire cannot be overlooked. Campfires normally last a fair length of time and a participant poorly seated or cold cannot fully enjoy the experience.

A 5 x 15cm board raised off the ground on short logs will provide good seating accommodation as will large logs or benches. Keep the seats as close to the fire as safely possible, not only for warmth but because a close group is easier to handle and get involved in songs, games and yells.

## The Program

A successful campfire program is the result of good planning and preparation. A good rule of thumb in planning a campfire program is to follow the flames. Build to a high point of lively, active participation, slowing to quiet songs, spirituals, poems and ending on an inspirational note.

Depending on the response of the group and the skill of the leader, the running time will vary between forty minutes to one and a half hours. Better to finish with everybody wanting more. Vary the content to include songs, rounds, skits, yells, a short story, action songs, stunts, spirituals, a short yarn by one of the Scouters, poems and presentations of awards and badges.

A typical program format could be something like this:

- Formal opening by Scouter or Scout
- Two lively songs known by group
- Learn and sing new words to an old tune
- Skit prepared by boys which will evoke laughter
- Yell
- Round (roundelay) by sections of group in turn
- Story or presentation
- Spiritual
- Short yarn by Scouter
- Spiritual
- Silent prayer

This is naturally an abbreviated program - a normal one would have more songs, roundelays, skits and yells. However, it is enough to show that the program starts out on a lively note with action songs, yells and stunts, and as the evening progresses the tempo slows down until at closing time the campers are prepared for the Campfire Chief's short message and Taps.

Singing is probably the main ele-

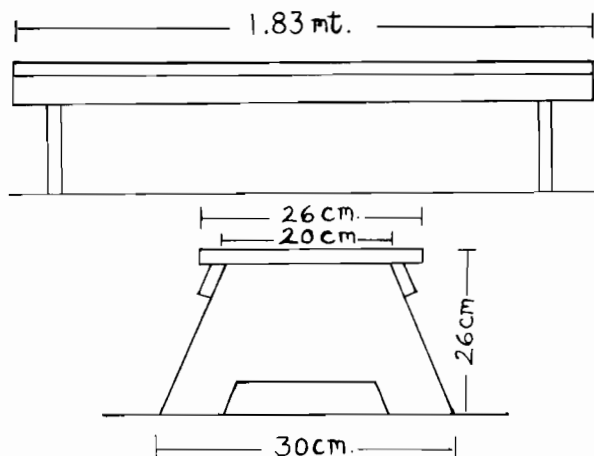
ment in a successful campfire and the one way to be properly prepared for this part of the program is to develop your own song book. There are many song books available, but a personal collection is most valuable. The songs can be arranged alphabetically, by subject or type in a loose leaf binder and used when planning your programs. Those Scouters who have kept the songs printed in "The Scout Leader" since January, 1967 should have a collection of over one hundred. Your book can also be used to note new and favourite games, openings and closings, skits, stunts and stories. They can be practised at patrol or troop sing-songs.

## Indoor Campfires

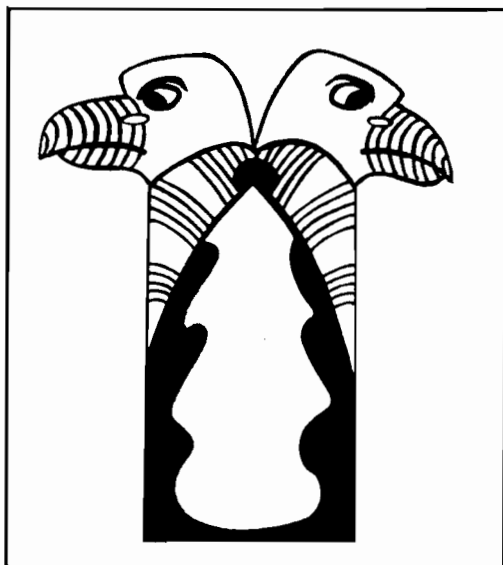
All too often, winter or wet weather spells the end of the use of the campfire or council fire as a program item. This need not be so. Many Scouters merely bring the campfire indoors. Obviously, there have to be some adaptations. One can't very well light a fire in the middle of the meeting hall.

Unfortunately, far too many indoor campfires are conducted by just having everyone sit in a circle, either on the floor or on chairs. Some preparation and attention to setting the right atmosphere can assist immeasurably in ensuring the success of an indoor campfire.

First, the seating arrangements: while it is possible to sit on the floor, this usually becomes rather uncomfortable after a very short time. A better arrangement is to have a number of low, short benches. These can easily be built from shelving lumber. The sketches suggest a possible approach (don't put the legs too far in from each end or your benches will have a tendency to dump the person who sits on the end).

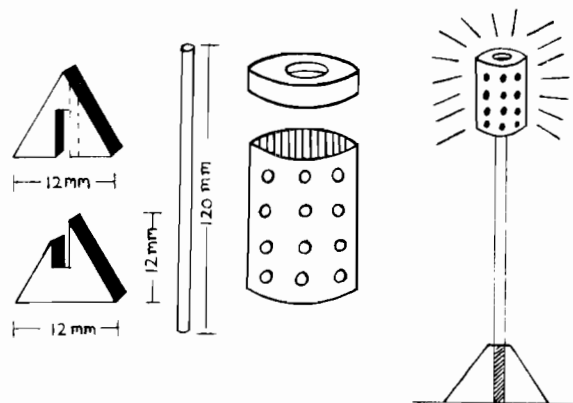


A "seat of honour" can be devised using either 6mm or 21mm plywood or a piece of heavy canvas. The sketches suggest some possible designs. If canvas is used, poster paints in the hands of an interested patrol can provide an evening's activity and result in a prop which the boys will feel is "theirs."



A "torch" can be devised using 12mm plywood for the base, a 25mm x 120mm dowel, and a large juice can attached to small disc cut from plywood. Cut the base and disc as shown in the sketch. Drill 25mm hole in the centre of the disc. Attach the dowel with wood screws to the base. After drilling the holes in the

juice can, use two small wood screws to attach it to the disc. Place a candle inside the can. One use of the torch is to place one on each side of the "seat of honour".



The moon illustrated should be made from 12mm plywood. Paint the "box" flat black and line with foil. Cover the opening (the moon) with yellow cloth. Use a 20- or 40-watt yellow bulb to light the "moon". A



switch is not necessary but can be installed if desired. A handle on the top makes for greater convenience. For the best effect, the moon should be placed well above the floor and some distance from the campfire circle.

So now we have a circle of seats and a "seat of honour" for our campfire leader or honoured guest, torches to help us find our seats, and a full moon, but the main feature is missing - the fire.

A number of approaches have been used quite successfully to improvise a campfire.

One method is to use a candle in a large can with holes in the side.

Another method is use a candle in a large glass bowl lined with red foil.

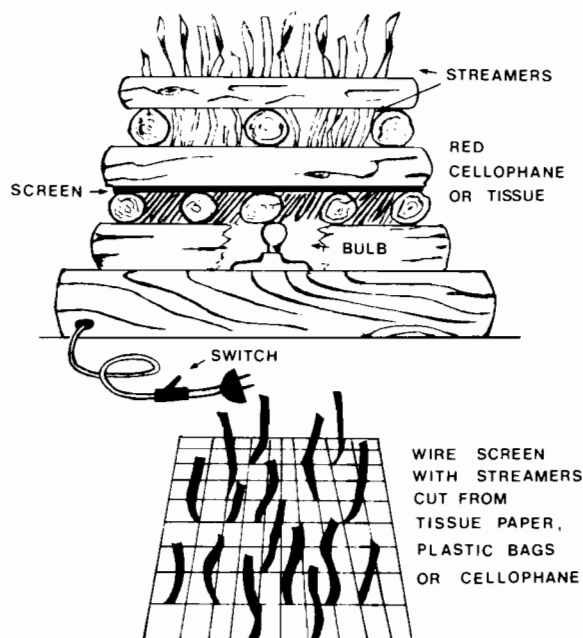
The most widely used approach is a campfire built from logs screwed together, lined with red tissue paper and lit with a red or yellow light bulb.

One troop built an elaborate indoor campfire which included two rows of small Christmas lights around the inside lower edge, a two-speed fan and a 40-watt light bulb. Each of these features had a separate switch on a small control box. By turning on first one set of small lights, then the second set and finally the large bulb, the fire appeared to increase in intensity. The fan was used to blow streamers attached to the logs, to give the effect of flames flickering upward. By reversing the procedure, the fire died to a bed of coals.

Make sure your "campfire" has a long enough cord to reach at least to the seat of one of the Scouters. Put the switch at this point. This will allow the campfire to be "lit" at the appropriate moment during the opening ceremony.

The program preparation is the same as for an outdoor campfire.

Now mix all your elements and enjoy an indoor campfire that has the necessary ingredients to make it a memorable event.



When the crimson flame of the fire fades, a spirit of fellowship prevails. It is small wonder that the tired, busy, adult hands join with those of the child in the external search for the primeval peace which radiates from the heat of a campfire.

"What! Me sing? Tell a story? Act? Come off it!" Well, maybe you don't react this way, but some adults do. The important thing is that boys like this type of activity and these activities have much to offer to their growth. Music, acting and storytelling are extremely appropriate for both patrols and the troop.

### Music

In every culture, music provides an important means of expression. From kindergarten on, schools encourage singing, music appreciation and learning to play musical instruments. In church and school, music and singing play an important role. For the teenager, the transistor radio and the record player are practically a badge of membership.



There are many musical activities which you can use in Scouting: rhythm bands, orchestras, bands, trios, sing-songs, glee clubs, barbershop quartets, choirs, part singing, music appreciation groups and record clubs. Musical activities can be combined with skits, plays, games and handicrafts - making simple instruments.

Music can enter into a great many patrol and troop activities. Group singing is a powerful means of building group feeling in a new patrol. A good rousing song can pull even the shy boy into the group. Folk songs and dances of other regions and lands can make an enjoyable contribution to the understanding of world brotherhood. Action songs and war dances can serve as steam-off games. Under many circumstances, a song can set the mood for another activity.

For patrols or troops that develop a musical interest, there are many more venturesome ideas. For example, some Scouts put on shows for shut-ins, hospitals and homes for the elderly. Patrols and troops may form bands of various kinds: marching, pipes and drums, or just plain sit-down-and-enjoy playing bands. These can consume a great deal of time and require considerable resources but can fill a gap that may not be handled by local schools or clubs. Scouts that can find the directorial talent will enjoy variety shows.

#### Leading a Music Program

You may be among the great company of people who are ill-at-ease about leading others in musical activities. Even leaders with good intentions often have difficulty trying to persuade self-conscious young Canadian males to join in a sing-song or dance. For boys of French extraction and for many new Canadians, singing and dancing seem to

be a natural thing to do while working or having fun. And so it is for most boys when the motivation arises from within the group. Until the members of the group feel comfortable with each other, however, the musical occasions will have to be carefully chosen. A campfire, a hike, or a chartered bus tour are obvious places for Scouts to sing and play an instrument and learn from each other the fun of sharing music and learning new songs. Later it will be easy to suggest a sing-song in public once the boys feel more secure.



You do not have to be the leader in music. If no Scouter feels able to handle the job, a Scouter quartet will form a good nucleus. Occasionally some members of the troop will have training in a choir and will be pleased to take the lead. The boys will often know who among their number is a good song leader and their call may be less embarrassing to the boy than yours. If there are guitars, accordions or harmonicas available, by all means encourage accompanists. But unless the accompanists are gifted and can play any song, they will need protection from weird requests. Place them where they can see the person leading the activity. Choose songs that are well known, or, for new songs, have song sheets available. Dispense with the song sheets as soon as a song is learned, for they can be a distraction.

If you have limited skills in this area, make use of a talented parent or other adult. The inexperienced may get some help from the use of tape recordings or good sing-along records.

### Some Hints on Song Leading

The success of a sing-song depends on the leader. His cheerfulness and enthusiasm set the stage and his pitch, beat and volume start it going. If he hits a bad pitch, better to stop and start over again.

- Be flexible. Have a plan of some songs, but let the boys determine most of the program. Announce choices clearly and without delay.
- Start and finish with known songs. Don't try to teach several new songs in a row.
- Throw in a little variety - action songs, nonsense songs, folk songs, rounds, serious and sacred songs.
- Keep it short. Better to stop while the group is still enjoying singing, than to run on too long.
- Make sure everyone is comfortable and can see the leader.

### Acting and Skits

Baden-Powell said of acting: "I need scarcely try to count up the various points of development which underlie acting, such as self expression, concentration, voice development, imagination, pathos, humour, poise, discipline, historical and moral instruction, loss of self consciousness and so on. Charades and impromptu plays are just as good in their way as more highly designed and rehearsed shows."

Acting is an important medium for personal growth and development. It provides healthy opportunities for release of feelings such as frustration and joy; it also satisfies needs which are repressed and difficult to express in real life. Through acting, Scouts become better aware of themselves and the feelings of others with whom they live, work and play.

Acting brings all the social processes into play: acceptance, status recognition, etc. Group unity is strengthened through the high morale which is inherent in achieving and having fun together.

The value of this activity is not limited to the participants. An audience gains satisfaction by identification with the performers. An enthusiastic audience may so stimulate the players that their performance reaches a high standard.

Charades and other techniques may help you to detect the special interests and abilities of the boys. Improvisations and pantomimes provide opportunities for boys to increase their skill in observing individuals and groups and for the spontaneous interpretation of "real life" situations.

Shadowgraphs, puppets and marionettes are valuable to shy, withdrawn individuals who feel unable to appear before an audience. Release of feelings projected into the puppets who say the lines can be effected through the use of these "little people" who take on character and personality at the will of the manipulator.

Acting comes naturally to boys and very often they make little distinction between make-believe life and the world of reality. By pretending to be some other real or imaginary person or even an inanimate object, they learn different attitudes and also their emotional

developments are stimulated.

### Some General Points on Acting

- Have the number take place on a stage or in the middle of the floor so the audience can see and understand what is going on.
- Have the boys speak clearly and distinctly.
- Acts by patrols as a whole are preferable, but do encourage individual items.
- Have the boys introduce their own items.
- Discourage rough, rowdy items.
- With simple acting, set a time limit - three minutes to prepare, and one minute for each act.
- Give constructive suggestions, look for good points and be generous in your praise.
- Be firm about the attention given by the audience.
- Patrol or troop equipment could include a dress-up box containing old clothing such as hats, skirts, trousers, coats and shirts,
- Let Scouts make full use of available props such as chairs and stools.

### Storytelling

In primitive times the minstrel or storyteller was a very important man, not only because he was one of the few sources of entertainment, but also because he preserved the history of the tribe or nation. In this age of instant canned entertainment, the art of storytelling

may be in a decline, but it is still an art which can add to the fun of many a Scout occasion. If the story can be accompanied by some acting, so much the better.

Involvement with committees and similar groups is very much a part of today's life. Any citizen is likely to find himself a member of one or more public groups so an ability to express oneself clearly is important. Schools recognize this with training in public speaking, interest talks, reading clubs and debate. Scouting should play its part in developing self-reliance in voicing opinions in public and storytelling fosters self-expression and confidence. Storytelling may have many variations both humorous and very serious. You may wish to try some of these variations: inventing stories as a key word is passed from one Scout to another, picking up a story on signal, mock trials and debates.

Stories or yarns should be simple, direct and with a strong dramatic plot that appeals to boys. Boys like action and humour and a hero with whom they can identify, but they also like serious stories and those that teach them something too. History, explorations, natural history, myths and legends, Bible stories, personal experiences and yarns from the life of B.-P. - there are all sorts of sources for stories.

### Preparing The Story

Storytelling will be made easier when the story is well prepared and the teller makes use of the following suggestions:

- Select a story that appeals to you. In this way, it is easier to put it over.
- Read it over for general plot, getting clearly in mind the

general scheme and atmosphere.

- Read again, noting characters, places, plot and situations that appeal to you.
- Make brief notes on a card or in your personal story book.
- "Live the story" as you learn about it.
- Know exactly how to begin the story.
- Tell the story to yourself aloud if possible.
- Tell the story to your family, or other groups to gain their reaction.
- Know exactly how to end the story.

### Telling the Story

In telling your story speak clearly, naturally and rather slowly, using good simple language. Use your own words. Bear in mind the following points:

- Be sure you and your audience are comfortable. Sit or stand close to the boys.
- Arouse interest by an attention-getting opening sentence or phrase.
- Gradually create the atmosphere of the story.
- "Live the Story" with your audience. In other words, forget yourself.
- Use gestures if you feel like it and illustrations or other aids if necessary.
- Talk directly to inattentive boys; this will win back their interest.

- Make good use of suspense - pause occasionally but just long enough to make listeners curious.
- When finished, stop talking. If time permits discuss the story afterwards.

### Public Speaking



Most Scouts at this stage of development tend to be very self-conscious in front of an audience. Providing opportunities in public speaking helps them gain security and self-confidence. The round story is one way of doing this as well as acting and panel discussions. Opportunities to serve as project leaders, chairmen, discussion leaders and instructors provides additional practice.

To help them get over their initial shyness you may use some simple public speaking games. For example, have each Scout in turn stand on a chair before an audience and recite a simple nursery rhyme such as "Mary Had a Little Lamb". Repeat with another Scout but this time he says the nursery rhyme as the saddest story he has ever heard. The next Scout recites it as the funniest story and so on until each member of the patrol has had his turn.

Another variation is to have two Scouts pretending they are rival

politicians talking at the same time and each trying to get the audience to listen only to him while ignoring the other. To help boys overcome "word whiskers" (umhs and ehs) you can have the audience of other

Scouts snap their fingers once for each word whisker. There are many other variations all of which help to make public speaking fun while building up each individual's self-confidence and ability.

### Additional Resource Material

Available through your Scout Shop or Supply Services

"Leader" magazine

The Camping Book

Games Galore

Handbook of Recreational Games

Fire and Folk Song Book

The Campfire Song Book

The Canadian Scout Handbook

## CHAPTER SEVENTEEN

### THE ORGANIZATION THAT SERVES YOU



The Boy Scouts of Canada is national in scope. It was incorporated by act of the Canadian Parliament in June, 1914 with its affairs conducted by a National Council. Among its many powers, duties and responsibilities is the formation and promotion of the provincial councils and through these, regional councils, district councils and Scout groups.

The National Council, all provincial councils and many regional and district councils maintain Scout offices to assist in the extension, servicing and administration of Scouting. The National Office is located in Ottawa.

Many councils employ Scout executives. These are professional work-

ers in the organization who have been carefully selected and trained for the highly important role of serving as professional managers and program advisers. They assist the council concerned in discharging its responsibilities to the community it serves by working in a partnership with the volunteer membership.

#### Sponsorship

The programs of the Boy Scouts of Canada are made available to boys through sponsors. A sponsor is an association, institution, organization or body of citizens which wishes to use one or more of Scouting's five program sections and is chartered by Boy Scouts of Canada annually.

A sponsor, to receive a charter, undertakes the following responsibilities:

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

### Sponsor Organization

A sponsor selects the program(s) of the Boy Scouts of Canada which best fit its resources and the youth it wishes to reach. This may consist of one or more sections - Beaver colonies, Wolf Cub packs, Scout troops, Venturer companies or Rover crews. The section or sections, together with the organization required to administer and operate the program, is referred to as a Scout group.

The sponsor may choose one of the following alternative methods of organization to administer its program, the choice being made on the basis of the groups' requirements and locale.

(a) 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 group.

(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, par-

ents 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 Scout troops, 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 coordinator or coordinating 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 group or section committee at the discretion of the sponsor.

The group or section committee looks after registration and the continuous operation of the section(s). It audits the section accounts and reports annually both to the sponsor and to the local Scout council on section activities. This committee also oversees such things as community relationships and ensuring that Scouters are operating their programs in accordance with the principles, aims and objectives of Scouting.

The group or section committee also provides help to the section(s) in:

- arranging for a suitable meeting place
- recruitment of boys, leaders and resource people
- encouraging their leaders to take training
- fund raising and administration of finances

- acquiring equipment
- preparation for camps and other special activities
- assuming temporary direction of the section when no leaders are available.

The detailed duties and responsibilities of the group and/or section committee are given in the "Bylaws, Policies and Procedures".

In deciding on the organizational approach to be used, the following should be kept in mind:

- provide opportunities for parents to be involved with the section to which their sons belong,
- provide opportunities for challenging involvement of parents in the operation of the group,
- administration and service should be related to the needs of the program(s) being operated,
- organization should facilitate team work between committee men and Scouters.

#### Programs of Boy Scouts of Canada

Boy Scouts of Canada offers five distinct programs to the Canadian community. Each program is designed for a specific age group with the content designed for the capabilities of the age range served. A brief outline of the five programs follows:

#### Beavers



This program is for boys age 5 to Wolf Cub age. The boys meet in a unit called a Colony. The Beaver program is based on a story called "The Friends of the Forest" and deals with:

Nature  
Learning to play together  
Creative activities  
Spiritual fellowship.

These ideas are accomplished through a program which includes educational games, creative crafts, stories, and singsongs.

#### Wolf Cubs



Wolf Cubs is for boys aged 7 to 11 or more correctly of typical ages eight to ten. The boys are organized into a unit called a pack.

Wolf Cubs offers boys the opportunity to:

- work and play with others in a group situation,
- develop responsibility,
- increase their skill in hobbies and handicrafts.

Wolf Cubs provides the boys with the opportunity to reach out through a program composed of a number of interrelated elements. These are:

Outdoors	Acting
Badge Work	Music
Handicrafts	Star Work
Stories	Games

Wolf Cubs makes full use of the need for adventure and the vivid imaginations of boys of this age range.



Through the guidance of Scouters and understanding parents, Cubs are exposed to the fundamentals of Scouting and gain much from their experience with the pack.

### Scouts



The Scout section is for boys of typical ages 11 to 14. As most of this book is devoted exclusively to Scouting, there is little need here to do more than outline those aspects of Scouting not covered elsewhere. This applies particularly to the special programs of Scouting.

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

The Scout program is designed with the flexibility needed to adapt to the situation. Some situations will be met through the provision of choice in the Achievement and Challenge Badge systems. At the same time, some needs are best met through specialized programs.

Lone Scouting. There are boys in Canada who live in isolated places where there are not sufficient boys to form a patrol. These boys can become Lone Scouts. As this name suggests, Lone Scouts do their Scouting alone or at most, with another boy. Each boy is required, with the help of his parents, to name a Scout Counsellor to assist him. Because Scouting focuses on small groups, every effort should be made to bring

the Lone Scout into a group situation. Your Scouts might well be interested in exchanging letters, pictures, tape recordings and visits with a Lone Scout. This could provide an excellent practical approach to serving their fellow man and exploring the wider community. Lone Scouts register directly with the provincial Scout office.

Sea Scouting is an integral part of the Scouting program and is provided for those Scouts who wish to follow nautical customs, traditions and courtesies with particular emphasis placed on the Anchor Achievement Badge and water-focused Challenge Badges. Sea Scouts wear a blue Scout shirt with the regulation naval rating pattern white cap or navy blue beret. While Sea Scouts operate in patrols usually named after aquatic birds, animals, ships or seafarers, the boys may decide to use nautical names carrying out specific tasks including Port Watch, Starboard Watch, and Boat Crew.

Handicapped Scouts. Boys may, because of physical or mental handicaps, have restrictions placed on their participation in Scouting activities. Through the "Scouting With the Handicapped" program they are encouraged to full Scout group participation. See chapter on "Scouting for Boys with Handicaps."

Arctic and Northern Scouting. For more than thirty years, boys in Canada's Arctic and Northern regions have participated in the Scouting program. The major difference is the environment within which these groups operate. Special Arctic and Northern Challenge Badges have been developed to meet the unique cultural needs of this area.

### Venturers

For the emerging young man 14 to 17 years of age, Boy Scouts of Canada offers the Venturer program.



In small groups, called companies, the Venturers plan and carry out their own activities. The relationship of the adult who works directly with the boys is perhaps best explained in his title - Venturer advisor.

Recognition is provided to Venturers through four methods:

- crests, certificates and/or licences issued by other organizations or agencies,
- The Venturer Award,
- The Queen's Venturer Award,
- The Religion in Life Emblem.

Full details on the earning and wearing of these is contained in "The Venturer Handbook".

Venturers have their own distinctive uniform and may adopt a company activity dress if so desired.

### Rovers



The Rover Crew draws its membership from young men and women in the age range 17 to 23 years inclusive. Rover Scouting was described by B.-P. as a brotherhood of the open air and service. Brotherhood, outdoor activity and service are the common meeting grounds. Rovering provides the opportunity for experience in a democratic setting. Scouting's principles govern the

conduct of individuals and the crew as a whole so that they may individually and collectively give practical expression to these ideals in their adult lives.

### Council Services

It would be impossible to list all of the services provided by the many councils in Canada. Each council must meet the needs of the locale in which it is situated. Despite this difference, a look can be taken at the common denominator which runs through all.

Your council exists to service the Scout program within its geographic boundaries and to provide the necessary administration. These two functions are normally carried out through an executive committee and a commissioner's staff.

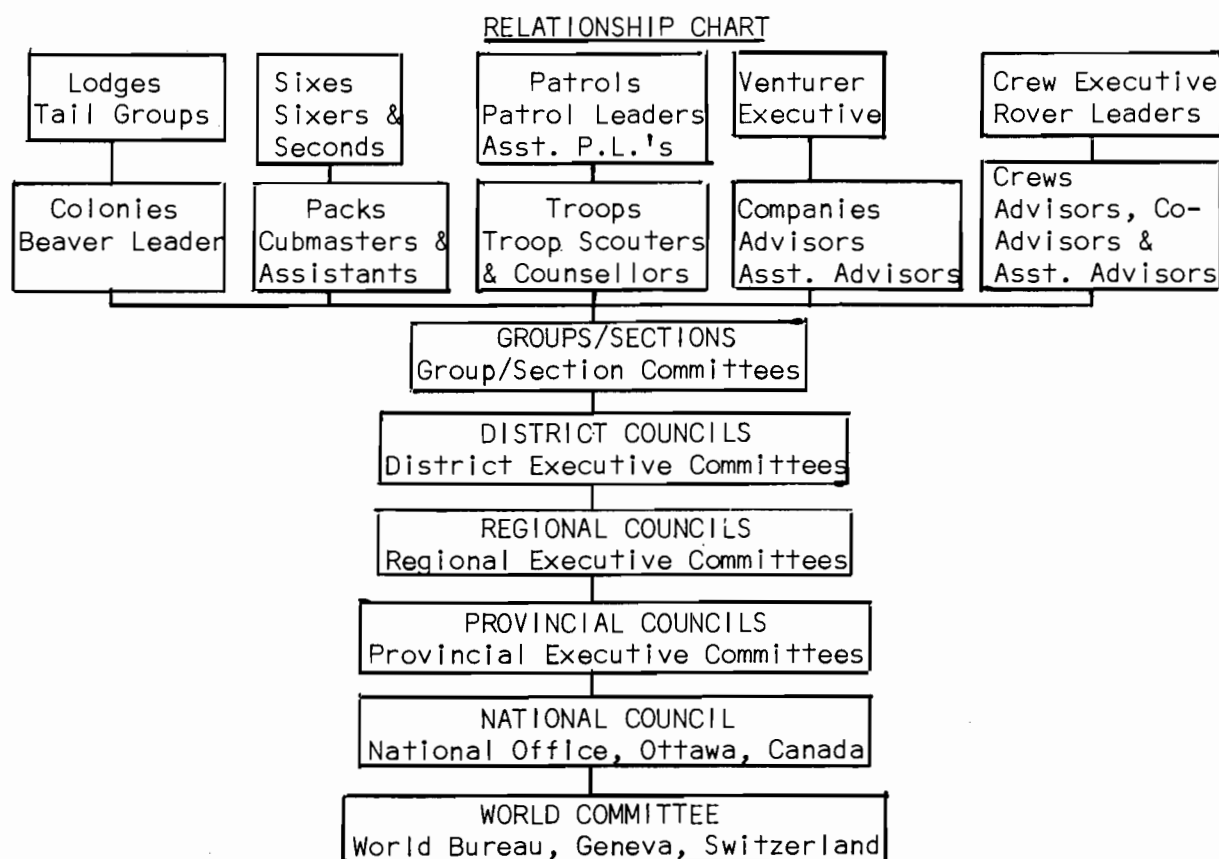
The executive committee may, for the purpose of operation, be divided into a number of subcommittees. These committees carry out such functions as:

- maintaining relationships with United Ways, community, other councils,
- reporting to appropriate bodies,
- maintaining control of council funds,
- conducting financial campaigns or other methods of financing,
- registration or re-registration of boys and adult members,
- ensuring the provision of badges and other supplies,
- initiating and processing applications for honours and awards,
- maintaining and developing re-

- lations with existing sponsors and groups,
- locating potential sponsors and establishing new groups,
- developing camp facilities,
- ensuring that facilities are such that the health and safety of Scouts is protected,
- maintaining an office as necessary.

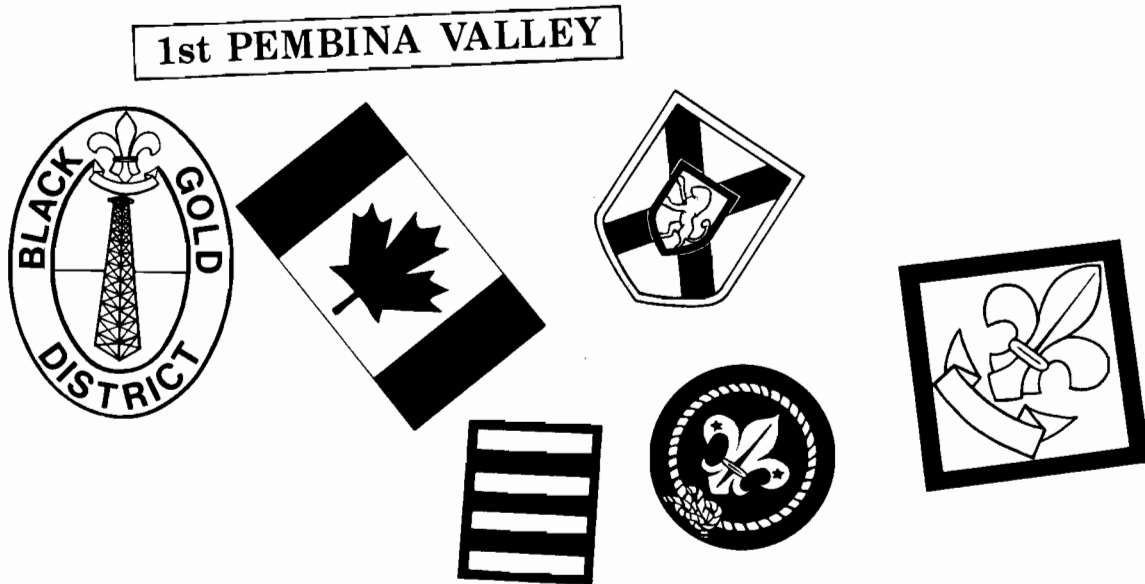
The commissioner's staff, or as it is called in some councils, the council's "service team", is the means by which the council provides the supporting services to your section. The commissioner is a member of the executive committee and is responsible for the operation of the service team or staff. The following functions are carried out by this staff:

- ensuring that the new Scouter feels welcome and helping all Scouters achieve a sense of belonging,
- helping Scouters develop an understanding of working with boys in Scouting,
- assisting Scouters in the use of the appropriate program objectives for evaluation of the section program,
- guiding Scouters in improving their personal performance through encouragement and opportunities to participate in training sessions,
- encouraging and advising on the use of community resources,
- promoting participation in activities and co-ordinating multi-section activities as requested.



## CHAPTER EIGHTEEN

### UNIFORM, EMBLEMS AND INSIGNIA



#### The Scouters' Uniform

Wearing the Scout uniform properly begins with, and is maintained by, you and your fellow Scouters. Our uniform represents a history of involvement, of standing up for one's beliefs, of reaching out to help another, of fun, of adventure, of activity - wear it correctly and with pride.

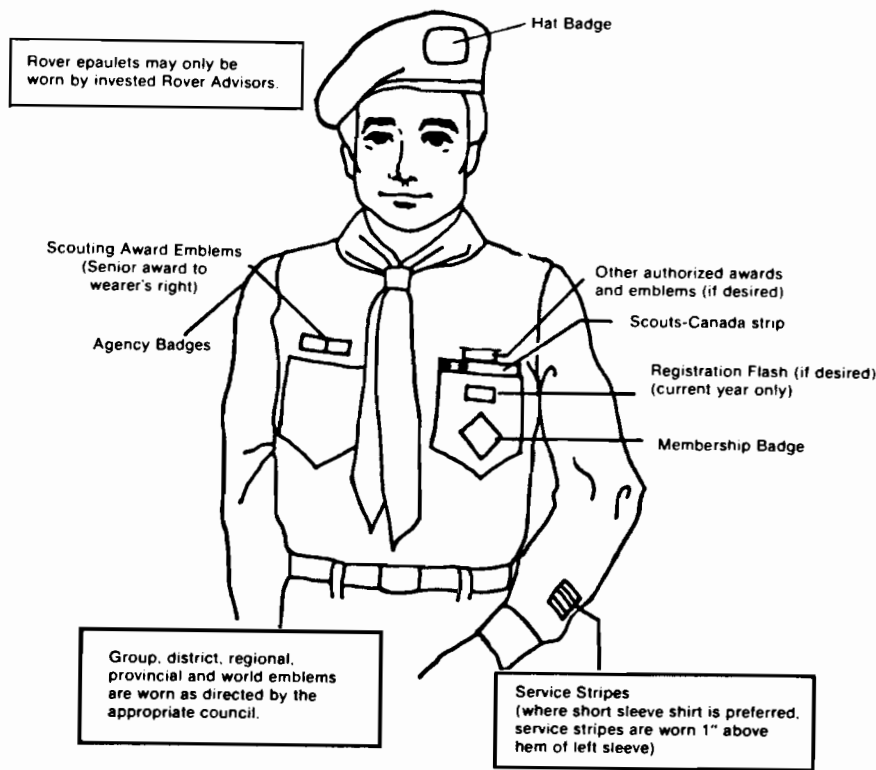
Your boys will look to you; hence it is important that you are in full, correct uniform for all Scout functions.

Let's look at the Scouter uniform. There are basically two uniforms available for Scouters. Parts from one should not be mixed with the other. For the purpose of appearance, Scouters within a troop

should all wear the same style.

The two uniform styles are:

- a) - Maroon beret or Sea Scouters' cap,
  - Maroon tie (Scouter may wear the neckerchief worn by the group or the Gilwell (Wood Badge) neckerchief,
  - Silver grey shirt,
  - Grey trousers;
- b) - Green beret,
  - Neckerchief (group or Gilwell),
  - Green shirt,
  - Blue slacks or shorts,
  - Navy blue stockings;
- c) Sea Scout Leaders only
  - Sea Scout Leader cap,
  - Navy blue shirt,
  - Navy blue slacks or shorts,
  - Navy blue stockings.



**Hat** - The beret should be worn with the badge on the beret over the left eye. The right side of the beret should dip down over the right ear. Tuck the lace in so that it's not hanging down at the back.

**Shirt** - Badges should be sewn on in exactly the right places. Only those badges or insignia approved for Scouters may be worn. Scouters do not wear boys' badges.

Shirt sleeves can be worn either long or rolled up. The decision as to which way they will be should apply to the whole troop. (If turned up, the sleeve should be rolled under. This is called a "bush roll".)

Avoid overstuffed pockets and protruding pens or pencils.

**Shorts** - When worn as a uniform item, shorts should be about 4 cen-

timetres above the knee.

**Stockings** - Knee high stockings are worn when wearing shorts. Make sure the seams run straight up and down the leg. The garter tabs are worn on the outside of the leg.

**Neckerchief** - This is worn over the collar with the point centred at the back. The neckerchief should be rolled (rather than folded). The point at the back should be the width of the hand from thumb to little finger.

**Neckerchief slide** - A slide or woggle is worn to hold the neckerchief. This may be the Gilwell Woggle, or any slide made from wood, bone, leather, lace or metal.

**Tie** - This is only worn with the grey shirt. It may be held in place with an appropriate tie tack.

## Emblems and Insignia

Emblems and insignia are worn on the uniform to identify the section you are working with, identify your group, district, region and province. Insignia also identify your length of service, training and any outstanding service.

The following insignia are authorized for wear on the uniform:

Scouting membership badge - A cloth badge with a green Scout emblem sewn on the left shirt pocket.

Group badge - Name and number of your group in a design approved by your group or section committee. The badge is worn on the right sleeve immediately below the shoulder seam. Only the badge of the group in which you are currently active should be worn.

World Scout Emblem - This is a white fleu-de-lys on a purple background. It is worn on the right breast pocket or as directed by your provincial council.

Provincial emblem - Worn on the right breast pocket or as directed by your provincial council.

Regional and District emblems - Worn as directed by Regional or district council.

Service Stripes - You may indicate your total length of time in Scouting (including time as a boy) by wearing service stripes on your uniform. These are in the form of silver or gold colored cloth bars.

These indicate: silver - 1 year  
gold - 5 years

The bars are worn horizontally on the left sleeve 2.5 centimetres from

the top of the cuff. On rolled sleeves, they should be 2.5 centimetres above the fold.

Training Insignia - A blue enameled tie tack may be worn to indicate completion of Part I Wood Badge training. When a neckerchief is worn, the tie tack may be worn on the right upper edge of your left shirt pocket. The Gilwell Woggle, a turk's head woven from a leather thong, may also be worn on your neckerchief when you have completed Part I Wood Badge training.

A tie tack with the blue enameled Scout symbol superimposed on a gold maple leaf replaces the previous tack when you complete Part II Wood Badge training. It is worn in the same manner as the previous tack.

On completion of Part II Wood Badge the Gilwell neckerchief may also be worn as an alternative to the group neckerchief.

Honours and Awards - Scouting recognizes outstanding service or courageous conduct through a number of formal awards. Scouting Award emblems are worn over the right breast pocket.

Ribbons representing Canadian and military honours and awards are worn over the left breast pocket. Full details of the types of awards, when and how they are worn is detailed in "Bylaws, Policies and Procedures".

## The Scout's Uniform

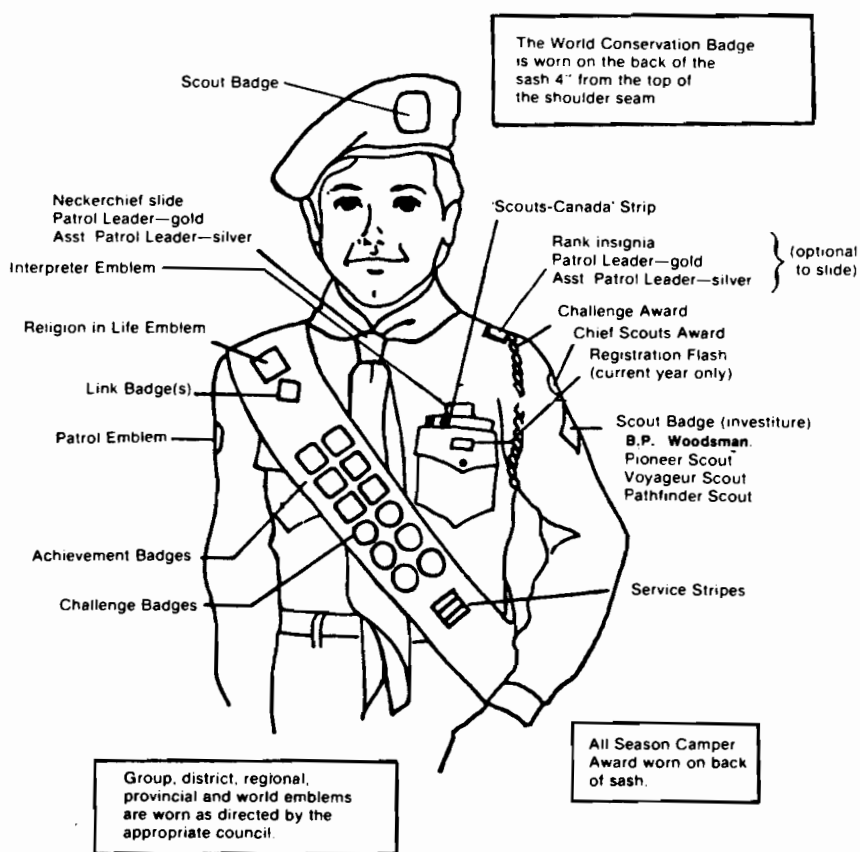
Much of what has been said regarding your Scouter's uniform applies to the Scout's uniform. It has been designed for use in rugged Scouting activities while yet providing a degree of smartness for ceremonial occasions.

The boys have a degree of choice within the approved dress items. The choice of shorts or longs, rolled or

long sleeves, use of lanyards - should be decided by the troop through the Court of Honour.

The red sash is worn over the right shoulder and is intended for "dress up" occasions. It should not be worn during games, outings, camping and hiking.

Encourage your Scouts to wear the full uniform by: having new Scouts read the uniform section in their handbook; focusing some of your inspections on the correct items of uniform; playing "Kim's games" using the correct uniform as a subject; and through your own example.



## CHAPTER NINETEEN

### EQUIPMENT



To begin to list all the equipment that you, your patrols and troop could use would require far more space than is available and soon after publication this material would be out of date, for new items for camping, boating and handicrafts are being introduced every day.

The following lists are suggested as a guideline. The lists are divided into:

- personal equipment for the Scouter
- patrol equipment - indoor meeting patrol box
- standing camp equipment
- lightweight camp equipment

#### Personal Equipment

"The Canadian Scout Handbook" provides complete listings of personal equipment required by Scouts for different Scouting activities.

What is set out here are additional items that you will require. Some Scouters always pack extra clothing, just in case a boy forgets something.

#### 1. General Purposes

- Scouter uniform
- Compass
- Flashlight
- Waterproof match case
- "Canadian Scout Handbook"
- Scout Record Books
- "By-Laws, Policies and Procedures"
- "Scout Leader Handbook"

#### 2. Camping

A Scouter will require the same equipment needed by a Scout plus the following:

- shaving equipment
- small personal first aid kit
- personal program books

#### 2. Patrol Equipment for a Standing Camp

- Tents, to house all patrol



- (complete with pegs and mallet)
- One dining shelter or fly-sheet
- One hike tent or other cover (for stores tent)
- One set of cooking pots
- One large frypan
- One large pot or pail for hot water
- Two water buckets
- One set plastic canisters for storing sugar, butter, flour
- One mixing bowl
- Two hand basins
- Two wash up bowls
- Two enamel jugs
- One butcher knife
- One paring knife
- Two potato peelers
- One egg flipper
- One ladle
- One serving spoon
- One can opener
- One large fork
- One hand axe
- One carborundum stone
- One D-shaped shovel
- Two dish mops
- Scourers or steel wool
- Salt and pepper shakers
- Cheese cloth
- Table oilcloth
- Sewing mending kit
- Shoe cleaning kit
- A ball of sisal or binder cord
- Tea towels

### 3. Patrol Equipment for a Lightweight Camp

When a patrol or troop decides to go lightweight camping, the equipment supplied by the troop decreases as the Scouts acquire more portable equipment for themselves. The boys usually must bring their own cooking implements and cleanup material while the troop or patrol might only supply the following equipment:

- Small 2- or 3-man tents
- Water containers, etc.
- First aid kit

### 4. Patrol First Aid Kit

Each patrol, whether attending a standing or lightweight camp, should have their own first aid kit. This kit should include:

- Assorted bandages, green soap
- One - 25mm bandage, one - 75mm bandage
- 15 grams absorbent cotton, one square meter gauze
- Roll adhesive tape, small pair of scissors
- Small bottle rubbing alcohol, three paper cups

## Troop Equipment

### 1. Equipment for a troop room

- Flag mast complete with halyards
- Canadian flag
- Troop flag
- "Troop Scouter Record Book"
- Chalk, crayons, pencils, felt pens
- White and coloured paper
- Lashing and knotting ropes
- Games box (see section two below)
- Library, containing Scout books and other activity books.
- Insignia box containing badges and insignia
- First aid kit (see section three)
- Bulletin board
- Compasses
- Road maps of province
- Topographical maps of surrounding area
- Town plan
- Practice first aid equipment

## 2. Games Box

The contents of a games box follow very much the personal whim of each troop. Here is a suggested list:

- Basketball, tennis balls, softball
- Ping pong balls, plastic practice balls
- Bean bags, balloons
- Short piece of heavy rope or burlap
- Blindfolds
- Baseball bat
- Set of horseshoes
- Patrol markers (blocks of wood with patrol emblems stapled on)
- Coloured yarn for games.

## 3. Troop First Aid Kit

This first aid kit should belong to the troop and be kept in the meeting hall or taken to camp and be used in emergencies only.

Assorted band-aids	12 cotton tips
12 paper cups	12 Telfa pads
Three vivo tubes	100 grams of body rub
Roll of adhesive tape	100 grams green soap
Needles	Pair of scissors
Safety pins	Pair of tweezers
Two - 50 cm band-ages	Castor oil with dropper
30 grams absorbent cotton	(for eyes)

First aid kits of this nature are available from Supply Services. The box should contain a list of contents with instructions on how to use them and have with it a

book in which accidents may be recorded. The telephone number of doctor, hospital and ambulance service should be pasted either on the lid or inside the box.

## 4. Troop Equipment for a Standing Camp

Troop box or boxes not larger than 85cm long x 60cm wide x 60cm deep, in which to pack small equipment and for storage purpose in camp.



- Larder box
- Tents (complete with pegs and mallets) for Scouters, plan on one for stores and one for medical
- Two six kilogram felling axes (with mask)
- Two hand axes (with masks)
- One Swedish style bowsaw
- One file for sharpening axes
- One sharpening stone
- One hammer
- A supply of assorted nails
- A supply of assorted spikes
- Two D-shaped shovels
- Pioneering equipment including: assorted ropes, lashings and blocks, rolls of binder twine
- Roll of sisal cord
- Three wash basins
- Two water buckets
- Maps of the camp area
- Pressure type lanterns

- Pressure type stoves
- Games box (see section two)
- First aid kit
- Canadian flag
- Set of halyards and pulleys
- Troop flag
- Tent repair kit
- Supply of burlap or canvas for latrine screens
- A supply of toilet paper in containers
- Fly spray
- A spare set of cooking pots
- A library containing reference books
- A supply of sundry stationery such as: pencils, scrap paper, plain postcards, rubber bands, thumb-tacks, chalk
- Medical tent equipment (see section five)
- A supply of cheesecloth, plaster of paris
- Bible and prayer books (according to the religions represented in the troop)

#### 5. Medical Tent Equipment

- Small table or large box to provide working surface
- Two folding camp stools
- Camp cot
- Three woollen blankets
- Hand bowl, soap and towel
- Thermos bottle for sterile water or for keeping hot drinks
- Candle and waterproof matches
- Powerful flashlight
- Small heating stove
- Small pot for boiling water
- Water bucket
- Haversack containing small first aid kit for hiking purposes
- First aid kit containing: pair of scissors, pair of pointed tweezers, pkt. needles, clinical thermometer, kidney basin, card safety pins, 24 paper cups, eyeglass, 30 grams absorbent sterile gauze,

six vivo tubes, two - 30 gram packets absorbent cotton, 12 Lisco pads, 12 Telfa pads - 75mm x 100mm, 12 Telfa pads - 50mm x 75mm, three - 50mm gauze bandages, two triangular bandages, two rolls 10mm adhesive tape, roll 75mm Elastoplast, bottle body rub, bottle calamine lotion, soap, small bottle oil of cloves, jar Noxema cream, bottle Kaopectate, 100 grams Boracic Acid powder, 100 Halazon tablets, tube eye ointment, pkt. baking soda, 50 A.S.A. or Aspirin tablets 5 gr., 50 Cascara Sagrada tablets 5 gr.

#### 6. Troop Equipment for Lightweight Camp

- Tents for Scouters and patrols
- Small first aid kit
- Folding saw
- Some lengths of rope

Most items for a lightweight camp should be carried by individuals.

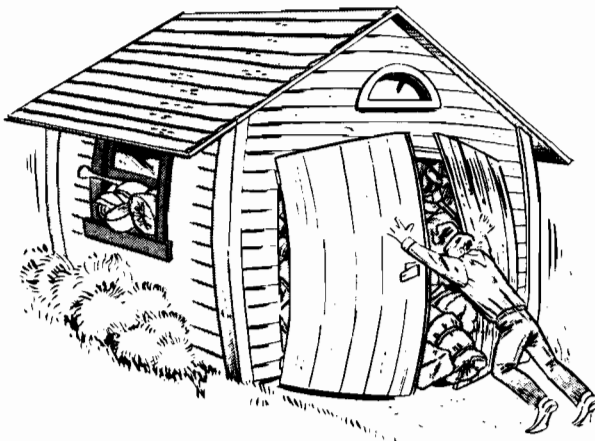
#### How Much Equipment?

If storage space is a problem and the budget is small, then the subject of equipment is one that requires some thought.

Just as boys should be encouraged to carry small packs containing a few essentials before advancing to larger packs, so should the patrols and troop learn to start out with simple requirements before making large purchases. One very good reason is that quite often the item that once seemed essential may later prove to be unnecessary. This is particularly true because of the changing needs and interests of boys as one group of boys moves on from

Scouting and another replaces them.

When buying equipment, consider its usefulness not only for today, but also a year or two from now. This applies to large items in particular. It may seem desirable to have an eight-man tent at the moment but with the possibility of smaller patrols, four two-man tents may be more practical in the long run. If lightweight camping is an objective, equipment of the lightweight variety should be sought.



Equipment purchases should be made on the basis of need. What is needed for hikes, standing camps, canoe trips and home based activities? Make a list for each type of activity. Then, to avoid duplication, check which items can serve for more than one activity.

#### Purchase or Rental

To buy or not to buy, that is the question: one that requires careful consideration when rental companies are as numerous as supermarkets. An investment in patrol or troop equipment can amount to hundreds of dollars and may be money well spent, but for a small budget or for limited use you would do well to consider rental equipment.

An average troop interested in canoeing might require ten canoes for all its boys. To buy these

would be very costly. But rented for a weekend, three or four times a year, or as needed, would cost far less and relieve the troop of maintenance and storage.

The same reasoning applies to most large pieces of equipment, so check rentals before you buy - tents, boats, stoves, lanterns.

#### Custody and Storage

With the first appearance of new equipment you will usually find many eager volunteers willing to take care of it. After a while however, the novelty wears off. Establish early a system of storage and check in - check out procedures for patrol or troop equipment. It is desirable if one location for all the equipment can be found, as in spreading it around, pieces tend to go astray.

Patrol and troop equipment should be the responsibility of all members, although specific individuals should be appointed to keep records of what is owned and to keep it in condition.

Equipment should be properly looked after, readily available when needed and when not in use, stored in a cool, dry place free from rodents, dampness and mildew.

#### Maintenance and Repair

Tents returned from a weekend, muddy and wet, require cleaning and drying before being put away for the next trip.

Campstoves covered in grease and food spillage and lanterns with broken mantles and sooty shades must be washed and repaired before being used again.

Much cleaning up of equipment can be done before a patrol or troop breaks camp or starts back from a

hike. However, as soon as possible after arriving home, check all equipment used. Dry out tents, brush off, fold and store. Drain stoves and lanterns, wash, dry and put away.

Replace broken handles in axes and shovels, repair rips in canvas or broken guy lines, remove knots from ropes and hang or coil in neat bundles. Only by this sort of constant maintenance and repair can you hope to keep your investment looking good, lasting a long time and being ready for use at a moment's notice.

#### Do-It-Yourself

Many items of personal equipment can be made by the boys with a little encouragement and a measure of guidance. Outside resource people should be brought along to demonstrate some special item and how it is made.

Making equipment is not only economical, but it is also an enjoy-

able challenge and one that fits in with several badge requirements.

Tents, sleeping bags and rucksacks with or without pack frames can be made at a fraction of the purchase price. Boys proficient in carving can try making a canoe paddle.

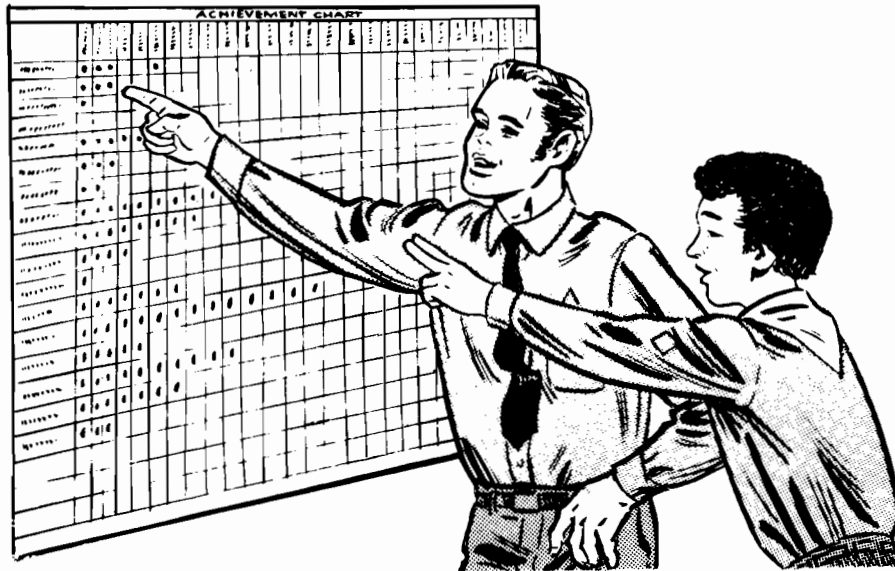
Have your boys make a cooking kit from clean food or fruit cans. A ten ounce can will make a large pot or pail, or cut in half with edges folded and a wooden handle added to it will serve as a frying pan. An eight ounce can with a twisted wire handle makes a good cup.

The making of fibreglass canoes or skiffs is also a fast rising hobby with quite a number of Scouts having equipped themselves with their own handcrafted canoe.

Check out all areas that might lend themselves to your Scouts making equipment of some kind for themselves.

## CHAPTER TWENTY

### ADMINISTRATION AND RECORDS



The operation of any organization necessitates a number of tasks being carried out. The operation of a Scout troop is no exception. There are meetings to attend: of the group committee, of the Scouters in your area, with the other Scouters in your troop. There are records to be kept and phone calls to be made. There are outing arrangements to be carried out and tasks to be assigned. Administration tasks include: keeping records of attendance, payment of dues, individual advancement, equipment, finances and registration.

While the responsibility for the overall operation of the troop rests with the Troop Scouter, it doesn't follow that he has to carry out all tasks himself. The old expression "many hands make the job lighter", surely applies here. Teamwork, and delegation of responsibilities are the key to smooth administration.

#### Attending Meetings

Attendance at meetings can be shared among the Scouters. In most troops the Troop Scouter is expected to attend the group or section committee meetings. Other Scouters may attend if desired. This should be worked out with your Scouter team and with your group or section committee.

Meetings of Scouters may take place for a variety of reasons. Obviously the reason for the meeting will affect who attends. A meeting to plan your troop's program, to coordinate patrol plans or arrange a troop father-son cookout would likely require all of the Scouters being present.

If there is a meeting of Scouters or a Scouters' club within your council, you may all wish to attend. If however only one representative is

"Having Fun With Scouts" sketches the types of records which are usually kept by a troop. Let's take a look at each of these.

## Advancement Records

When working on a task or project, you probably like to know how well you're doing and progressing. A boy is no different. Accurate advancement records that he can see (and he should be allowed - in fact encouraged - to see) can provide that extra little boost that is sometimes needed.

- The Scout Personal Record Book is one useful tool to provide a visual record of progress. Make sure each of your Scouts have one. The size and shape make the booklet a natural to carry in the breast pocket of the Scout shirt. Many troops provide each boy with a copy immediately upon joining the troop. This ensures that each of their Scouts have ready knowledge of their own personal record. As each requirement is completed, the responsible person initials the Scout's book

The keeping of records is a specific administrative task. It should be the prime responsibility of one person or more than one if areas of responsibility are agreed to. Boys can keep some of the records but this should be done under adult supervision.

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as appropriate. When the badge is presented, the last blank, "Badge Received", is signed and dated usually by the Scout Counsellor. Many troops require a Scout to present his "Personal Record Book" whenever a badge is presented.

- The use of an "Achievement Chart" that can be seen by one and all provides an excellent visual record. Not only does the chart let the Scouts see their progress but it provides parents and visitors with an indication of the activities carried out. As his "Personal Record Book" is signed, the Scout can enter the necessary mark himself on the "Achievement Chart".
- For the Scouter, the "Individual Scout Record Sheet" is designed to provide full details regarding the progress of each of the Scouts. A quick check through these sheets before Court of Honour or program planning meetings can help you to ensure that your programs provide opportunities for progress. Should a Scout lose his "Personal Record Book", the Scouter's records should be able to provide the necessary information in order to replace the boy's loss.
- The "Patrol Record Book" should be maintained by the patrol. This can be one of the Patrol Leader's responsibilities which he carries out himself, or the task can be assigned to the Assistant Patrol Leader or one of the other patrol members. Dues and attendance are entered and then reported to the troop record keeper.

Boys frequently "voice approval with their feet". If your patrols are involved in challenging, exciting activities and your troop meet-

ings are interesting with a good blend of the good old popular games plus new ideas or challenges - your attendance records will likely show minimum absentees. If a check of your records proves otherwise e.g. poor attendance, you'd better have a talk with your Court of Honour about programming. A sudden drop in the attendance of a boy that has been regular can be a signal for you to take action to find the cause of the problem, either by contacting him directly or having his Patrol Leader follow-up and report to you.

### Accounts

It is absolutely essential that accurate accounts be kept of all money handled. This is essential to protect both the Scouts and Scouters. A three column ledger is normally adequate. This provides a column for incoming finances, a column for expenditures and a column for a running balance. Normally, the entries will be dues received and their expenditure. All expenses must be itemized and should be covered by a receipt.

All troop and patrol monies should be kept in a bank account. Scouting policy requires that the account be under the control of at least two people. A common practice is to have three people who can sign cheques. One of these is the treasurer and the treasurer's signature must be on all cheques. One of the other two people sign also. (refer to "Bylaws, Policies and Procedures", section XI Finances and Chapter IV Finance and Fund Drives).

Once a year, the troop should prepare a written budget of anticipated expenses. This is presented to the group or section committee to assist them in planning fund raising projects. The troop's budget should include:

Anticipated income from -



- dues;
- troop or patrol fund raising projects.

#### Anticipated expenses -

- estimated cost of badges and awards;
- equipment purchases; (camping gear, game equipment etc.);
- troop or patrol outing costs (include camping, tours, visits)
- Scouter training (most groups cover the cost of Scouter training);
- replacement or refurbishing of equipment e.g. restocking first aid kit, replacing damaged ropes, repairs to camping gear.

### Forms and Pamphlets

Forms and pamphlets can be useful tools in administering the patrol or troop. Some of these are available through your Scout office at no charge. Others may have a nominal cost. Here are some forms that you will find useful:

- Application for Membership is a small form which is available free. It is intended to be completed by the boy or boy's parents or guardians. Parents or guardians should be requested to complete both sides. The back of the form can provide an excellent list of resources available to you for program planning.
- Transfer Certificates are intended to ensure that a boy gets credit for his effort if he moves to another troop. These are available through your Scout Supply shop and are listed in the Scout Catalogue.

#### Group -

- Registration Form. Each year your local council will supply

you with forms to register your troop. These should be completed as accurately as possible and returned to your council. This is usually handled by your group or section committee. Encourage your committee to forward the forms as quickly as possible.

- Supplementary Registration. As new boys join the troop, they should be registered as quickly as possible. Special forms for registering additional members can be obtained from your council office.
- Scouter Registration Form. All new Scouters should complete a Scouter registration form and forward it through the group/section committee to the local council. These forms provide your council with useful information for planning training courses as well as establishing your record of service.
- Mobile Memo. The "mobile memo" is designed to help the Scouter who has to move to a new community, maintain his or her Scouting membership. If faced with a move, let your service team representative or commissioner's staff person know. Ask them to let the Scout council in your new community know you're coming.
- Pamphlets can help you to tell Scouting's story. They are intended to be placed in the hands of supporters or potential supporters of Scouting. There are pamphlets covering a variety of purposes. These range through specific information such as the "Indemnity Insurance" pamphlet to general information such as the "Scouting Serves Canada" pamphlet. Check with your service team or local council regarding what is available and appropriate use.

## Equipment Inventory

As the patrols and troop acquires equipment, the need for some form of record or inventory becomes important. Not only should the equipment inventory list the patrols' and troop's equipment, it should also indicate where the gear may be located. (This is important if patrol and troop equipment is stored in the homes of members rather than a central spot).

Many troops find it useful to have one of the Scouters or a committeeman designated as the troop Quartermaster (QM). He is responsible for the control of all equipment in the troop whether it is permanently charged out to patrols or not. This practice is recommended if your troop has any appreciable amount of equipment.

## Reporting

Your group or section committee should be kept informed regarding the progress and plans of the troop. This will likely be handled in the form of brief verbal reports at the regular meetings of the committee.

Once a year, a formal report should be submitted. This will assist the group or section committee prepare its report for your sponsor's annual report. The report is usually submitted over the signature of the Troop Scouter, but any one of the Scouters may prepare or assist in the preparation.

A good report should be:

- factual - deal only with the subject and based on facts not supposition;
- clear, concise and complete - write in simple language. Be brief and to the point;
- tabulated logically - headings and sub-headings facilitate reading and understanding;

- written in the third person - unless otherwise demanded.

The Scouter's annual report should include:

### MEMBERSHIP

#### 1. Additions to membership

- a) From Cub Pack
- b) Transfers
- c) Recruits

#### 2. Losses in Membership

- a) Advancement to Venturers
- b) Transfers
- c) Dropouts (with reasons if possible)

### PROGRESS TOWARD MEETING THE OBJECTIVES OF THE SCOUT SECTION

#### 1. Meetings and Leadership Opportunities

- a) Patrol meetings
- b) Troop meetings
- c) Special meetings

#### 2. Advancement and Personal Development

B.P. Woodsman  
Pioneer Awards  
Voyageur Awards  
Pathfinder Awards  
Challenge Badges and Awards  
Chief Scout's Awards  
Religion-in-Life Emblems

#### 3. Outdoor Activities

- a) Day outings

- b) Hikes - both one day and overnight
  - c) Standing camps - short and long term
  - d) Special events
4. Social Activities
- a) Parent nights
  - b) Father and son banquets
  - c) Activities with other organizations
  - d) Service to others

#### MEETING FACILITIES

##### SCOUTERS

- 1) Training
- 2) Recognition
  - a) Awards
  - b) Long service

##### TROOP AND PATROL EQUIPMENT

- 1) Present state of equipment.
- 2) Projected equipment required.

#### FINANCIAL REPORT

##### THANKS

Signed.....

#### Troop Bulletin/Newsletter

You will find it to the mutual

advantage of parents, Scouts and Scouters if a bulletin or newsletter is issued two or three times a year. The bulletin/newsletter need not be long. It can be written by any of the Scouters with an assist from the boys. It should deal with interesting news of past, present and future events, requests for assistance and thanks for help and support.

Many troops have found that a periodic bulletin addressed to the home reaps dividends in active support for the parents. For more details see Chapter on "Tell the People".

#### Log Books

Some troops keep a log book of their activities; as the troop grows it compiles its own historical record. Such a troop log can be a useful aid in developing worthwhile traditions, in providing an incentive to its members and in bringing back happy memories of their accomplishments.

A troop log should contain the name of every Scout who passes through the troop. It should contain photos and sketches depicting various patrol and troop activities with a minimum of descriptive writing. It should be something to look through rather than read. If you have such a log ensure that every Scout has an opportunity to contribute. Some patrols also keep their own log books which are later added as part of the troop log.

A less formal way of keeping a troop log is to maintain a file of all patrol and troop records and program plans from year to year.

## CHAPTER TWENTY-ONE

### FINANCE AND FUND DRIVES



Operating a Scouting program, like most operations, requires a certain amount of money. A camping trip, exchange visits, equipment, badges, training for Scouters, or any number of other activities must be financed.

Some of the money comes from weekly dues. Usually badges and small items can be covered from this source. Major projects or purchases require the raising of funds. In most groups, fund drives are organized and coordinated by the group or section committee. Any fund drive must comply with Scouting's guidelines; Section XI of the "Bylaws, Policies and Procedures" (BPP) sets out the financial policy of Boy Scouts of Canada. You must also check with your local council regarding local regulations or procedures.

Many councils have their geographic area subdivided into definable areas. Each group is assigned an area within which fund

drives may be carried out. When conducting a fund raising drive, try to respect any agreements with other agencies or Scouting groups and don't violate other people's boundaries.

To help you earn money the following is an extensive list of projects you may wish to consider:

1. Collection and salvage of: newspapers, magazines (waste paper), old rags, coat hangers, potato sacks, apple boxes, bottles (all kinds), copper, batteries.
2. Making and selling handicrafts.
3. Washing and polishing automobiles.
4. Planting and weeding gardens.
5. Operating refreshment stands at fairs.

6. Raising and selling window plants.
7. Baby-sitting bureau.
8. Snow shovelling.
9. Grass cutting and tending gardens.
10. Caring for pets while owners are away.
11. Removing ashes and garbage to curb.
12. Caddying at golf clubs.
13. Cleaning windows.
14. Painting fences.
15. Fruit and berry picking.
16. Raking leaves.
17. Selling bait for fishing.
18. Hobby shows.
19. Concerts.
20. Doing errands.
21. Delivering hand bills.
22. Home-cooking sales, (with help of mothers).
23. Construction and sale of wooden toys.
24. Christmas tree sales.
25. Collecting pine cones (and others) for sale, seeding or handicrafts.
26. Banquets (with help of parents).
27. Rummage or white elephant sales.
28. Showing of films.
29. Pocket book exchange - selling to bookstores.
30. Tree planting for forestry companies.
31. Making Christmas candles.
32. Wood chopping.
33. Dances.
34. Odd jobs for companies or municipal council - jobs that will not put anyone out of work, e.g. keeping park clean, cleaning up vacant lots, war memorials, street cleaning.
35. Shoe cleaning stands.
36. Group and district projects for community.
37. Group assessments, parent "membership."
38. Scout calendar sales (or other national sale items).
39. Special auctions.
40. Carving signs with householder's name.
41. Traplines, trapping, curing and selling skins. (Check local game laws.)
42. Operating parking lots.
43. Coat checking at dances, banquets.
44. Flower shows.
45. Baby shows.
46. Art shows.
47. Fishing competition.
48. Sale of produce (Apple Day).
49. Theatre parties.
50. Barbecues.

51. Auction sales.
52. Fashion Shows.
53. Pet shows.
54. Group play night.
55. Group handicrafts exhibition.
56. Card parties.
57. Boat trips.
58. Telephone book delivery.
59. Home demonstrations.

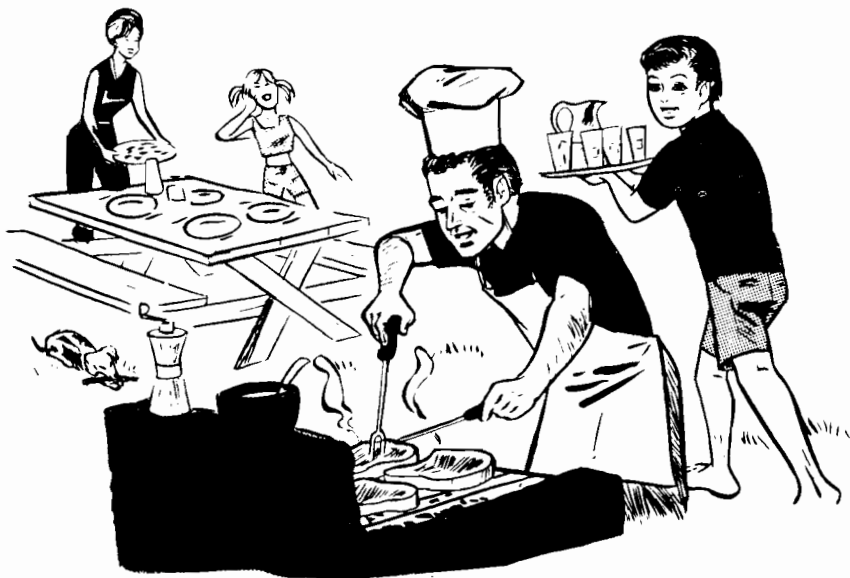
As a general rule, the policy of the Scout Movement is that funds required for Scouting purposes shall be earned. Any means of raising money which may be construed as

gambling such as lucky draws, raffles, etc. may not be used. In financing your Scouting activities the method used must maintain the reputation, goodwill and integrity of Boy Scouts of Canada.

Your group or section committee is responsible for the financing of your troop and in ensuring that funds are obtained in an approved manner. (See Chapter on "The Organization That Serves You" with respect to group or section committee responsibilities.) Some sponsoring bodies, e.g. Lion's or Rotary Clubs who raise funds in their own name, may periodically donate funds for Scouting purposes. If your Scouts participate in such fund drives, you and your group or section committee must ensure that the method of fund raising does not contravene Scouting policy.

## CHAPTER TWENTY-TWO

### YOUR TROOP AND THE COMMUNITY



Get to know the boys' parents. Adapt your program to local conditions. Meet the boys' teachers. Get your Scouts out into their community. Make your boys aware of the larger world. Good citizens aren't enough - help our Scouts become thinking citizens.

This rather bewildering array of statements is directed at you, the Scouter. All represent sound guidelines on which to base your troop or patrol programming. Rearranged somewhat, they might even provide a reasonable outline to this and succeeding chapters. But as they stand, they have about as much relation to one another as do the words that appear on the same page of a dictionary - there is no apparent rhyme or reason as to why they should be included together. Something is needed to bring these apparently arbitrary dictates together into a unified - and useful - approach to Scout program planning.

That "something" can be found in one of the basic aims of Scouting - helping the boy to develop himself socially, as well as spiritually, mentally and physically. Without this aim in mind, your approach to the home and the community will be at best a "hit and miss" affair. You will have no criteria either for choosing or for evaluating the effect of the many possible "community" activities open to you.

But with an awareness of the need to help your Scouts develop socially, the scene changes. Your programming acquires a sense of purpose. You are able to go beyond merely fitting a series of unrelated activities into convenient time slots. It becomes possible to introduce broad themes into your long-range program, to set definite goals, and to pick and schedule activities in such a way as to reach these goals through a step-by-step process. By consciously examining

your troop or patrol activities from the viewpoint of their social impact on your Scouts, you can identify many opportunities for social development.

Sure, some of the points just expressed are a bit overstated. There are of course other aims to Scouting apart from the social development of the boy. And it is equally obvious that a number of Scouters have run successful programs for years without consciously applying these aims. But to duplicate their success with any degree of certainty does require more attention than just lip service to a boy's social development. It is through helping a boy to achieve balanced development in his social awareness that Scouting probably makes an important (if not unique) contribution to Canadian society.

Whether you are in camp, in the meeting hall, out in the local community, or anywhere else with your Scouts, you will continually find many occasions to promote this important aspect of the aim. The fact that this chapter concentrates on your Scouts' social development in just one particular setting -- the community, should not lead you to neglect the many opportunities elsewhere.

When a boy enters the Scout program, he has already been influenced by the home, church, school and community. These will continue to be important influences on his development during the period that he is a member of a patrol and troop.

Because Scouting shares with other community institutions a concern for the total development of a boy, you will need to know something about the influence of these institutions. Scouting forms a part of the community influence on a boy and therefore it is in partnership with the home, church and school in helping a boy to develop his character

and to grow to effective and useful adulthood.

### A Changing World

The boy with whom you are working in the Scout program is growing up at a time of rapid change. The past half century has witnessed more change than took place in the previous nineteen centuries. There remain few if any similarities between today's world and the era when Scouting was first introduced to Canada more than a half century ago.

It is important to remember that youth is a product of its environment. Some of the things which influence youth are: family, community, school, friends, religion, mass media, recreation, human rights and government. Not one of these remained untouched by the changes which have taken place.

### The Family

The family still exerts the strongest influence on the development of a child. The families of the boys with whom you will work in Scouting are not the kind of families in which many of you grew to adulthood. The family has not remained isolated and immune from the processes of change.

Some of the more important changes in family life are:

- a change in the amount of time spent by members of the family within the home; home is barely a stopping place.
- families are smaller; a few decades ago the family included more than two generations - parents and grandparents resided with one of the children after the child was married.
- increased mobility; one in four



families move every year.

- one parent families; one in ten have only one parent in the home.
- most families live in metropolitan areas of 100,000 population or more.
- many parents are continuing their education through extension and evening courses.
- more parents are concerned and sometimes confused about how to raise their children today.
- the role of the father appears to have lost its prior position thus tending to weaken the masculine influence on boys.

As Scouting includes within its aim a concern for the mental, physical, social and spiritual growth of boys, it must see itself in partnership with parents for whom these are primary concerns. Changes in the nature of the family have important implications for Scouting:

- boys learn to become men by association with men. If the role of the father is becoming less dominant and thus weakening the masculine influence on boys, more boys may have to learn about manhood from male influences outside of the home. This is even more applicable to families where there is no father in the home. In most cases, there is a withdrawal from parents in the adolescent years during which time male Scouters can exert important influences on the growing boy.
- with the continuation of learning through evening and extension courses, parents represent an ever growing source of assistance for programs.
- as more people move to large

cities and as cities become larger, the problem of getting boys into natural settings for outdoor programs increase. On the other hand, outings for patrols should include the many wonderful and interesting places to visit in a large city.

### Community.



Scouts live in communities. Scouting's emphasis on citizenship training has always tended to think of this "citizenship" as being exercised in a relatively small and well-defined community. In recent years, however, the concept of community has been enlarged from a purely geographical concept to one which includes the social interaction of the people who make up the community. In other words, the new concept of community is a group of people sharing a common territory and sharing a common way of life.

Communities have also felt the influence of change. They have tended to become rootless because:

- people tend to move more frequently.
- the place of work and place of residence become widely separated.
- forces outside of the community tend to exert stronger influences on local organizations and local patterns of life.
- schools have become consolidat-

ed and children often travel away from the community to attend school.

An essential idea of Scouting is that you feel free to adapt the Scout program to meet the needs of the particular community which you serve. This will not be an easy task. One of the important resources which Scouters need is a knowledge of the community.

There will be other organizations, institutions and groups working with boys in the community. Some of these are common to all communities, e.g. the school, the church, recreation and sporting organizations. Scouting must be prepared to work with all of these because they all share a common concern for the boy's development into manhood.

Scouting will serve boys more effectively if you take the time to know how your boys are involved and what they are doing in other institutions and organizations in the community. There are direct relationships between Scouting activities and elements in the school curriculum. The church usually has a program for boys and is also a primary aid for Scouters concerned with spiritual development. Sports organizations are not rivals to Scouting but partners in the area of youth development.

### The School

Many of a boy's waking hours are spent in school and because of this it may be almost equal to the family as a formative influence. Of necessity there will be similarities, duplications and overlaps in the content of the Scout program and the school curriculum. Without being formally organized or even recognized, the teachers in their day-to-day classroom activities are important resource people for you. Where badge requirements coincide with school

activities, you should be prepared to give recognition for work done in the classroom. (See Chapter on "Complementary Badge System".)

If you have not already taken advantage of their special training, much can be learned about new instructional techniques from teachers who are using them every day.

The following items emphasize the relationship between Scouting and the school:

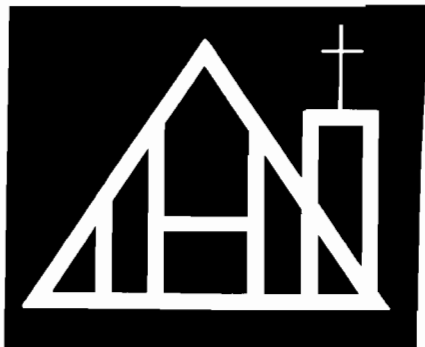
- schools have children under their influence longer and more continuously during the week than any other institution, including the home.
- the aim of Scouting shares many points in common with traditional statements of educational aims.
- changes in curriculum content and teaching methods should be reflected by similar changes in the Scout program.
- school groupings of children by age and ability will exert strong influences on patrol groupings.

One of the most important changes in education has been the shift of emphasis from memorizing facts to the development of a capacity to learn. This has had an important influence on the philosophy from which the Scout program has been developed. Both in education and Scouting, it is important to remember that much of what we have learned in our youth becomes at best adequate and at worst obsolete or even untrue by the time we have to apply it in adult life.

The role of the teacher has changed from one who primarily transmits knowledge to one who primarily helps students to enquire. A similar change of emphasis has taken

place in the role of Scouters working with boys in Scouting.

### The Church



The 'one other basic institution in the community which strongly influences the development of boys is the church. It too, has been caught up in processes of change.

The direction of change for the church is toward a new and deeper awareness of the world in which it must function and a greater effort to keep in touch with the world. Stress today is being laid on human concerns, personal problems and public issues. The questions emphasized are on subjects involved in people's lives from day to day: love, sex, progress, profit, war and peace and the search for meaning.

The changes which are taking place both in Scouting and the church suggest a basis for a new and more effective partnership. A church which is living and in touch with the world can speak with new authority and renewed power to the youth of today who are looking to satisfying answers about the meaning of life.

Changes in the outlook of the church are reflected in revised Religion-In-Life Emblem requirements. You should encourage boys to work on these requirements. Seek out the local clergy and involve them in this area of the Scout program. During the adolescent years

boys are working out a philosophy of life which will remain with them for the rest of their lives. In partnership with the clergy of your community you may be able to help them to develop a philosophy which is based on the enduring principles of love and service to God and concern and respect for their fellow men.

### Social Values

Scouting makes no bones about the social values it seeks to instill in its boy members. We wish our Scouts to develop kindness, tolerance, trust, loyalty, and a desire to help others. In other words, we expect them to learn to do their best to love and serve their fellow man. It is in this way that Scouting makes its most important contribution to a boy's social development.

There are two broad categories into which we can divide a boy's social development. He must learn to live together in peace with his fellow men, and he must develop a sense of responsibility toward them. These two categories encompass between them your aims as a Scouter in helping your Scouts to develop socially. Through getting to know your Scouts, you will decide which particular aspect of these aims is most appropriate to emphasize in your program.

### Living Together

Learning to live in peace with their fellow man is difficult to program for with specific activities. But it runs through everything - a game, a patrol meeting, a car ride together, a camp, a Court of Honour, a trip to the zoo, and on and on. In pursuit of this goal - of helping your Scouts to learn to live together - you will find yourself doing everything from settling disputes to convincing a patrol to accept an unwanted member. You will

often despair at ever achieving anything, and yet experience joy over the smallest signs that your boys are progressing - even in the same night.

In Scouting we look to the Scout method for teaching our Scouts to live together in peace and harmony. This method is a set of practical and proven ideas, based on the writings of B.-P., which are meant to guide you in your work and to help you achieve the aims of Scouting. Highlights of the Scout method include:

- the patrol system: working with and getting to know boys in small groups;
- the peer group: letting the boys form into natural groupings according to friendship, similar age and school grade, and common interests;
- boy leadership: whenever possible, giving the boys as much responsibility (for choosing, planning, and operating their own program) as they are capable of handling;
- shared leadership: operating so that every member of the group can be called upon to lead at some time;
- learning by doing: "teaching" boys with a minimum of telling and a maximum of practical application and letting them find out for themselves;
- recognition for achievement: using awards and badges to encourage the Scout to develop himself, both within the patrol setting and individually.

There are different methods of achieving our aims with Scouts; for that matter, there could even be other aims focusing on boy development. But the Scout method has been

especially designed to achieve Scout aims. If you are to help boys learn to live together in peace and harmony, the Scout method promises the best all round chance of success.

### Sense of Responsibility

When we talk of responsibility to others, we are talking citizenship. The two terms are interchangeable. And when it comes to citizenship, we are into an area where Scouting need admit of no equals. Our Movement's history, its record of accomplishments, its methods, and its driving spirit all point to the central position that "responsible citizenship" has in the Scout program.

Citizenship has no meaning unless it is placed in the context of a community. Tolerance, trust, a sense of duty, loyalty, and helpfulness - the key characteristics of good citizenship - all relate to how we act toward our fellow man. And whether good, bad, or indifferent, our relationships with others develop within a community.

To avoid confusion, we should spell out what we mean by "community" and "citizenship". Our definition of community is a broad one. We assume that we are all members of many communities at one and the same time. We belong to a world community, to the Canadian and provincial communities, to our rural or urban local community, and to the immediate community with which we interact regularly. For a Scout, the immediate community would include his troop and patrol, his church and school, his friends and neighbours, and his family.

Since we have responsibilities to each level of community, we can also speak to citizenship at any level, be it the world or our immediate community. When we aim to help our Scouts develop as responsible citizens, we must consider their role in

each and every one of the communities to which they belong. In Scouting, good citizenship as a patrol member is no less a concern than is citizenship as a loyal and proud Canadian.

### Learning Citizenship

Let's discuss briefly the process by which a sense of responsibility to their communities can be encouraged among your Scouts. There are three stages to the process. First, your Scouts must have some knowledge of the community, and be more than just aware of its existence. Second, they must be involved in the community, and feel that they are participating in it. Third, and only after the first two conditions are met, your Scouts must develop a feeling of concern for the community.

Your Scouts will be at different stages of citizenship development for each level of community. They will be knowledgeable about, involved in, and have already developed a rudimentary sense of responsibility (such as loyalty) to their immediate neighbourhood or town. But they may hardly know a thing about the world community. The following chart summarizes where we can expect the average Bronze stage Scout to be in terms of citizenship development with respect to each of his communities.

We can take the solid line to mean fairly comprehensive development, the "x" line to mean some development, and the dotted line to mean the beginnings of development. This chart is only meant as a rough guide. Once you know your new Scouts better, you will be able to figure

out more precisely what stage they are at individually.

Let's explore the application of this citizenship learning process. A Scouter who lectures a young patrol on their obligations to help poor people half way around the world should realize that he cannot expect boys (or anyone, for that matter) to feel much responsibility toward a community they hardly know about. In the same manner he cannot expect boys in a newly formed patrol to show much group loyalty or trust until they have had a chance to first get to know one another and to participate in activities together. Only later will signs of responsible patrol citizenship become apparent.

Your Scout program should allow your Scouts to develop citizenship gradually in relation to each of the different community levels. This will involve different types of activities for each level.

Assuming that your Scouts more or less fit the chart given below, you might plan your citizenship training program as follows: gradually build up their knowledge of provincial, national, and world communities by discussions, flag recognition games, make believe expenditures, etc. For their local community, you would program to get your Scouts more involved in it by visits, participation in community events and service projects. And with their immediate community, you might move right into discussions, projects and activities which develop a responsible concern toward their patrol, family, and so on.

Later on you will gradually move up the scale of citizenship development by shifting your emphasis to

COMMUNITY	KNOWLEDGE OF	INVOLVEMENT IN	CONCERN FOR
Immediate		xxxxxxxxxxxxxxxxx.....	
Local	xxxxxxxxxxxxxxxxx....		
Provincial and			
National	xxxxxxxxxxxxxxxxx....		
World	xxx.....		

the next level of community. After three years in Scouts, we might expect a boy to have progressed in his knowledge and experience of "community" more or less as depicted in this chart.

By comparing this chart with the one for the new Scout given earlier, you will be able to better visualize our goals for citizenship development in the Scout section.

Do not expect your Scouts to be fully developed at one stage before you introduce them to the next - nothing is that cut and dried. A little involvement, for example, may wet their interest enough that they want to seek further knowledge. While you ought to emphasize one stage of citizen development at a time, this in no way precludes you

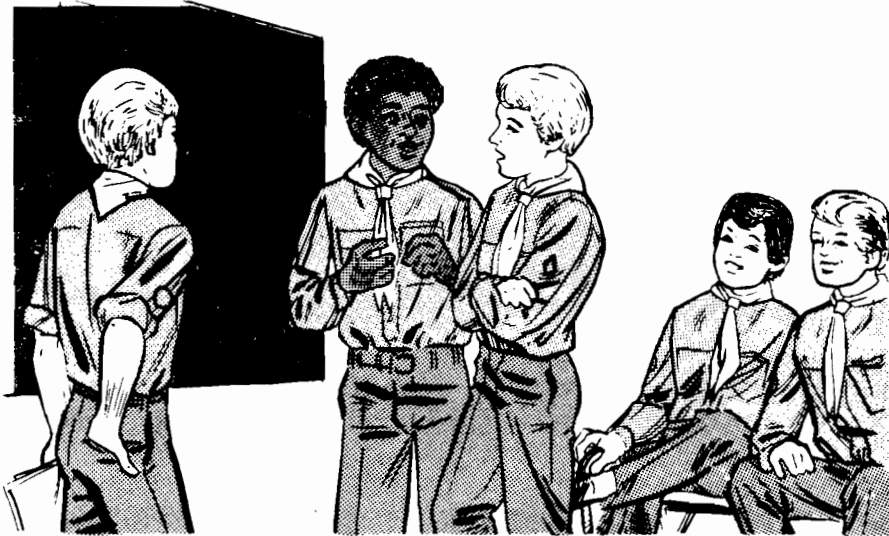
from programming other activities aimed at a different stage. Similarly, even when you have shifted your emphasis to a higher stage, you should continue to include activities that re-enforce the previous stage.

So, to summarize: in order to encourage citizenship development among your Scouts, you must deal with several levels of community - from the immediate neighbourhood to the world at large. For each community level in turn, you pick the appropriate stage of citizenship development (community knowledge, involvement, or concern) which you intend to emphasize. Then choose activities which will help you fulfill these goals. The following chapters may provide you with further ideas on how to achieve this.

COMMUNITY	KNOWLEDGE OF	INVOLVEMENT IN	CONCERN FOR
Immediate			xxx
Local		xxxxxxxxxxxx.....	
Provincial and			
National	xxxxxxxxxxxxxxxxxxxx.....		
World	xxxxxxxxxxxx.....		

## CHAPTER TWENTY-THREE

### EXPLORING YOUR LOCAL COMMUNITY



#### How Much Knowledge?

You may be wondering how far it is you should go in introducing your Scouts to the local community. This depends. In camping there is a certain basic knowledge we expect the Scouts to acquire, but almost every troop will go beyond the basics in at least a few areas (such as pioneering or backwoods survival). It is much the same with community knowledge. The Citizen Badge sets a minimum of what your Scouts should know about their local community, but a patrol or troop program should not stop there.

The outdoors and the community are two settings in which you can plan a wide variety of different and interesting activities for your Scouts. If you downplay either of these you deprive your boys of many exciting experiences. Both are

necessary to their spiritual and social development. So, how much community learning? There is only one limitation: the imagination possessed by you and your Scouts.

More specifically, you might find the following chart a useful summary of the types of things you would want your Scouts to learn about their local community. Included also are suggestions as to how they might acquire that knowledge.

While some of these suggestions may be more appropriate for older Scouts, most of these activities can be great fun for Scouts of any age, anytime. It wouldn't be a bad idea if you tried to have at least one activity related to each item every year.

TYPE OF KNOWLEDGE	POSSIBLE METHODS
1) History	museum; library; archives; historic monument visit; talking with "old-timers"
2) Location of main buildings	mapwork; community hike
3) Emergency Services	tours; telephone numbers (memory game)
4) Transportation routes	map and compass; map drawing; community hike
5) Government and	city hall visit; newspaper clippings; talk to alderman; tours;
6) Major institutions (media; educational; health care;)	discussion on their role in the community
7) Volunteer organizations (service; conservation; United Way; etc)	helping them through a service project; speaker at troop meeting
8) Industry or agriculture	tours; film
9) Recreational places	troop or patrol "fun nights"
10) Ethnic or native groups	visit to their association; special dinner; attend their display; film; museum

You may also want to tie many of these activities in with the Citizen Badge work. This is alright, but don't restrict yourself or your Scouts too much. Community knowledge is a valid goal in its own

right, and does not have to wait for Citizen Badge time to roll around each year. You can also work in many tours which relate to other badges, such as:

Anchor badge	- yacht club; harbour facilities
Arrowhead	- visit community leader
Campcraft	- ranger station;
Conservation	- weather station; polluted area; reforestation project; zoo; posture improvement project; R.S.P.C.A.
First Aid	- hospital or health clinic
Personal Fitness	- gymnasium; addiction foundation; sewage plant
Safety	- firehall; bicycle repair shop; construction site
Artist	- handicraft shop
Communicator	- newspaper; radio station; telegraph office
Pet Care	- veterinarian
Science	- university or research labs



### Preparation and Follow-up

Tours, speakers, visits, and other activities to do with the community will require some organizational effort by you, a parent, or a member of your group committee. Here is a checklist of things one will usually have to do to organize such an event:

- notify person or place at least a couple of months in advance of the tentative date and of what you would like them to do, and get their general agreement;
- contact them again about 10 days before the event to firm up details of time and place;
- if you require drivers or special equipment, have these definitely committed at least a week ahead;
- phone your P.L.s., drivers, and other involved resource people to remind them the day before the event;
- ensure that a thank-you note is written, preferably by one of the boys.

Having a tour just for the fun of it is a great idea. Except in Scouting, our time is often too precious to hold activities "just for fun". Instead, we try to program activities that let the Scouts have fun while at the same time teaching them something. This is especially true when it comes to helping our Scouts find out more about their local community.

The method you will probably use most often is the tour or visit (either separately or as part of a community hike). The tour is a prime example of the "iceberg phenomenon" - the event itself represents only the visible tip of a much deeper effort. Not only is there the hidden organizational work

that goes into planning a tour but there is also the work of preparing your Scouts so that they will get maximum benefit from the tour, visit, speaker, or whatever.

You should use part of the patrol or troop meetings before and after the event to discuss it with your Scouts. You want them to be able to fit what they see or hear into the broader picture of the whole community. In the discussion beforehand, you should ensure that your Scouts are aware of the importance to the community of the place being toured or of the organization being spoken about. In the discussion afterwards, you should ensure that the boys have the highlights of the event well fixed in their minds.

Preferably, your Scouts would want to do more than just hold a discussion as on their "community knowledge" activity. They should be encouraged to become involved in some sort of project that helps round out the subject for them. While this may not be practical for every such event, it is highly desirable for those which are linked to the Citizen Badge work.

The following examples show several approaches you can use in your preparation and follow-up to tours, visits, and speakers. You can adjust these to make them more or less ambitious according to the Achievement Badge level your Scouts are working at.

### City Hall Tour

Discussion - should centre on the what and how of city (town, etc.) government. Between them the Scouts should be able to come up with most of the services performed by the city, and you can help fill in the rest. The Scouts should also be aware of the distinction between elected officials and public servants.

They should know the types of elected positions that exist in their community (mayor or reeve, alderman or councillor, school board, parks board). With older Scouts you can get into any number of the following: how elections are held; types of city departments and what they do; what is meant by "zoning"; citizen participation; municipal - provincial relations; where the city budget money comes from.

Project - (before tour) Scouts make a chart showing city services in illustrated form.

### Radio Station Tour

Discussion - the importance of mass media to the community: how it ties together people who don't know one another; the different types of programming found on radio (different music, talk shows, public announcements, news, plays); what would it be like if there was no radio.

Project - visit a ham radio operator and go on the air with him  
- (after) have the patrol listen to a radio play, and then have them compose and perform a short radio play (no visual effects or acting) to put on at a troop campfire. Encourage lots of sound effects.

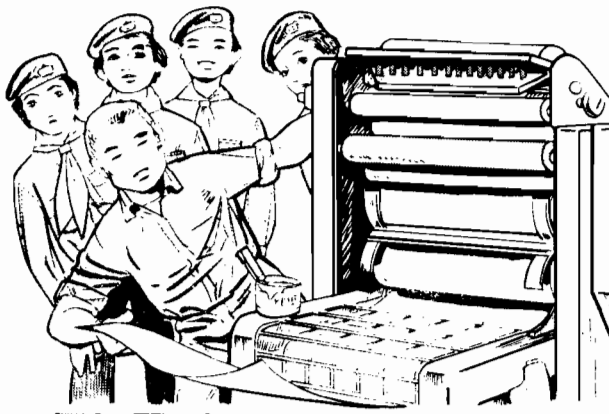
### Fire Hall Tour

Discussion: What are the causes of fires? What would it be like with no fire department? What other essential services does the community provide?

Project - (before) Scouts make chart of different classes of fires and how they can be extinguished (plenty of illustrations)  
- (after) using pamphlets given them at firehall, Scouts conduct

fire safety checkup in troop hall and in their individual homes.

### Industrial Tour (e.g. food processing plant)



Discussion - look at what the plant means to the economy of the community: employment; taxes paid.

Project - (after) using real objects wherever possible, patrol sets up a display showing the stages the product goes through from the producer to the consumer.

### Visit to "Oldtimers"

Discussion - ensure that Scouts have a basic grasp of the main periods in the community's history, especially those events which you know the "oldtimers" were around for. Then get the Scouts imagining what it was like in the old days, and what people did without television, radio, cars, refrigerators, etc. If handled well, this discussion should leave your Scouts brimming with questions to ask of the "oldtimers".

Project - (before) Scouts do library research and then take turns describing episodes in the community's history.

- (after) Scouts continue visiting the "oldtimers" in their homes or senior citizens' housing, either just to talk or to read and play checkers (etc.) with them.

Speaker from Volunteer Organization  
(e.g. United Way)

Discussion - should bring out: the types of volunteer organizations in the community and what they do; how much would be lacking if there weren't volunteer organizations; the link between helping others and the Scout Promise and Law.

Project - (after) make an illustrated chart showing the various services supported by United Way.

- (after) arrange to do some service work for an organization or agency related to the United Way.

Speaker from Pollution Group

Discussion - ask Scouts what types of pollution they can think of, then if necessary broaden their

understanding of the term to include everything from large scale pollution to individual acts such as littering. With older Scouts you can go into the idea of waste being related to pollution, and the problems faced in halting pollution (public attitudes, higher costs, etc.).

Project - (before) visit an obviously bad example of local pollution.

- (or) pick a park or stretch of highway, and gather and count the pieces of litter found there.

- (after) at next camp, Scouts go carefully over their camp setup and list every example of bad conservation or pollution they have practised. They then decide which could have been avoided or lessened if proper care was taken.

## CHAPTER TWENTY-FOUR

### BROADER HORIZONS



When it comes to helping your Scouts increase their knowledge of their various communities - as the first stage of citizenship development - there is little doubt that most Scouters will concentrate on the local community. For a number of reasons, this is both understandable and to the good. Apart from their immediate neighbourhood (which Scouts need little help in getting to know), it is the local community which is most accessible. And for the boy of Scout age, knowledge of the local community is really his first step in breaking out of the narrow and very personal community which he may have lived in until now.

But as this step is reached, the boy arrives at an important turning point. Does he adjust to this bigger community, make it part of his own world, and then settle into a secure and comfortable "rut"? Or does he go on to expand his horizons even more, to make his province, his country, and perhaps the world a real and important part of his

everyday life? With our objective of developing responsible citizenship toward every level of community, Scouting has no choice but to strive for the latter option. We can play an active role in encouraging our Scouts to look beyond their local community out onto the larger world.

The main problem you will face is the inability to give your Scouts first hand experience of these larger communities. Most of the important places, institutions, and people you would like your Scouts to see in connection with Canadian or world communities are not within easy reach, and depending on where you live, the same may hold true for the provincial community. Your challenge then, is to stimulate your Scouts' interest in these larger communities, even though you may have to rely largely on indirect experiences.

If your powers of imagination could use a little nudge at this point, read on.

### Canada and the Provinces

For the provincial community, you should aim to introduce your Scouts to each of the following at least once during their stay in the troop:

TYPES OF KNOWLEDGE	POSSIBLE METHODS
1) History	historical hike; drawing historical maps; books; skits
2) Flag and emblems	sketching
3) Government	tour of legislature; visit from M.L.A. (or M.P.P. or M.N.A., as case may be)
4) Ethnic and Native Groups	visits; troop "theme" nights; books; museum
5) What other local communities are like	exchange visits; camporees; jamborees.

For Canada, we would hope that your Scouts would come out of the troop knowing at least something about each of these:

TYPE OF KNOWLEDGE	POSSIBLE METHODS
1) History	historical hike; books; skits
2) Flag and Emblems	sketching; ceremonies
3) Government (Parliament and Democracy)	visit from M.P.; books; "democracy in the patrol" discussions; Citizenship Court
4) Main Government Institutions (R.C.M.P.; Courts; Armed Forces)	books on history; tours; newspapers; speakers; films
5) Culture	art gallery; books; folksinging; skits
6) Ethnic and Native Groups	visits; troop "theme" nights; books; museum
7) What other provinces are like	exchange visits; jamborees

One thing to guard against here is making this part of your program too "school-like". This is not meant as a put-down of our schools, but is intended to remind you of two things:

- the Scout method is to learn through doing;
- a visit to your Scouts' teacher(s) may help you to avoid unnecessary duplication in such areas as Canadian history and government; you may even want to give recognition for work done in school.

Now, let's look more closely at what is meant by the two abbreviated charts given above. These set out some possible goals for increasing your Scouts' knowledge of their provincial and Canadian communities. The following paragraphs discuss some possible ways to achieve these goals.

Historical Hike requires a prior knowledge (from archives or library) on the boys' part of some early provincial or Canadian history. They should be able to summarize much of this knowledge on a map, showing early transportation and trading routes and settlements. Then they decide the type of historical hike they want - following an old route, visiting an historical site, or a combination of the two.

The next step is to do a bit more historical research to select routes or sites, perhaps digging up old photographs, journals, diaries, or newspaper accounts. You will also want to take the usual precautions for any day hike or linking camp - is the route still possible? water supply? up-to-date topographical maps? and so on. This historical hike can range anywhere from an afternoon ramble to a week or more of backpacking. It is a great time too for Scouts to practise their logkeeping skills.

Exchange Visit is great for letting your Scouts see other parts of the province or country. Your Scouts should first indicate the general area they are interested in visiting. You would then ask through your Scout office for names of troops that might be interested in such an exchange with you, or you might already know Scouters in the area as a result of training courses, camporees or jamborees. The next step is for your Scouts to find out something about the area - geography, history, places of interest, industry and agriculture. You might ask the troop you will be visiting to send you some information and brochures.

While the Scouts are doing this, you will be busy with travel arrangements. For shorter distances, you may ask parents to drive, but in most other cases you will want to go by bus or train, or maybe by airplane. The costs may involve your troop in a fund raising drive so ensure that your plans meet with the approval of your group or section committee as well as your local Scout council. For inter-provincial visits, the Secretary of State's Department of the Federal Government sometimes makes youth travel grants available; enquire from your Scout office to see if funds are available (ask through your M.P.). One advantage of travelling by car is that you can also arrange to see other places on the way.

The return visit from your hosts can be of value in your own programming as well - your Scouts will get to see their local community through the eyes of an outsider, and it gives you another excuse to get them out into the community. When scheduling activities for your guests, the assistance of your group or section committee can be invaluable in arranging for drivers and organizing tours.

Ethnic or Native Cultural Visit introduces your Scouts to different life styles and customs. You may either look in depth at one group or "sample" a range of native and ethnic groups. In either case, your Scouts should be introduced to the theme of Canada as a multicultural nation with great diversity in her peoples. With younger Scouts you may concentrate on the group's customs, dress, food, and other striking characteristics. With older Scouts you can also go into: the group's history in Canada or the province, some of the problems they are facing in modern society - their religion etc. Books, films, and the museum may all help here, but best of all is to have your Scouts actually meeting members of the group(s). For an ethnic group, your Scouts could also go to a restaurant that specializes in their food, or take part in one of their special events (e.g. dance). For native groups, your Scouts might want to practise one of the handicrafts for which they are famous, or hold a camp trying to use only early Indian methods.

Use of Skits can bring history to life. When your Scouts have found out something about the history of their province or country, they can be encouraged to re-enact one of the more dramatic events. This can even include a backpacking trip in addition to skits. Such skits may also be linked to the Entertainer Badge. Depending on how much effort is put in, the skit could be done by the patrol before the troop, parents, or public. One ambitious idea is to put together a series of skits into a pageant, such as the one which highlighted the jubilee history of the R.C.M.P.

Canadian Culture gives boys a sense of uniqueness and identity as Canadians. You could pick a theme, such as the outdoors, and over a period of time introduce your Scouts to what Canadian painters, poets,

and writers have expressed about our wilderness areas. Or you and your Scouts could try to learn popular folksongs, "chansons", or even labour songs that have been used by the Canadians. This would also give you great material for campfires.

M.P. or M.L.A. Visit: that are surprisingly easy to arrange provided you give them a lot of advance notice. They can be useful speakers on a number of topics, such as citizenship, democracy, leadership, how government works, or why we have elections. You may want to combine their visit with a Parents' Night or a Citizen Badge presentation. With older Scouts you can encourage preparation for the visit by having them read newspapers to find out what the political issues of the day are. The visit by somebody actually involved in these issues may help bring them alive for your Scouts.

Flags and Emblems are covered in the "Scout Handbook". Your Scouts should know flag design, history, etiquette, and the use of flags in ceremonies. With emblems, they should be able to identify their national and provincial coats-of-arms, floral emblems, and mottos.

Books are not learning by doing, but can give good background when used with discretion. Only with older Scouts should you ask them to do much more reading beyond what is in their handbook. Librarians can be very valuable resource people here in helping you find appropriate reading material for the Scout age boy. On the history of important Canadian institutions (gold level Citizen Badge) some reading by your Scouts is pretty well unavoidable. Here are some good, readily-available books on two of these institutions:

Armed Forces - "The Armed Forces of Canada, 1867-1967":  
a century of  
achievement. Edited

by Lt.-Col. D.J.  
Goodspeed.

- R.C.M.P. "Tales of the Mounted" by William Brockie.
- (fiction) "Horsemen in Scarlet" by John West Chalmers.
- "Mountie Patrol" by Annie MacMillan.
- R.C.M.P. - "The Scarlet Force" by Thomas Longstreth.
- (non-fiction)- "Royal Canadian Mounted Police" by R. Neuberger
- "The First Mounties" by Jack Tremblay

Newspapers are good ways of preparing for discussions or tours relating to Government. Your older Scouts might want to make a scrapbook for a month, either of government activities in a certain area such as conservation, or of what a Canadian institution (armed services, R.C.M.P.) has been doing recently. Where there is a library near you that has old newspapers on microfilm, you can help make history come alive for your Scouts by having them look up newspaper accounts of an historical event they were discussing.

### World Community

Don't let the shortness of this section fool you. As a world brotherhood, Scouting sets great store by the ideals of world cooperation and understanding. It's just that the average Scout age boy is not very prepared mentally to absorb any but the simplest of concepts relating to world citizenship. The best we should really hope for here is that the work we do now will

later prove to be fertile ground as the boy matures.

Usually it will be your older Scouts whom you encourage most to learn about the world community. Your efforts should, as a rule, zero in on these four subjects:

- the idea of Scouting as a world brotherhood;
- the major problems of the world;
- the major organizations dedicated to solving these problems;
- Canada's commitments and participation in helping ease world problems.



World Scouting can be brought home to your troop or patrol in a number of ways. The Scouters, or the whole troop, can wear the World Scout Badge. You should make mention during Investitures of "welcoming the boy into the world brotherhood of Scouting". Your Scouts can be encouraged to attend international jamborees, and on their return they should tell their fellow Scouts about their experience (and show off the badges they have collected). One fund-raising project a year might also be set aside to earn money for the Canadian Scout Brotherhood Fund, provided you have discussed beforehand with your Scouts the purpose and projects of the Fund.

World problems can be best introduced to the boys through the media and films. World food short-



ages, poverty, over population, pollution, and war are all problems on which your Scouts could focus. They may want to do an overview of each one, or concentrate on a single theme. Getting them to follow the newspapers, news magazines and television news reports for information about world problems is perhaps the easiest way of involving your Scouts in the subject.

World Organizations that you may want to familiarize your Scouts with are: United Nations and related agencies (e.g. UNICEF); Red Cross; Canadian University Service Overseas (CUSO); emergency relief organizations (e.g. OXFAM, CARE, and the ones run by several churches); World Federalist Association. There are films available on the work of some of these organizations, and they are all willing to provide speakers for your troop. With the United Nations especially, your older Scouts should

be aware of its main structures and how it operates (e.g. General Assembly, Security Council).

Canadian participation, in helping to ease world problems, can be a good focus for your whole program approach to the world community. Contact the local branches of the organizations listed above, and see what materials they have which show Canadian involvement abroad. Or you could contact the Canadian Armed Forces for information about our peacekeeping efforts. If you plan ahead enough, you could also write to our official foreign aid organization in Ottawa, the Canadian International Development Agency (CIDA). They will gladly send you more than enough information about Canadian aid projects abroad. It would be possible for your Scouts to come up with an excellent display around the theme of Canadian "good turns" in the developing nations.

CHAPTER TWENTY-FIVE  
THE SCOUTING GOOD TURN



Service brings the Scout one step further in developing his citizenship and sense of community. Through tours and exchanges you increase his knowledge of the community - through service you can get your Scouts participating in their larger community. Service means that your Scouts shift from just observing and learning about community life to actually getting involved. It is a crucial step on the way to Scouting's ultimate goal of developing in young men a sense of responsibility toward their communities.

Interesting the Boy

How willing your troop or patrol is to take part in service activities will depend on how you, as their leader, present the idea of service. Remember that service is

not exactly in the forefront of a Scout's mind when it comes to listing desirable pastimes. Sports, games, and camping will win hands down over service ten times out of ten. It is therefore necessary that you "sell" the idea of service to your boys to some extent.

"You've got to because that's what Scouts do" is not exactly the best approach here; and "it's part of your Citizen Badge requirements", while probably offering more motivation, is not much better. Ideally, Scouts should want to do service by itself, without recourse to the carrot or big stick. Note that we say "ideally", because in fact, to get your boys active in service, you may have to resort to less noble methods than simply appealing to their better natures - at least initially.

Initially the idea of service for the Scout age boy is best put across by encouraging and promoting the Scout "good turn" in your troop. If a Scout gets used to doing many small things to help individuals, he can more readily accept the broader meaning of service to the community at large. With a little care, however, you can also develop in your Scouts a spirit of service as being something which they want to do and can enjoy doing it. A lot hinges on the type of service projects that your Scouts undertake.

Their first few service projects must be of real interest to the boys, such as doing something new (tree planting) or something related to what they are already interested in (serving as guides at a fair). Their first service projects should not be pure drudgery - if your boys can't say afterwards that they had fun, you can't expect them to come back asking for more.

These service projects should also give you ample opportunity to bring out the boys' feelings of well-doing - giving praise, pointing out the value of the help given, passing on to them any expressions of thanks you receive. Of course, all Scouting activities should include strong doses of boy interest, fun, and "feeling good". But the special care you take, in seeing that these are important parts of your Scouts' service projects, will yield good dividends for the future.

#### Service in the Scout Program

The Scouting "good turn" and service projects must not be looked upon as being merely a series of special events which come along from time to time, or which are totally unrelated to the main body of the troop or patrol program. Service - both preparing for and actually doing - is in fact one of the pillars on which any good Scout program

rests.

One of the main obstacles to incorporating service throughout the troop or patrol program is that many Scouters think of service as meaning some large-scale and time-consuming event. Nothing could be further from the truth. Service does not have to rival the Marshall Plan to qualify as a legitimate "good turn" in Scouting. There are countless service activities that can be done simply on location wherever your program takes you - cleaning up the hall after a meeting; picking up litter while hiking; restoring a foot bridge when camping; pitching in together to help a Scout find a lost article. Some service activities can and should be carefully planned and scheduled in advance, but these are really just a supplement to the more spontaneous type of "good turn". Service as part of another activity, not as a separate event unto itself, should be your emphasis when trying to build service into your program.

Along with actual service activities, encouraging your Scouts to "be prepared" is another way of bringing "good turns" and service into the program. When working with your Scouts on, or awarding, such badges as the Citizen, First Aid, or LifeSaving (Achievement Badges), or the Public Health, Handyman, and Family Care (Challenge Badges), you can stress to the boys the potential for service that they have now acquired. You should then follow this up by giving the boys an opportunity to use the skills and knowledge they have learned. Emergency simulations not only liven up a program, but also encourage your Scouts to "be prepared" for service.

You can also go beyond the badge framework to bring service into your program. You could, for example, have your Scouts train in some form of service particularly appropriate to their community. Lost person



searches are a common form of service for which many troops prepare themselves.

### Service within Scouting

Scouts don't have to go far to find ways to do service. The Scout organization itself provides many opportunities for "good turns". For most of your boys it will be through helping their fellow Scouts that their first, and most frequent, opportunities for service arise.

In your patrol and troop programs, Scouts can:

- run games
- set up equipment
- arrange transportation
- do telephoning
- give demonstrations
- help with Scout's Own
- raise funds to send fellow Scouts to jamborees and camps
- teach other Scouts
- care for equipment
- clean up
- write thank-you notes
- take minutes
- keep attendance records

Although many of these may seem like small things, as with any other service activity you should make sure that the boys involved are given appropriate recognition for their efforts. It also helps to speak of the position of Patrol Leader (and A.P.L.) as largely one of service - there is no harm in emphasizing the idea that leaders

are elected to serve. Service should become an ongoing every day event with all the boys helping and sharing with one another.

Still within the Scout organization, but outside the troop itself, your Scouts can:

- work at a regional campsite - trail clearing, litter clean-up;
- help at a Parent and Son Banquet - set up and clear tables, provide entertainment, serve as colour party;
- participate in Scout church services - carrying the colour, reading the lesson; decorating the altar; etc.
- arrange and serve refreshments at a Parents' Night;

Another form of service that Scouts can give within our organization is to help with Cub packs or Beaver colonies. Scouts can often be of assistance to the leaders of these groups - at their meetings (running games, instruction, setting up equipment) and at camp (as Service Scouts). If your Scouts show interest in this form of service, you should:

- contact the leaders of the nearest pack or colony, and discuss with them what would be expected of your Scouts;
- decide whether the Scouts involved would be capable of meeting the responsibilities, i.e. would they be more of a help or a hindrance;
- check with the pack or colony leaders on a regular basis as to how well your Scouts are doing;
- give recognition before their troop to boys who have done a good job.

Keep in mind that future recruitment to your troop may partially depend on the image of Scouting that the Cubs or Beavers get from watching your Scouts.

### Service to the Community

Service to their community is a way of helping Scouts recognize that they have responsibilities to a world that does not end at their neighbourhood boundaries. It can take many forms - long or short-term projects, activities that need just a few boys, and others that will really stretch your powers of organization. Here are some ideas:

#### Outdoors

- 1) keep a local hiking trail in good repair - clearing windfalls, replacing lost directional markers, fixing footbridges, overlaying muddy sections with logs.
- 2) turn a local trail into a nature trail - use plaques to identify trees, shrubs, animal paths, historic sites, etc.
- 3) organize a first aid and safety patrol at a skating rink or toboggan run.
- 4) on weekends or for a full week during the summer, provide camper services at a tourist campground. You could help with fires and tent erection, give hiking directions, offer guided naturalist walks, keep an eye on camper possessions when they are away, run field games for children, and organize an evening campfire singalong.

#### Conservation

- 5) contact local forest ranger to offer help in animal feeding during winter.
- 6) contact local pollution/environment group and volunteer to help with one of their projects.
- 7) make and hand out litter bags to motorists - you could stencil these with the Scout symbol and a fight pollution slogan.
- 8) organize a winter birdhouse project. Check first with the local ornithologist society, appropriate government department, or Canadian Native Federation (466 Elgin St. Ottawa K1P 5K6) to find out what types of birds winter in your area and what types of houses these prefer.
- 9) Trees for Canada - good for fund raising too. Scouts collect pledges (as in Meters for Millions) on how many trees they will plant. The trees are usually 25 centimeter seedlings, and 75 to 100 of these is a reasonable day's planting for a Scout. In the first year of this program, over a million trees were planted in Canada by 30,000 members of Scouting. The trees can be planted in many locations - conservation areas, parks, Crown lands, campgrounds, and farms (as windbreaks and erosion guards). Usually, 70% of the funds collected go to the local Scout group, and 15% each to your provincial H.Q. and Canadian Scout Brotherhood Fund. Contact your Scout office for application details.

#### Neighbourhood

- 10) park or playground cleanup

- make sure you have pre-arranged for disposal of collected garbage.

- 11) distribute home safety or recycling literature for local fire department or environmental group.
- 12) operate a bicycle safety clinic or rodeo through the local elementary school.
- 13) recycling - depending on the area, this may or may not double as a fund-raiser, but in any event it's an excellent good turn. Paper, cardboard, glass, and metal are the most common items for recycling. Check ahead of time to ensure you have a disposal outlet. This service becomes more valuable if you do it on a regular basis, so that your neighbours can make a regular practice of separating what you collect from their garbage.
- 14) build a mini-park - this need not be as ambitious as it sounds, especially if you can get a service club to back you. A mini-park can be built on any available space, no matter how small. Just remember to get the owner's permission first. Benches, "pioneer style" playground equipment, and a community notice board are some of the items you might include. Then as an ongoing service activity, your troop can undertake to be responsible for the park.
- 15) "last chance" cleanup - held just before winter closes in. Advertise ahead of time through posters, leaflets, or church announcements that your troop is willing to help neighbours get ready

for winter. How widely you advertise depends on how big an undertaking you have in mind. You should have available the necessary equipment to rake leaves, put up storm windows, haul away trash, etc.

#### Elderly and Shut-ins

Your troop might want to consider "adopting" a few elderly or shut-in people, and provide a wide range of services for them. Churches and clubs are your best sources for the names of people. Before your Scouts do such service, contact these people personally to explain what your troop is up to.

- 16) pickup and return library books.
- 17) deliver groceries in winter.
- 18) shovel snow or cut lawns.
- 19) visit a hospital or senior citizens' home to read aloud, play checkers, show films, or just plain listen and chat. This service will be even more appreciated if it is done on a regular basis, perhaps rotating the boys weekly.

#### Christmas

- 20) collect toys (and perhaps make simple repairs) for distribution through the Salvation Army or firemen.
- 21) make and distribute small wreaths for people in hospital - this could be combined with carol-singing.
- 22) collect tins of food for a Christmas hamper (perhaps as price of admission to troop Christmas party) with the leaders perhaps buying a

turkey. They can be distributed through the churches or the Victorian Order of Nurses.

- 23) decorate your sponsor's building.
- 24) visit senior citizens' home after Christmas.

#### Sponsors

- 25) if a service club, help with their fund-raising or service activities.
- 26) if a church, the troop can do buildings and grounds work (lawn-cutting, gardening, painting) or help with preparations for special events by setting up equipment.

#### Service Beyond the Local Community

In this type of service it is often difficult for your Scouts to see the results of their efforts. You may have to take extra care to arouse and hold their interest here. Service to people outside their local community is one of the better and more direct ways of broadening your Scouts' sense of responsibility toward the world in general. Many troops set themselves a goal of taking part in at least one "broader" service project each



year. Here are a few ideas:

- 1) as a troop, participate in a Meters for Millions walk-a-thon, or operate a service stand for other walkers (refreshments, foot care, first aid, shaded seats).
- 2) younger Scouts who go "trick-or-treating" on Halloween can carry UNICEF tins. One way of encouraging this is to make the preceding troop meeting a "UNICEF Night", showing a film about what UNICEF does and holding a discussion about the ways in which money collected might be used.
- 3) get hold of the Hi Neighbour UNICEF booklets from your nearest United Nations Association (or write to the U.N. Association, 280 Bloor Street West, Toronto). Then using the ideas in these booklets, encourage your Scouts to organize some sort of "world understanding" event, such as an international dinner.
- 4) collect for the Scout "U" stamp bank, where used stamps are sorted and sold, with proceeds going to the World Scout Universal Fund. This fund finances self-help projects around the world that might be impossible without its support. Stamps which can be used are Canadian and U.S. picture or commemorative stamps, and any foreign stamps. After clipping stamps from envelopes, soak in warm water to peel off the paper, then rinse and dry. Before packing, place the stamps in a plastic bag. They can be mailed as third class post to: Boy Scouts of Canada,

Box 5151, Station F, Ottawa,  
K2C 3G7.

- 5) adopt another Scout troop, either in a less developed country or in northern Canada. Your service to them could include writing pen pal letters, helping them get uniforms, books, and equipment or hosting them on an exchange visit (including raising funds to help pay their travel costs). Your Scout office can assist you with the details of the "adoption".
- 6) devote the proceeds from one troop fund-raising project a year to the Canadian Scout Brotherhood Fund.
- 7) offer your troop's services to the local United Nations Association to help them in organizing for their annual (October) U.N. Day.
- 8) contact one of the world emergency relief organizations - OXFAM, CARE, or the one run by your church - and volunteer to distribute pamphlets, put up posters, or make school displays for them.

### Service Tips

Get your Scouts involved in the planning of service projects. At first this might consist only of asking them for ideas. Later they can do many of the tasks - obtaining equipment, telephoning people in the community, drawing up work schedules. By the time they have been in Scouts more than two years, your boys should be able to pretty well handle a full project on their own (accompanied by the usual discreet Scouter guidance, of course).

You as the Scouter will have to

decide on the proper balance between a more efficient (adult-run) service activity and one that has a high degree of boy direction. A poorly run service project often produces worse results than none at all. But remember also that the more active the Scouts are in running a project, the greater will be their sense of accomplishment at the end. And the greater their sense of accomplishment, the more likely they will be enthusiastic about undertaking the next service project.

Get your Scouts' parents involved, too. This can be most



easily done through your group or section committee. Parents can help you at any and all stages of a service project. They can provide willing hands on the project itself, obtain equipment, work with you or the boys in planning, or even co-ordinate the whole works. If you are just using a few parents, they could be invited to attend the Court of Honour or Patrol-in-Council meeting where the project is being discussed. If you are hoping to employ a large group of parents, invite them to a special planning meeting, and have a few of your Scouts make a presentation to them. Apart from the obvious advantages of extra manpower, the hidden benefit in getting help from the parents will be its effect on your Scouts. It provides a bridge for the boys, from thinking of good times as something done only



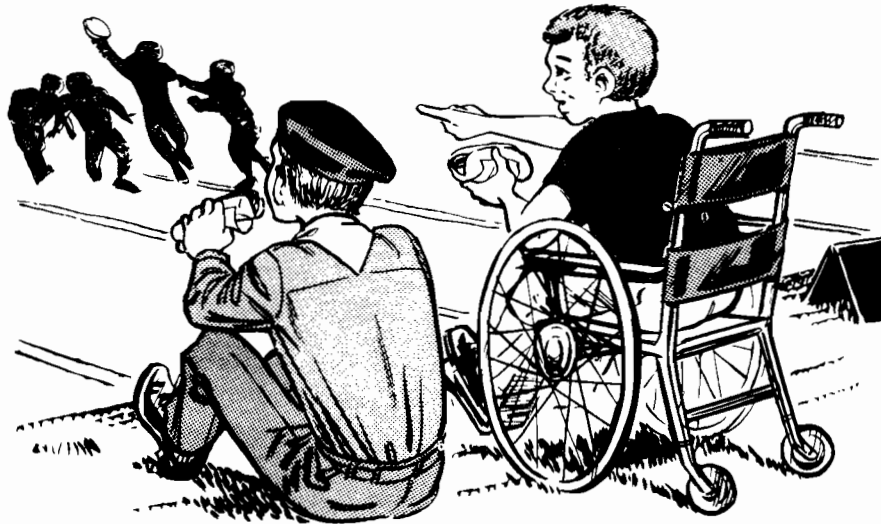
as Scouts, to looking on the good turn or service as something which everyone should do as a part of everyday life.

Get publicity. Let the community or neighbourhood know what your Scouts are doing. Along with the value of the service itself, the example your Scouts set to the community is worthy of notice. Your boys will feel pretty happy, too, if they can actually see their efforts receiving publicity. (For publicity ideas, see Chapter on "Tell the People.")

Finally, and this cannot be stressed too much, do not let your Scouts think that service comes to an end when the project is over. The community service project is only a concentrated example of what we hope the boys are learning to accept as part of their daily lives. Helping others whenever and wherever the occasion arises, should become second nature to them. Service projects are only one possibility out of many for community service, and the Scouts should not forget this.

## CHAPTER TWENTY-SIX

### SCOUTING FOR BOYS WITH HANDICAPS



#### No One Is Perfect.

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

Some boys face limits that are more acute than most people. Yet a boy with a mental, physical and/or emotional handicap is still, first and foremost, a boy, with the same basic needs, desires and problems as other boys except that in some instances their needs, desires and

problems are more amplified. He has the same rights to life as does anyone else, and must be allowed the dignity of risk and as normal a participation in the community as his capacity will allow him to absorb. He has a right to belong, to share, to live, to Scouting if he wants it.

#### Handicaps

There are many kinds of handicaps that a boy may have. They can be classified as either physical, mental or emotional. Some of the better known handicaps are: blindness, or partial sight; deafness, or partial hearing; learning disability (slow learner); muscular dystrophy; cerebral palsy; deformed or absent limbs; diabetes; epilepsy; autism, and mental retardation. Emotional handicaps are usually the result of a boy's environment and show up in a boy's behaviour in such forms as over-anxiety, unnecessary aggression and unusual withdrawal from the

group.

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

### Socially Handicapped

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

If your community is representative of the average Canadian community, then there are a number of boys around who are socially handicapped and need Scouting. They are the ones who are shut up in uncertainties, hobbled by a physical limitation, held back because of a mental incapacity, or frustrated because of emotional difficulties. They are the boys who face challenges that are more pronounced than the average boy; who don't mix with other boys because they don't feel they are worth anything or don't feel they "fit in"; who, because of social and traditional biases, are shut away in institutions, special homes and training schools where they are conveniently kept out of the way; who are forgotten at home because they are a physical burden to the people who are "close" to them. Despite their handicap, they are still boys who need other boys (ordinary boys); boys who need to be a part of their

community and its activities; who need to contribute, to share, to participate, to belong.

Perhaps there is a boy in your neighbourhood who is isolated from the people in his community; he may even be in your troop right now. There may even come a day when a parent with a boy who has a handicap asks you to register his boy into your troop, or a closed (special) Scout troop for boys with handicaps may approach you to take on a boy they feel should be integrated into a regular troop. There may be a boy in a special school, treatment centre, home or institution who would like to become a Scout. What are you prepared to do as a leader? In what specific way can a boy with a handicap participate most effectively in Scouting?

### Three methods

Scouting for boys with handicaps is part of the normal Scout organization with common sense adaptations and adjustments being made where necessary. The program is flexible enough for you, the leader, to make any adaptation to meet the capacity of the boy and yet offer him a challenge and demand from him his best effort. The three ways the program can be applied are listed below in the preferred order:

1. Integration. Boys are encouraged to join a local Scout troop and take part in as many activities as possible. To allow every boy the opportunity to meet and face the real world, an experience tied in as directly as possible with his community is essential to any boy with a handicap. Wherever possible, integration of such a boy into a regular troop is encouraged.

2. Outpost Member. Whenever, for some reason or other, a boy cannot make it regularly to a troop meeting or is confined to his home (i.e. confined to bed, can't go outdoors in wintertime, has no transportation, needs special medical attention and/or simply cannot physically make it week after week), you can have him join as an "Outpost" Scout. As such he would be visited by his fellow Scouts and/or leaders, involved in a personal Scouting program and participate, whenever possible, in group activities. The importance of an "Outpost" Scout lies in the fact that he belongs to a regular bunch of boys, has friends and directly feels he belongs to the worldwide brotherhood of Scouts.

3. Closed Troops. Whenever the first two alternatives are not practical, a closed troop may be formed to bring Scouting to boys who would not otherwise be able to participate. Such troops could be formed in special training schools, treatment centres, institutions or sponsored by a local parent association, or even started by people who are interested in helping boys with handicaps. Such a troop should always be formed with the intention of placing any boy into a regular local Scout troop as he becomes prepared to do so.

#### You, the leader

The approach and example you use, as leader of your troop, will determine the successful participation of a boy with a handicap in your Scouting program. Remember that if you

accept the basic attitudes of quality of life, show genuine concern and respect the dignity of the individual with basic human rights, these attitudes will pass on to the boys you lead; by example and program content you reflect your individual character.

The following is a guide outlining some of the basic steps and hints you may wish to use. They have been used and found effective by Scouters who work with boys with handicaps.

1. Get to know the boy before he actually joins your troop. It is a good idea to establish a good relationship between yourself and the boy so that the boy will feel secure enough to want to overcome any doubts and hesitations he may have. It is also a good idea to discover the nature and scope of his limitations to help you determine what assistance you may need, what type of program adaptation you may want to make, and an idea of where and how he will fit in with the rest of the boys.

2. Remember to involve his parents and keep them informed. Many parents worry about or suspect any program that offers to help their son. Starting off with a good relationship with concerned parents is essential. They may not want to become involved at first, but keeping them up to date on what their son is doing may gradually help them recognize the worth of Scouting and draw them out to lend support. Some parents may want to become involved, and it is important to be able to find ways so they can become of service.

3. Seek advice from parents,

public professional services, schools and other Scout leaders. They are all part of your community and should be used when you have any questions or concerns.

4. If you have any doubts about the capacity of your regular boys to accept a boy with a handicap in your troop, check it out with them through the Court of Honour. Do not underestimate the ability of your boys to understand the extra challenges and needs another boy with a handicap faces. You may be surprised that once your regular boys understand the situation, are made a part of the decision to accept a boy with a handicap, and feel the encouragement from you, there will be little difficulty.
5. Emphasize the things that the boy can do rather than those which he cannot. Let him explore his own boundaries (within reasonable safety limits) with a sense of challenge and dignity of risk. Once he finds his boundaries, he will in many cases, compensate by sharpening those skills that he can do. Encourage him to focus on these skills.
6. Exercise patience. Help him to become one of the boys. This does not happen with special treatment, but with understanding.
7. Modify badge requirements only when necessary to meet his capacity. Be sure you keep the element of challenge and best effort that you ask of your other boys. Do not water down the tests for him, but if some adaptations need to be made, compensate by raising the standards which

would focus on the skills he can do.

8. Include him, in some way, in every possible activity. This may take any form: from refereeing a game, to modifying a game so as he can play; allow him to feel part of the program and the gang; use your imagination and enthusiasm to guide you.

There are limitations, of course, to what a boy with a handicap will be able to do as a Scout and he himself is aware of these. A rough game for example, will be for him a spectacle to remember rather than a personal experience for he knows that boisterous games or activities which need physical stamina may be beyond his capabilities. What matters is that quiet encouragement and opportunity should be given in regard to what he can do rather than what he cannot. Because of his handicap he may have more time at home to practise the skills he finds difficult; he may have developed skills that will fit him for a special job in the troop - keeping the troop log book, for example, or supervising his Patrol records.

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

Make exchange programs with closed groups for persons with handicaps part of your program. Whether the exchange is with a Scout troop or not, the program will expose your boys to people who face a different kind of challenge in life than do most of us. The exchange will also allow your boys to realize the worth of an individual as a person who, despite his han-

dicap, has the same basic needs, problems and desires as do everyone else, except that in some instances these needs, problems and desires are more amplified.

#### Who benefits: Effect on the Troop Program

A boy with a handicap contributes to a Scout program by demonstrating his willingness to learn in the company of friends, despite his handicap, through effort and determination in whatever task he takes on; by offering a great capacity of joy and a genuine ability to give and receive; and by offering other boys a chance to learn that they are all brothers and that quality rather than quantity is an essential ingredient of brotherhood. He benefits by experiencing friendship, by being asked to participate, by experiencing and facing challenges that are met by success and by participating in the average boy's environment.

A boy with a handicap will join in troop activities as a member of a patrol. It may help if there are one or two other handicapped boys in the troop but this is not essential. If he has a wheel chair he can participate with the help of a "pusher", a privilege for which there is likely to be spirited competition! Like any other boys, he is a Scout with his own characteristics and idiosyncracies. All that you do to meet the expectancy and hopes of the rest of the troop will be just as interesting and meaning-

ful to him. Progress, personal contacts, fun, friendship and adventure will be matters of eager anticipation for him, as for anyone. In many respects, therefore, any adaptation of activities should be done within the framework of the program, and without disrupting the overall plan for the troop.

Outdoor activities can be made easier for the boys with a handicap by making use of special transport for them. Members of a Venturer company or Rover crew may be able to help in this respect if you contact them in good time. Boys with handicaps are just as eager for adventure as ordinary boys and, even if some cannot participate in an actual activity, they will enjoy the planning. However, whenever possible, and within their capabilities they should be given an opportunity to participate.

#### Togetherness

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

Look around you, in your community, and see if there is a boy with a handicap who can use your program. Why not help him become a Scout?

## CHAPTER TWENTY-SEVEN

### TELL THE PEOPLE



Few relationships are one-way. The Scout Movement is no exception. Scouting serves the community and the community helps Scouting. Boys, leaders, money, meeting halls, resource people, drivers, even recognition for your work as a leader - all come to Scouting through the local community.

Since we do not yet seem to live in the best of all possible worlds, the resources available to Scouting from the community are not infinite. And not only are they not infinite, we as an organization are actually in competition for those resources. You will find, for example, conflicting demands on your own time - an extra meeting with the patrol as against a night at home. You may have trouble getting drivers when you need them, or you might have to postpone a bottle drive because some

other group did the rounds the previous weekend. There will be all sorts of resources you may find yourself competing for, and of which there never seem to be enough.

The idea that our Movement has to compete for resources may not be a pleasant one. But so long as we accept that others have legitimate demands on our community's resources, this type of competition is going to be a fact of life.

Remember, though, that Scouting has an ethic and a set of principles to live by. There is no way that we can engage in all-out competition for resources, and not make a sham of what our Movement stands for. We stand on pretty thin ice, for example, when we pressure a friend into dropping his work with another youth group so as to help with our troop.

Or when we compete for resources in such a way as to block or hinder other legitimate activities in the community.

While the principles of Scouting are its strength, could it be then that these same principles will actually get in your way when it comes down to the nitty gritty of getting the resources you need? Only if you don't see your local community for what it is - a vast reservoir, out of which only a small part of its potential resources have been drawn off and committed.

The resources and people are out there. But to use these uncommitted resources, to attract those people who have not yet scheduled away all their free time, you have got to appeal to them. You've got to be noticed, and once you have their attention, convince them that Scouting is worthy of their time and effort. How to get their attention brings us to the main topic of this section - community relations.

### Community Relations

A public relations man is probably not one of the roles you had in mind when you became a Scouter. Your interest is in working with the Scouts in your troop or patrol, not in being a razzle dazzle Scout promoter. As you become experienced in Scouting, however, you will likely find that community relations are a necessary (albeit secondary) part of your job as a Scouter. Just because Boy Scouts have been held in high regard since B.-P. founded our Movement, there is no guarantee that this will continue. If we expect to be appreciated amid so many other interests in today's world, we must tell the people effectively, and often, the why, where, when and what of Scouting.

Community relations are one area where your sense of responsibility

as a Scouter should go beyond your patrol or troop. Support for our Movement depends in large part on the image that Scouting presents at the local level, and, you guessed it, this means you.

Of course, community relations yield more than just a good image for Scouting as a whole. For your own troop, a general feeling of good will toward Scouting in your local community will almost always mean better:

- recruitment of both boys and adults;
- morale among boys and leaders, including pride in membership;
- financial support;
- access to equipment, facilities, and resource people.

Scouters in communities where Scouting does have a good image discover that not only is community support more easily obtained, it is often offered without being solicited. Finding yourself in that enviable position will make it worth the small amount of extra effort it takes to promote good community relations or planning a major service project. The difference between ignoring or paying attention to community relations is often no more than a telephone call.

Being concerned about good relations with the community is something from which no Scouter is excused. But actually doing the work to promote them could prove to be just one job too many, if you are like most Scouters. The solution is not to let community relations look after themselves. This is when help should be sought from your group or section committee. A person on the committee who is responsible for publicity can be one of your most valuable resource people. By keeping him or her well-posted on



what your Scouts are doing, you will be better able to concentrate your limited time on running a good program.

Good community relations do begin with a good program. Our image as a Movement is affected more by our achievements than by any amount of advertising or promotion. Since this handbook is designed to help you plan and carry out a good program, we need only emphasize the point here, not dwell on it. Just remember to never underestimate word-of-mouth. If you've got a good thing going, it's a sure bet that other boys and parents are going to hear about it.

Community relations can be anything that influences a person's feelings toward Scouting. A story in the newspaper or the impression left behind by your Scouts on tour are but two examples that immediately come to mind. But good community relations could equally mean a Scout who comes away from an activity eager to do it again, or a parent who comments to a friend about what a fine group their son is in.

There are many different "publics" or audiences involved in good community relations - the boys in your troop, boys who are not in Scouting, parents of Scouts, parents of non-Scouts, your neighbourhood, local businesses, potential resource people, other youth and volunteer organizations, the schools and churches, government bodies.

Even taking all these into consideration, you may find that what appeals to one public either has no effect on, or actually "turns off", some other group. For instance, making a show of your smartly-dressed and well-disciplined troop would please many adults, but it may have less impact in getting new boy recruits. In another instance, bringing public attention to a source of pollution near your town would get

you good marks with the local conservation group that is helping your troop as resource people but it might antagonize a company whose land you use for camping. The point here is that you won't be able to please everyone in your community. But if there is one particular public with whom you feel relations could be stronger, then you can tailor your community relations efforts to more directly appeal to that group.

### Visibility and Publicity

Along with a word-of-mouth reputation about the fun and exciting programs you and your Scouts are running, the two keys to good community relations are visibility and publicity. If people hear a lot about what your troop is doing (publicity) and if occasionally they can actually see you in action (visibility), you are going to find recruits and resources a lot more readily available.

Here are some pointers on making your troop visible:

- as you have already been advised in this book, don't limit your meeting nights to the troop hall - get outdoors or into the local community as often as possible.
- whenever and wherever you can, have your boys appear in uniform (ceremonial or activity dress) - during tours, traveling to camp, service projects, fund drives,
- ensure that uniforms are neat and clean.
- while nobody should expect a group of boys to be regimented, seeing that they are well-behaved is part of your job.
- impress on your boys, especial-

ly when they are in uniform, that they carry the good name of Scouting with them, and this includes how they behave on their way to and from meetings.

- keep your eyes open for any local parades or public ceremonies in which your Scouts might participate.

Publicity has less impact on the public than does actually seeing your group in action. But it is through publicity that you can get your message across to vastly larger numbers of people. Whether you emphasize visibility or publicity in your community relations depends on the group to whom you wish to appeal.

If you are trying to get certain people more involved in your program (e.g., getting enough parents to drive), you should make your troop more visible to them (hold a parents' night). But if you are more concerned with the general level of community support, such as for fundraising, then you would emphasize publicity methods. The following ideas and pointers are directed at two common areas of Scouter concern in community relations - boy recruitment and media coverage - and illustrate the different emphasis in addressing a specific group or the general community.

#### Ideas for Recruitment of Boys

- 1) Make sure that your troop's meeting time and place is widely advertised in the neighbourhood. Posters or notices in schools, community centres, churches, libraries, and store windows are easy to do. During September round-up, these can be supplemented through Sunday school, church, public school, or newspaper announcements.

- 2) Probably one of the most successful ideas for recruitment because it allows direct face-to-face contact with the boys, is going right into the schools. With the kind co-operation of the school principal (fairly easy) and your boss (???), you can take a couple of hours off to visit classrooms (usually Grades 6 and 7). Bring several copies of the "Scout Handbook" with you to pass around, and don't talk too much. Just highlight the various activities of the Scout program, and encourage questions. You could even try getting the class involved right at the beginning by asking them what they think Scouting is about. Be sure to leave behind notices - containing all the pertinent details about the troop - for each boy to show his parents.
- 3) One good way to attract parental attention is through a brief presentation to the Parent Teacher Association, accompanied by either a few resource materials (such as the "Scout Handbook") or a full-fledged slide show.
- 4) Set up a Scout table at a school, library, or community centre open house.
- 5) Hold "bring-a-pal" activities as part of your troop program (e.g. hikes, field events, going bowling).
- 6) Make sure that boys in Cubs know about your troop through joint activities, service Scouts, and going-up ceremonies.
- 7) Once the new member has come to a meeting:
  - welcome him personally and in front of the troop

- get him invested quickly
  - when you have the chance to talk to him privately, show an interest in his hobbies and other pastimes, and where possible relate them to the Scout program (e.g., "You might get the Winter Sportsman Badge since you play hockey", or "Your patrol will sure be able to use someone who's cooked over an open fire before."
- 8) Establish the link between troop and home as early as possible. Visit the boy at his home on the excuse of testing him on his Investiture requirements, or with the boy's permission encourage the parents to come to the meeting at which their son is being invested.
  - 9) If your troop closes down over the summer, be sure to hold a "fall round-up" and phone all your Scouts.
  - 10) when boys drop out from the troop, try and find out the reasons from both them and their parents.

#### Ideas for Getting Media Coverage

- 1) Along with the regular community dailies and weeklies, look out for church, service club, or company newsletters to send material to.
- 2) Remember that although they are doing you a service the media will also be grateful to you for providing them with "copy". It never hurts to ask if they are able to use a story you have, and you may be pleasantly surprised at how receptive they are.
- 3) Among the events to emphasize

are: service projects; Scout skill activities and demonstrations; any camp or hike in which you do something a bit out of the ordinary; and awards (to both boys and leaders).

- 4) Study your potential newspaper story objectively. Is it honest to goodness news? If yes, then see the city or news editor. If not, don't despair. Try:
  - sports editor
  - leisure editor, especially for hiking and camping stories
  - local columnist, for humorous or human interest stories and anecdotes.
  - woman's editor, for family events
  - editorial writer, for extra special events such as Scout - Guide Week
  - letter-to-the-editor, for simple statement of facts.
- 5) Get advice from someone who works for your local newspaper or radio station about the best ways of passing on information to them.
- 6) News releases are worth the effort, especially in larger cities. A proper news release will be clearly typed, double-spaced with wide margins, spell out Scout terms (e.g., P.L., T.S.) in full, get all the main facts into the two or three opening lines, and display prominently the name and telephone number of someone who can be contacted for more information.
- 7) Radio wants shorter material

than does a newspaper, but they might want to do an interview.

- 8) Photographs can be tricky. Ask the newspaper first if and how they want them.
- 9) For larger events, give the media plenty of warning in case they want to send a reporter or photographer. If the event charges admission, send them complimentary tickets. And remember that if an event is important enough in their eyes to send a reporter, you at the very least should assign them a guide.
- 10) The more names of participants you can get mentioned, the better. This includes boys, leaders, parents, resource people, group committee members, and your sponsor.
- 11) The media will usually give you some free advance publicity for events. "Spot" announcements for radio should be short - about 30 to 50 words in length.
- 12) Consider getting together with other Scout troops and sections, or with the Girl Guides, and have someone write a regular newspaper column on your activities.

If you reread the above suggestions for boy recruitment, you will see how a few general guidelines emerge for getting specific groups more involved with your troop. Use more than one approach. Make personal contact wherever possible. And don't ignore the follow-up (recruitment without retention is, like the kids say, about as useless as a screen door on a submarine).

The ideas on boy recruitment are typical of the approach you might

take whenever there is one specific group whom you are trying to get more involved (in this case, the group were boys not in Scouts). In an earlier chapter we discussed ways of getting parents more involved. If it is resource people you need, you should approach them personally, either directly or after getting their names through an organization. If it is more leaders you are after, the sources and appropriate "sell" to use are too varied to be listed here. (See the Scout pamphlet "Seven Keys to Recruiting Volunteers"). But whatever your approach in getting new leaders, ease them in gently. Try to make their first contact with the troop coincide with some special activity such as a hike or service project.

#### Scout - Guide Week

In your broader appeals to the community in general, regular and ongoing publicity is your goal. But it is a good idea to occasionally have a focus or "peak" for your publicity efforts. This is where you go beyond just publicizing your regular program activities. You would instead actually plan and carry out one or more events designed specifically to tell the people about your troop and about the Scout Movement.



By far the most common focus for this kind of special publicity in Scouting is the annual Scout - Guide Week, held during the week in which B.-P.'s birthday (February 22nd) falls. Over the years, Scout groups have come up with a staggering array of original and attention-getting

ideas for Scout - Guide Week. Here is a sampling of some more recently-used ideas, ranging from the simple to the logistical nightmare:

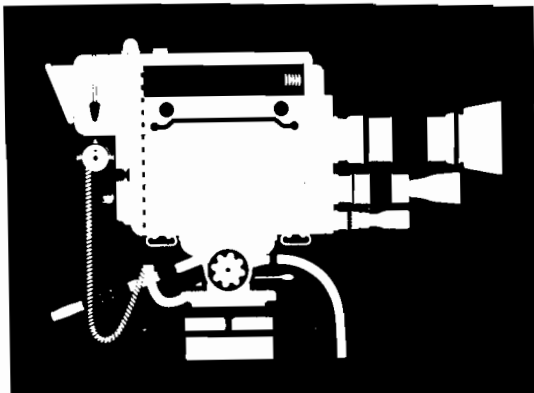
- 1) Displays and presentations can be set up in many places:
  - enclosed shopping malls
  - store windows
  - libraries
  - theatre lobbies
  - city hall
- 2) Displays and presentations can take many forms:
  - simple posters
  - a table with Scout materials, preferably manned by uniformed Scouts
  - "here's what we do in Scouts" collection of various troop badge projects done over the year (illustrated logbooks; weather equipment; packboards; survival kits; etc.)
  - a repeating slide show of troop activities
  - skill demonstrations, such as axemanship, first aid, rope bridges, flagpole or tower erection, survival cooking.
  - model camp set-ups
  - play depicting part of B.-P.'s life, such as re-enactment of the scene where he encountered the left handshake
  - combination of any of these.
- 3) Serve pancakes to shoppers on Scout Saturday.
- 4) Ask for special stories in local newspaper.
- 5) Give public thank-you's to people and organizations who have helped the troop over the year.
- 6) Raise Scout flag at City Hall.
- 7) Scouts provide coffee break for their teachers during school recess
- 8) Hold a winter field day with orienteering runs or ski, snowshoe, and toboggan competitions.
- 9) Organize a public meeting with a speaker on some outdoor, conservation, or youth-related subject. Your troop can provide refreshments during the informal discussion that follows. This could be done as part of a service club's regular monthly meeting.
- 10) Organize a joint Scout - Guide service project
- 11) Hold a group reunion
- 12) Hold a "parent night" troop meeting, with games and refreshments for the parents.
- 13) Wear uniforms to school and (why not?) to work
- 14) Hold a B.-P. church parade and service.
- 15) Hold a B.-P. parent-and-son banquet:
  - usually organized through group committee or Ladies Auxiliary - cost is sometimes partly subsidized from group funds.
  - decorations, centrepieces, and troop displays can all be made by the boys.
  - special guests can include: group chaplain; sponsor representative; local Scout official; someone from local government; representative of the Girl Guides; resource people who have been of special assistance to you.
  - after dinner activities can include: a speaker; special

awards; singsong; troop skit or demonstration; film; demonstration by some invited organization (police dog handlers, fire safety, home conservation). These activities must be carefully chosen to appeal to a wide age range.

Remember that Scout - Guide Week is a combined effort, both within our own organization and between the two youth movements. The various publicity efforts, of your group's different sections and of the different levels in Scouting, should complement one another. The January issue of "The Canadian Leader" magazine usually gives a good overview of what is happening each year, along with some new ideas on how to show the world that Scouting is alive and well.

Scout - Guide Week falls during the long, cold and dark nights of February, when few of us ever venture out from our meeting halls. This is our chance to get out and be seen. If you have a display or presentation, take it to where the public is already present instead of asking them to come out especially to see you.

#### Audio-Visual Aids



The best visual aid that you can have for training or display purposes is of course to have the real

thing - or a scaled down model. If it is a working model or you can take it apart to see how it works - so much the better. But it may not always be possible to have the real thing or a model of it.

Sometimes we prefer not to have the real thing, such as a live casualty - instead, we use simulation techniques as a visual aid in training. Some items cannot really be explained by simply looking at the real thing - it may need diagrams or photographs of different stages of manufacture to explain the process by which it was made. At other times we may just want a simple chart to list a few important points to remember.

The use of sound effects can also add realism to your training or display. Consider the very wide appeal of recordings among our teenage population. Scouts also like to tape their own "thing" if they can get their hands on a portable recorder - and this applies to instructional sessions as well as for entertainment.

The range of audio-visual aids that are readily available to you are probably very considerable, if you ask around. But don't go overboard in trying to seek out the most sophisticated gadgetry. The humble blackboard is still one of the most effective visual aids if used properly - it is simple to use, seldom breaks down, requires little or no preparation, mistakes are easily corrected and it can be adapted to a thousand uses.

"The Canadian Leader" magazine periodically publishes articles on how to make simple audio-visual aids and display boards. They can be very useful as patrol or troop projects in helping you "tell the people" about your Scouting program.

You should not attempt to make your visual aids or displays too

elaborate or they will tend to become permanent fixtures. All too often there will be a tendency to alter a program to fit an elaborate display rather than have the display to fit your purposes. The best way to overcome this is to dismantle your displays after use, salvaging whatever materials you can for the next time. If you remember that your purpose is to provide opportunities for Scouts to develop and practise their skills, dismantling a good visual aid or a display after use is a lot less painful.

### Newsletters/Magazines

Producing a troop or group newsletter, newspaper or magazine is work -- hard work. It is not a job to be taken lightly. Too often what starts out as a labour of love for the editor becomes a chore. Conversely, it can become so much fun for the editor that he loses sight of the reason for the publication.

If producing a newsletter or a small newspaper is such hard work -- is it worthwhile? The answer must be an emphatic "yes".

A section or group publication can be a good alternative means of communicating with parents - a continuation of perhaps the initial contact which was made (face-to-face) when the boy joined or was invested. Through such a publication, a Scouter can keep parents informed of activities and future projects; he can solicit their help in instruction and transportation.

Parents or guardians can be kept informed of their son's activities and his progress. Through such a publication they would be kept informed about what is happening, and this as experience shows can build solid support for the Scouter and the group.

By sending copies of your public-

ation to the sponsoring body, to council personnel and to other people who work with the group, you can keep them informed of your program and future plans. This flow of information not only builds goodwill but also helps to ensure their co-operation and support.

Section or group newsletters, newspapers or magazines can also become a valuable record or log of the section or group activities. In fact kept in binders they can become a permanent archive.

The ideal is to involve Scouts as well as Scouters in this production. Through their involvement it becomes their publication. A paper directed to Scouts should be written in a style that is in keeping with their reading level and their involvement will ensure that it maintains the right level of boy appeal.

Scouts are interested in seeing reports of their activities, their progress, and learning about plans for their program. Parents will be interested primarily in those items which affect their sons. To be interested in your publication, readers must be able to easily understand what is being said and relate it to themselves. Think of your newsletter or magazine in terms of mail that is sent to a person. If it is a letter from someone he knows and conveys news in which he is interested, he reads it right away.

What you put in your newsletter or magazine can vary considerably -- you may include any or all of the following:

- news of the forthcoming events stressing patrol plans as well as troop programs;
- reports on past events liberally interspersed with individual Scout's names;
- future articles;

- editorials: especially those written by Scouts themselves or other resource persons;
- photographs of activities and events,
- cartoons or perhaps even a joke column to which the Scouts contribute;
- personality profiles; and
- how to's.

An editor should resist the temptation to take the easy route of including only material that he produces. On the other hand general appeals for articles are seldom successful. Better results are achieved by asking a specific person for an article on a specific subject. Consider asking a Scout to write an article on his patrol's trip, a report from a Scout who attended a camporee or jamboree, or asking the mayor for a letter to Scouts during Scout - Guide Week.

Most important in getting material from contributors is to set a date for material and followup to ensure that it is received. If you use contributions, give a credit - a byline. This makes it much easier to approach a person again.

The paragraphs which follow give details on the design, layout and production of a simple section or group magazine. These have been extracted from a past issue of "The Canadian Leader" magazine. The ideas expressed can easily be modified to your needs if you wish something simpler such as a troop newspaper or newsletter.

### Design

How will your magazine look when the reader receives it? Will it encourage him to read it? Or will it turn him off so that he sets it

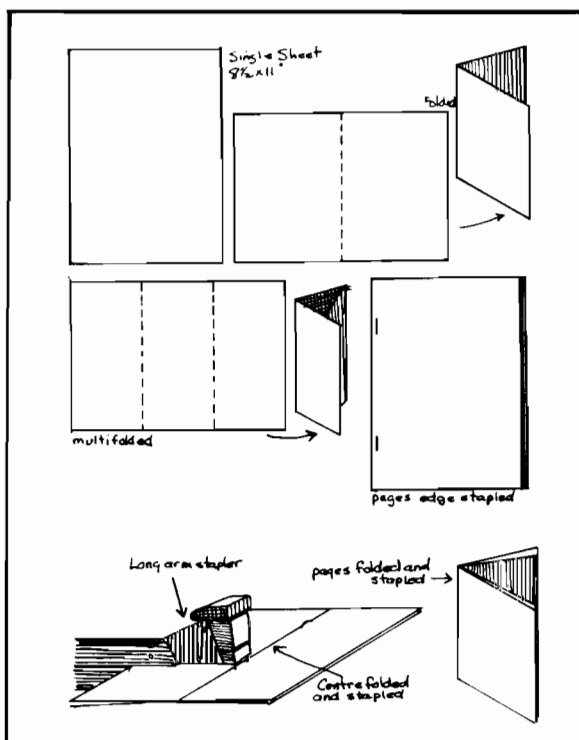
aside?

To a large degree the general appearance of the magazine will be determined by the size of paper you use and the type of printing or reproduction methods available to you. But there are no excuses for poor design or layout.

Magazine Size - Several sizes of magazines can be produced using the more standard size papers - 8-1/2 x 11 or 8-1/2 x 14 -- papers which tend to be used on the basic reproduction machines available to groups and councils.

By different methods of folding and stapling you can create quite a variety of sizes of magazines.

Simple folding can give you a four- or six-page magazine. By stapling three once-folded sheets together you can have a 12-page magazine.



The number of pages you require is often dictated by the material you have for your magazine. Unfolded or single-folded magazines can be



added to by stapling extra sheets. With two folds you are basically limited to one sheet of paper and your content must be tailored to space available.

Cover - Commercial magazines are readily identifiable in a store. This is because their masthead (or name) is printed in the same manner on each issue (See the cover of "The Canadian Leader" magazine.) If you are taking over an existing magazine, it probably has a name and a standard style of producing it.

If you are starting a new magazine then you have the joy and problems of selecting a name and designing your masthead. Consider inviting your readers to give it a name.

If you are gifted in art you might produce the masthead -- if not, draft a Scouter or friend who is. Perhaps a local art school or student would do it as a project.

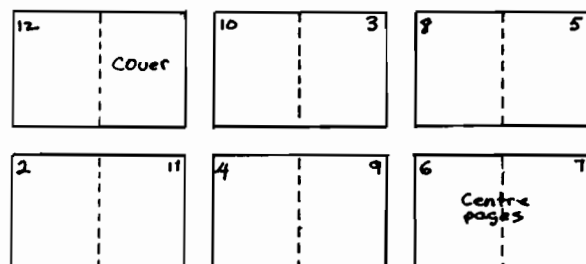
Scouting magazines tend to use the balance of the cover in one of three ways - the feature article, and editorial or a calendar of coming events.

If a magazine is to be mailed, consider leaving at least half of the back clear for address and postage. This leaves you the pages between for the bulk of your material.

### Layout

A good layout is really nothing more than an attractive presentation of your material. Once you have determined the size of the pages, you should establish a grid for your page layouts. This grid is simply a convenient way of visualizing the magazine, two pages at a time, so that you can plan how you will lay out each page. Normally, in the two-column grid shown below, all text, photos and headings will stay

within the inner lines unless you run a wide heading or photo for emphasis.



The Grid. The following shows how the grid can be used to plan the layout for your magazine. For a 12-page magazine (three sheets folded once) the grid layout would be as follows:

Back to Back. As these are to run back-to-back, the sheets A & B, C & D and E & F are the front and back of each three sheets of paper. This shows you how you must type your material for it to assemble properly.

Note that we have used a mix of widths for emphasis or to better put across an item.

Avoid having the page look too cramped or jumbled. Don't be afraid of some white (unused) space.

If articles are too long for the space assigned, then this is the time you use the editor's blue pencil and cut. If the story has been presented properly, this can be relatively easy.

Keep a stock of fillers - short items to place in what might be a gap in a page. These can be quotes or anecdotes. When you use one of these, separate it from the article around it with a line.

### Production

Most groups are limited in the methods of production available to them. There are methods by which

most Scout magazines are produced.

1. Stencil duplicator - most council offices have equipment that uses wax stencils. These machines will also accept electronic stencils which can give a good combination of text and illustrations. Depending on the type of stencil used, it is possible to get up to 1,000 clear copies from a stencil.
2. Spirit duplicator - will produce copy with ease (including colour). Usually the number of good prints is limited to 100 or less.

Two other methods may be feasible. The first is a wall magazine. Using a roll of paper, sometimes called banquet paper, a group might prepare the magazine by pasting on art, stories and photos. It resembles a well-filled bulletin board but can be put up in places where a board is not available.

The second method is to use a photocopier. This method becomes expensive if more than a few copies are needed.

In practice the stencil duplica-

tor and spirit duplicator are the most available printing methods for groups and councils.

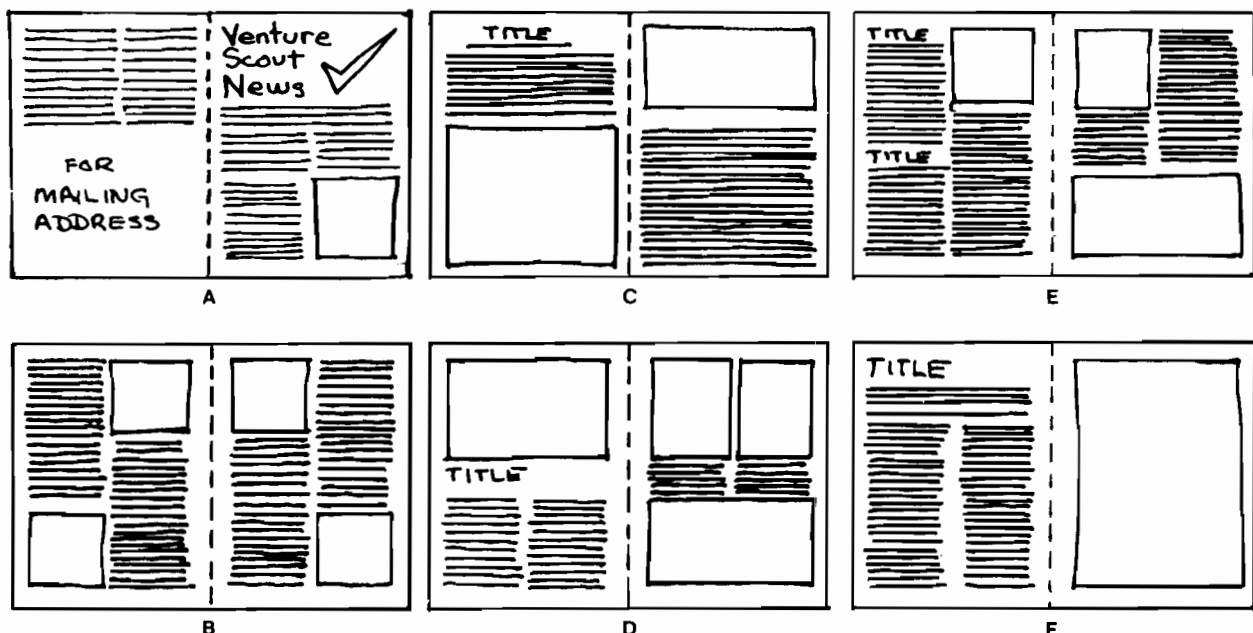
### Costs

Whichever method you use, costs are an important factor. Everything, including stencils, ink, paper, staples, and postage, should be calculated, based on the number of issues and the number of copies per issue.

Before committing yourself to any printing method, check the availability of equipment and the relative costs of each method available.

### Good Writing

1. Know what you want to say - don't just fill space.
2. Solve the first paragraph - the rest will follow.
3. Edit it - keep it short and to the point.
4. Avoid cliches - these may be fine in speech - in writing they "stand out like a sore thumb."



5. Use good grammar - it doesn't hurt and makes easier reading.
6. Avoid initials - C.M., D.C. - Common Market? Direct current? Not all people know our titles.

#### Copyright

As an editor, you may wish to reprint material. Unless you know the source and have permission - a good rule is don't do it. An exception is "The Canadian Leader" and Canadian Scouting books. Only occasional articles in "The Canadian Leader"

should not be used. These are usually identified by a reference to a source. The permission granted to "The Canadian Leader" for its use does not extend beyond the magazine. Editors ignore copyright laws at their own risk.

#### Good Taste

A Scouting magazine is not an underground paper. We do little to develop a flow of information if we offend people. The most obvious offender is the joke column. If in doubt, a good rule is, don't print it.

## CHAPTER TWENTY-EIGHT

### WORLD SCOUTING

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

Scouting, at the world level, is centred in Geneva, Switzerland. The World Bureau, is the home and secretariat of the World Scout Conference; it is from here, that direction for Scouting throughout the world, comes. Every two years there is a World Conference where international policy, plans and events are discussed.

The World Conference has an emblem and flag and you may use these during ceremonies and special events. The emblem and flag are good signs to others that Scouting is truly a worldwide organization. The World Scout Badge or Emblem may be worn on the right shirt pocket and is available from your local Scout supplier.

Canadian Scouting is linked with the World Scout Organization through many different and varied types of programs. You may wish to get your boys involved in some of the programs in order to emphasize the true meaning of "Brotherhood". Enquire at your Scout office for details of Canadian international Scout projects.

#### World Jamboree

What an experience. Scouters should let their boys know when jamborees like this are being conducted. The troop may wish to send a

representative to such an event. Your Scouts can become involved with fund raising and special events to help send one of their troop on a World Jamboree. Information is usually available through "The Canadian Leader" or your local Scout office.

#### World Conservation Badge

This program encourages boys throughout the world to take an active role in the wise use of natural resources. As a Scouter you should be familiar with this program and possibly use it as a theme for part of your troop program. The specifics of this badge are found in "The Canadian Scout Handbook".

#### World Brotherhood Fund

The Canadian Scout Brotherhood Fund was created in 1950 by the Boy Scouts of Canada for two main purposes. The first, to assist Scouting in other countries where a need is demonstrated - whether or not disaster is involved. The second purpose is to assist Scout groups in Canada that have suffered loss of equipment or other material through disaster. Your troop may wish to become involved with international Scouting by supporting the fund. Special fund raising ideas for this are:

- Scout/Guide Week church parades, with special collection boxes
- Talent show, hobby shows and Scout craft nights donating part of the process to the fund.

## CHAPTER TWENTY-NINE

### EVALUATING YOUR SCOUT PROGRAM

Material for this chapter is based on a discussion guide for Scouters entitled "Focus on Boys" published by the Quebec Provincial Council. What follows represents a set of criteria for use in assessing whether the patrol and troop activities are meeting member expectations and achieving Scouting's purpose. These criteria can serve as "Talking Points" in discussions with other Scouters.

A "Good" troop is one which is considered to be functioning properly. Thus requiring less help from the service team.

It should be remembered that the nature of Scouting's programs encourage flexibility and this will mean differences from patrol to patrol. The individuals in patrols differ and what is seen as "Good" for one patrol may be seen quite differently for another. Therefore in applying a set of criteria, a good deal of common sense and discretion needs to be exercised, except in case of safety, where we must be specific.

The purpose of this evaluation guide is not just answering the questions but to explore the various aspects of your patrol and troop programs. There is no set time of the year to do this although its greatest usefulness is where it is used periodically on a continuing basis throughout the year. It serves its best purpose if all Scouters of the troop participate in these periodic program evaluation discussions. You may even wish to discuss certain aspects of this evaluation with your Court of Honour.

## LEADERSHIP

1. Are there sufficient leaders who attend regularly? Yes ☐ No ☐
2. a) Are all leaders aware of the adult training opportunities? Yes ☐ No ☐
- b) Does each leader have a personal training objective? (i.e. Part I; Part II;) Yes ☐ No ☐
3. Do the adults work together as a team? Yes ☐ No ☐
4. Are all adults willing to try new ideas? Yes ☐ No ☐
5. It is suggested there is a need for regular meetings of the following groups of people for the purpose for program planning, discipline and general routine matters. Does your troop?
- a) Court of Honour (minimum - every two weeks) Yes ☐ No ☐
- b) Adult Team (weekly) Yes ☐ No ☐
6. Have you met with your - In the last four weeks to review their duties and responsibilities?
- a) Patrol Leaders Yes ☐ No ☐
- b) Ass't. Patrol Leaders Yes ☐ No ☐
7. Are the boys having a variety of leadership opportunities through the activities provided? Yes ☐ No ☐
- If Yes, are these experiences provided not only through the troop but also through:
- a) Patrol activities Yes ☐ No ☐
- b) Small group activities Yes ☐ No ☐
- c) Special interest group activities Yes ☐ No ☐
- d) Project groups. Yes ☐ No ☐

## PROGRAMMING

1. To "Love and Serve God" is one of the basic principles of Boy Scouts of Canada. Do you feel your section has achieved some progress in recognizing and meeting your boys' spiritual needs? Yes ☐ No ☐
2. Do your programs and activities make provision for: -
- a) Physical development Yes ☐ No ☐
- b) Emotional development Yes ☐ No ☐
- c) Mental development Yes ☐ No ☐
- d) Social development Yes ☐ No ☐
3. Does the section have a long term program plan (12 months)? Yes ☐ No ☐
4. Does the section have a short range program plan as part of the long range plan (the next one or two months)? Yes ☐ No ☐
5. Does the section have an immediate program plan which fits as a part of the short range and long term plan (next week's meeting)? Yes ☐ No ☐
6. Do all of the individual members participate in the activities planned? Yes ☐ No ☐
7. If the boys are not in the mood for the program you have planned, do you change the program to suit the situation? Yes ☐ No ☐
8. Is there evidence of buoyancy and spirit, and esprit des corps? Yes ☐ No ☐

9. Are the boys having fun - do they come back for more? Yes ☐ No ☐
10. When a boy stops attending meetings, do you find out why? Yes ☐ No ☐
11. At meetings attendance averages ...
- |            |                      |
|------------|----------------------|
| 95 to 100% | <input type="text"/> |
| 85 to 94%  | <input type="text"/> |
| 75 to 84%  | <input type="text"/> |
| below 75%  | <input type="text"/> |
12. The percentage of boys who were members last year and re-registered this year is: 0 to 25%, 26 to 50%, 51 to 75%, 76 to 100%
13. Is the regularity of weekly meetings interrupted? Yes ☐ No ☐
14. How many meetings have been cancelled this year?
15. Could these cancellations be avoided? Yes ☐ No ☐
16. What types of special event meetings have been planned and conducted (Christmas party, dance, splash party, etc)?
17. Is there pre-occupation with fund-raising events over program activities? Yes ☐ No ☐
18. Ceremonies are a regular part of the program.
- Do you use .....Meeting opening
- Investiture
- Badge presentation
- Going up
- Recognition of boy leader
- Other



### UNIFORM

1. Are all members and leaders in complete uniform? Yes ☐ No ☐
2. Is the uniform worn correctly? Yes ☐ No ☐
3. What is done to encourage the wearing of the uniform? \_\_\_\_\_
4. Is assistance provided for the boy who cannot afford a uniform? Yes ☐ No ☐

### OUTDOOR PROGRAMMING

1. How frequently do patrol meetings take place? \_\_\_\_\_
2. What outdoor activities are conducted during the spring, fall and winter months? \_\_\_\_\_
3. Are outdoor activities (not camping) conducted during the months of June, July and August? Yes ☐ No ☐
4. Are parents involved in the special outdoor activities? Yes ☐ No ☐
5. a) How many hikes patrol \_\_\_\_\_ ; troop \_\_\_\_\_ have been held during the past year?
- b) It is suggested each troop conduct a minimum of ten days of outdoor activities during the year including at least two during the summer vacation time - would you measure up to this? Yes ☐ No ☐

### CAMPING

- |                                                    |               |              |
|----------------------------------------------------|---------------|--------------|
| 1. a) How frequently has there been weekend camps? | <u>Patrol</u> | <u>Troop</u> |
| Monthly                                            | _____         | _____        |
| Bi-monthly                                         | _____         | _____        |
| Once a year                                        | _____         | _____        |
| Never                                              | _____         | _____        |

b) Is an opportunity provided for Scouts to attend ... a) Summer camp

Yes \_\_\_\_ No \_\_\_\_

b) Jamborees & other special camps

Yes \_\_\_\_ No \_\_\_\_

c) Does the troop or individual patrols hold special camp experiences (e.g., canoe trip, climbing, bicycle trips, winter camp, survival, etc)

Yes \_\_\_\_ No \_\_\_\_

## 2. GENERAL

A well conducted camp means good planning. Do you consider the following:

Reservations required at camp ground, district camps, etc.

Finances involved, personal and group Program

Training boys, leaders

Publicity, forms, parental consent

Rules and regulations, health, safety.

Check condition of equipment.

## BADGES AND ACHIEVEMENT

1. Are up-to-date records maintained showing individual achievement?

Yes \_\_\_\_ No \_\_\_\_

## 2. TROOP

Have at least 75% of the patrol members been awarded an Achievement Award in the past 12 months?

Yes \_\_\_\_ No \_\_\_\_

## RELATIONSHIPS

### 1. PARENTAL INVOLVEMENT

- a) Are parents kept informed of patrol and troop activities? Yes \_\_\_ No \_\_\_
- b) How many events or activities in the last year involved parents? \_\_\_\_\_
- c) Are parents encouraged to visit meetings and is the program explained to them? Yes \_\_\_ No \_\_\_
- d) Parents are resources. Are their skills and knowledge known and used? Yes \_\_\_ No \_\_\_
- e) What use is made of parents in operating the badge program? \_\_\_\_\_

### 2. COMMUNITY RELATIONS

- a) The daily Good Turn is still a cornerstone in our programs. Do you encourage this? Yes \_\_\_ No \_\_\_
- b) Are community service projects part of your troop's program? Yes \_\_\_ No \_\_\_
- c) Is service and the good turn a regular \_\_\_\_\_ occasional \_\_\_\_\_ no part \_\_\_\_\_ of your troop's program?
- d) Two service projects annually may be considered a standard to the sponsor or community. How do we measure up? \_\_\_\_\_

### 3. INTERNAL RELATIONS

#### A) GROUP COMMITTEE (G.C.)

- a) Do I attend G.C. meetings regularly? Yes ☐ No ☐
- b) Are activities reported to G.C.? Yes ☐ No ☐
- c) Are troop and/or patrol needs known to G.C.? Yes ☐ No ☐
- d) Does the troop actively participate in group fund-raising events? Yes ☐ No ☐
- e) Is there a waiting list? Yes ☐ No ☐

If Yes, what is being done to accommodate these boys?

\_\_\_\_\_

#### B) INTER-SECTION

- a) Is there good relationship between sections within the group? Yes ☐ No ☐
- b) Do leaders visit other sections within the group? Yes ☐ No ☐
- c) What activities are held with other program sections within your group? \_\_\_\_\_
- d) Are transfers within the group handled effectively? (i.e., going-up ceremonies, pack to troop, troop to company) Yes ☐ No ☐
- e) Where no company is a part of the group, are ceremonies conducted with other companies? Yes ☐ No ☐
- f) What do you do to encourage boys to move from one section to the next? (i.e. Cubs to Scouts, Scouts to Venturers)? \_\_\_\_\_

C) DISTRICT

a) Does the section regularly participate in district boy events?

Yes \_\_\_ No \_\_\_

b) Do you make use of District Commissioner's staff or service team when they visit or when needed?

Yes \_\_\_ No \_\_\_

ADMINISTRATION

1. FINANCE

a) Is a budget prepared on an annual basis in consultation with group committee?

Yes \_\_\_ No \_\_\_

b) Are detailed records maintained of all financial transactions?

Yes \_\_\_ No \_\_\_

c) Is an annual report prepared and audited for the group committee?

Yes \_\_\_ No \_\_\_

2. COMMUNICATIONS

a) Are all adult members registered and receiving "The Canadian Leader", and any other appropriate bulletins?

Yes \_\_\_ No \_\_\_

b) Is there an up-to date list kept of boy and adult members?

Yes \_\_\_ No \_\_\_

3. INVENTORY AND EQUIPMENT

a) Is there an accurate equipment inventory and is it kept up-to-date?

Yes \_\_\_ No \_\_\_

b) Is equipment readily available and properly maintained?

Yes \_\_\_ No \_\_\_

4. REGISTRATION

a) Is annual registration completed as required?

Yes \_\_\_ No \_\_\_

b) Are additional registrations and transfers  
completed as they occur (the same week)?

Yes \_\_\_\_ No \_\_\_\_

5. MEMBERSHIP

a) How many Cubs are age 11?

\_\_\_\_\_

Are they going on to Scouts?

Yes \_\_\_\_ No \_\_\_\_

b) How many Scouts are age 13?

\_\_\_\_\_

Are they going on to Venturers?

Yes \_\_\_\_ No \_\_\_\_

c) Is there a company for them to go to?

Yes \_\_\_\_ No \_\_\_\_

d) Are you satisfied with the number of boys in  
your section?

Yes \_\_\_\_ No \_\_\_\_

If NO, how might this be improved?

\_\_\_\_\_

SAMPLE

BIBLIOGRAPHY  
SCOUTER REFERENCE MATERIAL

BOOKS-SCOUTERS

PROGRAM

A Guide for New Scout Leaders - Contains detailed information on what Scouting is and does for new leaders. Explains the organization, how patrols and troops are formed, how to plan and operate programs, games, the badge system and how it works, ceremonies and other activities.

Be Expert with Map & Compass - A complete book on the fun and sport of orienteering.

By-Laws, Policies & Procedures - The official policy manual for Canadian Scouting.

Canadian Scout Handbook - The complete guide to the fun and adventure of Scouting.

Fieldbook - 565 pages describe in detail how to live in the outdoors; by Boy Scouts of America. Well illustrated.

Fun with Knots - A how-to book of the essential Scouting knots.

Leadership in the Patrol - Written for Scouters that want to help Scouts develop leadership skills. Covered in two sections-Leadership and Training Activities.

Preparing Troop/Patrol Program - Written for Scouters that want to help Scouts develop leadership skills. Covered in two sections-Leadership and Training Activities.

Preparing Troop/Patrol Program - Details a year of fun and achievement and provides information on programming for the patrol, Court of Honour and troop.

Pioneering in Town & Country - Detailed information on specific pioneering projects.

Sea Scout Leaders' Handbook - Written especially for the Sea Scout Leader. This book provides full information on the Operation of a Nautical Troop.

Scout Pioneering - A complete and comprehensive book on all aspects of the subject.

Scout's Book of Action Ideas - Things to do; patrol/troop meetings, obstacle courses, fires, cooking, menus, lightweight equipment, community resources, and much more.

Scouts on the Water - A handbook on water activities for leaders.

Scouting for Boys with Handicap - A must for leaders who have handicapped boys in their section.

Water Activities Handbook - Packed full of ideas, games and activities for in and on the water fun. Chapters on water safety, canoe trips plus an extensive bibliography.

Your Way with Map & Compass - Student's Edition - A detailed explanation for the beginner; includes practise map and exercise sheet.

Your Way with Map & Compass - Teacher's Edition - Will help the Scouter prepare his boys for the outdoors. Includes practise map and ten plastic exercise sheets.

#### RECORDKEEPING ITEMS

Loose Leaf Record Sheets

Patrol Record Book

Scout Achievement Chart

Scout Personal Record Book

Troop Annual Record Book

#### SONGS/GAMES

Fire & Folk Songbook - A collection of songs and music for use at campfires and Scout concerts from the Scouts of the United Kingdom.

Games Galore - Canadian Scouting's exciting book of over 275 fun tested games.

The Campfire Songbook - Full of songs, openings and closings.

#### HISTORICAL

Aids to Scoutmastership - A guideline for Scouters by the Founder.

B.-P.'s Life in Pictures - A colourful comic book style history of the Founder.

B.-P. Outlook - Selections from the Founder's writings. An excellent reference book.

Scouting for Boys - The original edition of the book by Baden-Powell, that started Scouting.

The Man Who Lived Twice - A factual biography of the Founder's two brilliant careers.

#### DEVOTIONAL

Let's Celebrate - Worship services, prayers, hymns, Religion-in-Life program, church parades.



## CAMPING

Back Packing - (revised edition) by R.C. Rathwell. For people traveling light and off the beaten path. Includes chapters on equipment, clothing, food and how to prepare it, safety techniques, and trip planning. An excellent guide to the subject.

The Camping Book - Camping information for all program sections. A must when planning your troop camp.

Winter Camping - An in-depth book on the do's and don'ts of winter camping.

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