

the scout leader

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- Adventure '62
- Cub Instructors – Have They a Future?

Vol. 40, No. 7
March, 1963



the scout leader

THE IDEA MAGAZINE FOR

ALL SCOUTERS AND ADULT LEADERS OF THE MOVEMENT

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HIS EXCELLENCY MAJOR-GENERAL
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PERSPECTIVE

IT IS ESSENTIAL THAT THE VALUES WE ADOPT AND HOLD should allow for expansion. What matters in the history of the human race is essentially a progress to high values. It is by this standard that we judge our forefathers and, when the time comes, that our age shall be judged.

We need, then, to keep asking questions about our values until we arrive at rock bottom. Building a set of values demands that we go behind the slogans and the easy phrases of quack reformers and look at ourselves as we are and not as we wish we were. Learning the truth will not destroy or impair values that are worth investigating.

If the task of developing our sense of values appears to be at times tiresome or irksome, we may remind ourselves that we are in quest of something momentous, something beside which all other quests seem small, but something which, when found, will make all other quests significant.

—The Royal Bank of Canada Monthly Letter

A FULL REPORT OF ADVENTURE 62 (described on pages 12 and 13 of this issue) containing menus, equipment lists, programme, and post-project evaluation is available to Scout councils that would like some help in planning similar activities. Contact the author at the Greater Victoria Region office, Boy Scouts of Canada, 1034 Johnson Street, Victoria, British Columbia.

TWENTY-FIVE YEARS AGO: Sir Edward Beatty was re-elected President of the Canadian General Council of the Boy Scouts of Canada at the annual meeting held in Toronto.—Canadian Rover Crews were invited to participate in the "Ceremony of Remembrance" of St. George's Day.—3rd Port Hope Boy Scout Group reconstructed a partially-burned house and made it their headquarters.—2nd Camrose, Alta. Scout Troop went on a ski hike despite 20-below zero weather.

—from *The Scout Leader*, March 1938



OUR COVER PICTURE:

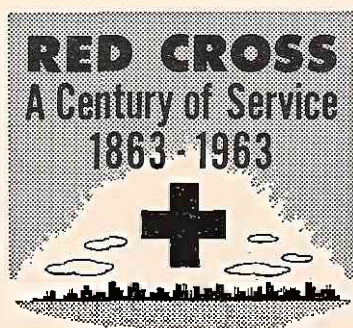
OPERATION BIRDHOUSE was sponsored by the Calgary Fish and Game Association. These two entries were judged the best and the contestants were given first choice of trees to hang the houses on in the Inglewood Bird Sanctuary.
(Photo: D. Bodington)



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The RED CROSS STORY



March is Red Cross month in Canada. This year marks the hundredth anniversary of the founding of the Red Cross in Geneva, Switzerland.

It all started back in 1859 when Henri Dunant, a Swiss banker, witnessed a furious battle between the Franco-Sardinian forces and the Austrians at Solferino, Italy. So dismayed was Dunant at the lack of medical facilities for the treatment of the casualties that he organized a small group of Lombardian peasants to comfort the wounded until they could be given medical aid or until death mercifully took them from their misery.

Henri Dunant recorded the events of the Battle of Solferino in *A Memory of Solferino* which he published at his own expense and circulated to the heads of state of all European countries. The influence of this book led to the formation of the International Committee of the Red Cross in 1863.

Less than a year later, 14 states were signatories to the first Geneva convention "for the amelioration of the conditions of the wounded in armies in the field".

In 1864, several national Red Cross societies were formed in Europe and by the turn of the century were undertaking humanitarian tasks in time of peace.

In Canada, the first Red Cross flag was flown during the time of the Riel Rebellion by Colonel G. S. Ryerson, an army surgeon, who later formed a branch of the British Red Cross Society in Canada. The Canadian Red Cross Society was established by an act of the Canadian Parliament in 1909.

The supreme governing body of the Red Cross is The International Red Cross Conference which meets every four years. It comprises representatives of all national societies, the International Committee of the Red Cross, the League of Red Cross Societies and official delegates of states signatory to the Geneva convention.

The International Committee of the Red Cross is an autonomous and neutral body of 25 Swiss citizens whose services are strictly voluntary. The complete neutrality of this body enables it to be an intermediary between nations in conflict. During World War II, this organization promoted the health and welfare of millions of prisoners-of-war and kept open channels of communication to them.

The League of Red Cross Societies—a federation of 88 national Red Cross, Red Crescent, Red Lion and Sun societies—was originally created to promote Red Cross activities in peacetime. It represents over 157 million people around the world, and through it nations help to build together an every-growing world-wide community of men, women and young people, inspired by the high humanitarian ideals of the Red Cross—the establishment of closer ties, true understanding and a spirit of brotherly service among all nations.

The Red Cross idea originated with one man and has now grown in one hundred years to unite millions of people of varied characters and beliefs. This, in itself, must be an idea worthy of influencing the destiny of man on this earth. ★

Education Is a "MUST"

Recently, I heard a speaker remark that human knowledge was doubling every fifteen years and that ninety per cent of all the scientists who had ever lived were still alive today.

While it may not be possible to prove the exact truth of these statements, they do point up dramatically that we are living in an age of rapid and intensive scientific advancement. This leads us inevitably to the realization that more and more education and training is a "must" for our young people, if they are to meet the challenges which these advances impose upon them. There must also be recognition of the importance of the need for the fullest intellectual development of every member of our society. It is becoming more difficult for the poorly-educated and the untrained to find steady employment. A recent survey showed that over 70 per cent of those unemployed had no schooling beyond the eighth grade and there is every indication that as time goes on this proportion will increase.

This means that leaders in our Movement have a serious responsibility to encourage young people with whom we are associated to develop themselves to their fullest potential. We should be conscious that many young people fail to complete their education—not because of lack of ability, but because of lack of wise counselling and encouragement from an understanding adult. We, as leaders, can help them to resist the pressures to quit school and earn a living—a path which may seem easier and more attractive.

The Scout programme is a valuable aid to a boy in his preparation for life. It is valuable—but we must sometimes remind ourselves that it is an *aid*—in other words, it is complementary to the school, and not a substitute for the school. The core of a boy's preparation for life is formal education, for which there is no substitute.

Let us encourage the boys in our Movement to meet the challenges of the times—the most important of which, I suggest, is to develop themselves to their fullest mental capacity. The educational opportunities are there. Let us make sure that we do our part in encouraging their maximum use. ★

Leslie Murray

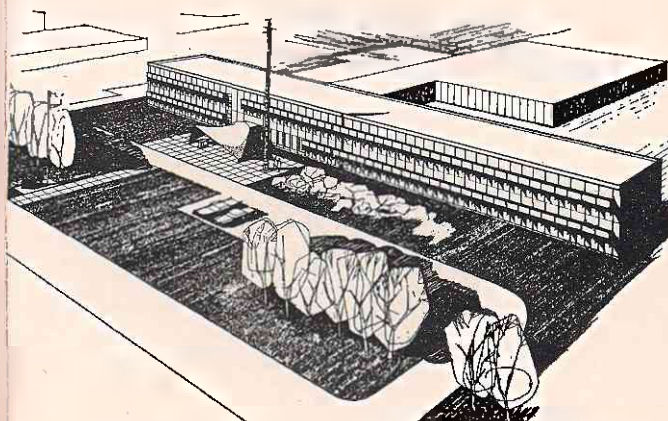
Chief Executive Commissioner

N. H. Q. BUILDING FUND

We acknowledge with grateful thanks, the following contributions to the National Headquarters Building Fund, received from within the Boy Scouts of Canada.

All personal contributions to the National Headquarters Building Fund are deductible for income tax purposes and official receipts will be forwarded immediately upon receipt of your contribution.

Forward	\$17,016.24
3rd Parry Sound Cub and Scout Mothers' Association, Ont.	25.00
3rd Brockville Ladies Auxiliary, Ont.	5.15
Raglan Ladies Auxiliary, Ont.	5.00
12th Kitchener Scout Troop, Ont.	10.00
4th Georgetown Wolf Cub Pack, Ont.	4.00
Pack Scouters' Basic Training Course, Niagara Falls (Mrs. T. C. Brister, Port Colborne) Ont.	3.20
Mr. Max Fugman, Vancouver, B.C.	40.00
6th St. George's Cub Pack, St. Catharines, Ont.	11.00
4th Scarborough West "A" and "B" Cub Packs, Ont.	12.75
1st Burnaby Lake Scout Troop (Mr. R. Osborne, South Burnaby, B.C.)	7.52
77th Toronto Troop Ladies Auxiliary, Ont.	10.00
8th Moncton Scout Troop, Central United Church, Moncton, N.B.	20.00
	<u>\$17,169.86</u>



If you or your group wishes to make a contribution, you may do so simply by addressing your contribution to the National Headquarters Building Fund Campaign, P.O. Box 3520, Station "C", Ottawa 3, Ontario. ★



YOUTH IN THE JET-AGE

Reprinted with permission from
The Community Courier

Four hundred young people, representing teen-clubs from Marathon to Winnipeg, spent three days discussing their future, "youth in the jet-age". They were the delegates to the ninth Northwestern Ontario Youth Conference.

The teen-agers were frankly challenged to prepare themselves for life in the jet-age by the two "keynote" speakers who addressed them, Mr. Harry Parsons, planning director of the Lakehead Planning Board, and Dr. Michael Grapko, psychologist of the University of Toronto. Extracts from the remarks of both speakers are given below. The group reports of the delegates commented on the speakers' more controversial points of view and raised additional questions, to which the speakers replied. Some of these exchanges are also quoted.

MR. PARSONS

Come with me into [the future], into the twilight zone . . . where anyone's opinion is as good as anyone else's.

The fortunate few among today's teenagers will be working for the rest of their lives. . . Any of your parents in the woods industry . . . ask them what was the effect of the power chain-saws as opposed to the Swede-saws. Then imagine what happens [to employment] when those power-saws are part of a machine that finds the tree, cuts it down, treats it, sends it into a pipe-line and does not need anyone at all in north-western Ontario to operate it. . .

You are going to be the first generation of permanent aristocrats. At the moment, your status and prestige are based on work and the things work produces. You must find something else . . . statistically, the present generation of teen-agers is no worse than their parents, and no worse than their grandparents . . . this is a great pity . . . you *should* be worse—or better—at least different. . .

The world is in a sick state and Canada is an area with very few people in the middle of it . . . the majority of the people in India go to bed at night permanently hungry, and so do most of the people in China and South America . . . some of them are . . . [learning] . . . to read and they are looking at Canada, Australia, South Africa, England, Europe and America with very hungry eyes. The billions of the world's population consist, in

the majority, of hungry men . . . they look at you fat, creamy, sluggish Canadians and they say this is wrong. . .

You are in the middle of a technological revolution that makes the industrial revolution, or the agricultural revolution, look like peanuts. What worries me is the sleepy look on the faces of the people today . . . out of the hundred thousand people [in the Lakehead area], there are at the most, two hundred who care. The rest . . . well, you [can] consider them as so many barrels of sawdust. . . All they need to stay alive is a mouth into which goes pre-packaged, pre-cooked food, and two eyes to watch pre-packaged, pre-cooked, so-called entertainment . . . It is likely that in twenty years only two of you [here] will be interested in politics, or in the way your cities are run. Perhaps I should try to find those and talk to them directly. . .

We have a tired bunch . . . of characters who never really knew the way, so we can't say they have lost the way. A people with not much in the way of an ethic, not much in the way of culture—and not much in the way of a chance of getting any of these things. You just sit there; you go to dances occasionally, in the long pursuit of females or males. . . After that you go to work—by accident; you get educated—by accident; you don't use the tools [of the mind]. Ignore your bodies. The dinosaur had a bigger body than any male here; it had sharper teeth than any female here; and the dinosaur is dead. What we need is to develop the tools of our minds. . .

You are optimistic that . . . without doing very much yourselves, your situation will improve . . . by your very optimism you show your complete . . . ignorance of the history of man. [Remember those] Ionian philosophers of the 6th century B.C. . . these men in their cosmic understanding approached our own. They were doing tremendous things in science, mathematics, human research. . . Then, for some reason, [progress] stopped and we went into seventeen hundred years of dark ages before Copernicus and Newton. . .

I accuse the teen-ager of the western world, as I accuse his parents and his grandparents, . . . of being . . . blindly unconscious of the world in which he lives. . . You are "organization" men—a creamed-out, fattened up product. . .

(Continued on page 6)

YOUTH IN THE JET-AGE

(Continued from page 5)

Do you feel like facing the problems of your condition? For every person out of work who has grade 13 or more, two are out of work who have only grade 10, and six are out of work who have only grade 8. . . . What are you doing about getting training? It seems to me you are losing out to your competitors. . . . [In contrast to Canadians] the Japanese spend two per cent of their gross national product on development and industrial research. . . . You can't solve these problems on the football field . . . or while you are dancing around with some character in the evening.

Let me leave you with a quotation . . . 2500 years old, "The strong will take what they can, the weak will give what they must".

The fortunate few among today's teenagers will be working for the rest of their lives. . . . You are going to be the first generation of permanent aristocrats.

GROUP COMMENTS

The discussion group reports responded to Mr. Parsons' challenges with comments like these:

You are rather extreme in your comments about the future. We don't agree on the degree of unemployment that faces us. Economic expansion will create new jobs. We agree that a much higher level of education must be obtained, but we want more options. We don't think that we should [have to] cease school because we can't pass French or history examinations. Much more technical education should be available to fit us for complicated technical jobs. . . . Mr. Parsons mentioned that our problems could not be solved on the football field, but we believe that physical fitness keeps the mind alert. . . . In school we are taught many unnecessary things and we should be taught economics and politics. Not enough vocational guidance is given. . . . We disagree with the statement that teen-agers are irresponsible.

One group asked if it were not true that married women should stay home and release more jobs for men. Mr. Parsons remarked that the "suffragettes", in their fight for equal rights, used to chain themselves to railings in public places. "I think it might be a good thing if . . . a few of the female delegates would chain themselves to the pepsi-bar as a protest against your question."

In response to a group report that emphasized the need to "treat members of other races as brothers" and the "need of a moral or political change", Mr. Parsons said what the under-developed countries need is "technical, skilled, [but] dull and monotonous administrative work." He felt many of the North Americans and Europeans who go to these countries turn out to be ill-prepared, "hopelessly equipped for the job" that needs to be done.

Mr. Parsons complained to his audience that their questions were "dull and quiet". "You are so old-fashioned in your approach to things. . . . The leaders of tomorrow, like the leaders of today, are those who do not wait to be chosen, but choose themselves.

DR. GRAPKO

Are we psychologically ready for the next twenty years? Along with jet-age and travel into space, man has created machines to do his work and to do his thinking as well . . . at best, most of us use about 15% of our brains in the course of our natural life. . . . I think that it's about time we began to shift into second gear. . . .

Education must also be toward the enlightenment and liberation of the mind. . . . Somehow or other we consider that a library is not really too important to an educational institution, and at best only one or two queer ducks are ever expected to use it. I would like to see the library the centre of our school building with thousands of good books and a cheerful atmosphere to read in. If I were a high-school principal, . . . I'd let any student skip any class if his or her purpose was to go to the library to read. . . .

In the 1950's only nine students out of a hundred who started grade two eventually entered university, and only six managed to graduate. Only one continued to get a graduate degree. . . .

In addition to reading, I feel the most important way to develop our brain power is through the way we work. . . . If you are learning to sit down and work through a lesson for an hour without interruption [like three cigarettes, two cokes and a telephone call], and without distraction [. . . planning your summer vacation, or what you're going to wear Saturday night], then your chances of shifting into second gear are good. . . . Poor, sloppy attitudes and work habits are our greatest detriment to the potential use of our brain power. . . .

It has been almost nip and tuck on this earth as to whether anger and hate might not succeed in destroying us all. I have no idea what percentage of the potential love we have in us is used in our lifetime—but it must be even less than the brain power . . . love is built into us in our families. . . . And if it doesn't happen in the family, then society is saddled with a potential Dillinger, a candidate for our mental hospital, an alcoholic or another Hitler.

If I were a high school principal, . . . I'd let any student skip any class if his or her purpose was to go to the library to read. . . .

The cornerstone of our society is the family and the strength of that cornerstone is due to the role that mother plays. I feel, unlike Mr. Parsons, that our greatest threat is in the working mother—she threatens our survival almost as much as an atomic bomb. Last Easter weekend, forty-four boys and girls were brought into the Juvenile

(Continued on page 7)



GAMES

THE UNLUCKY DIP

All players sit in a circle or around a table. Each player has a small piece of paper and a pencil. On the word "Go" he writes upon his piece of paper the name of an animal or object that makes a noise, such as a donkey, a motor car, a train, a factory hooter, etc. All the papers are collected and mixed up in a hat. Each player then

draws a paper in turn and endeavours to make the noise made by the bird, animal or object described thereon. He fails to score if the other players are unable to recognize what bird, animal or object the noise is intended to represent.

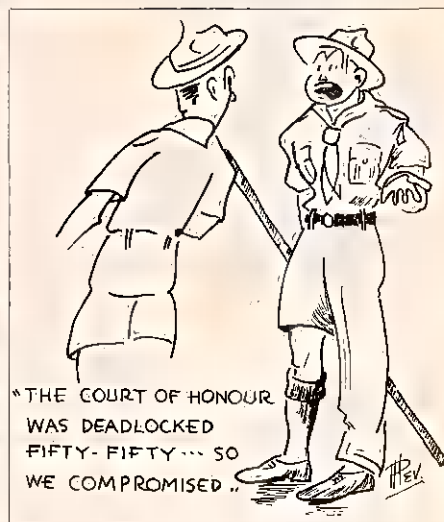
The Six with the most points wins.

TWOS AND THREES

With the exception of two players, Cubs form up in pairs in file in a circle facing the centre, with a fair space between the pairs.

One of the two remaining players chases the other around the pairs. To secure sanctuary the "fugitive" player must jump in front of a pair, when the back player of that pair immediately become "fugitive" and so on. When

"fugitive" is touched, the chaser and the "fugitive" change about, the previous "fugitive" chasing his opponent. ★



YOUTH IN THE JET-AGE

(Continued from page 6)

Court in Metro Toronto for committing delinquent acts. Almost all of these teen-agers came from either broken or disturbed homes, or homes with working mothers. Let me tell the young ladies here that the hardest job and the most important job in the world is being a real mother. It requires the efficiency of a business executive, the diplomacy of a statesman, the best skills of a programme director, the patience and understanding of a psychiatrist, the wisdom of a philosopher and the true love of a child.

Why any young woman would prefer to pound a typewriter or package spaghetti is beyond me.

The third of the psychological resources I feel we must develop in our young people today [is] the capacity for responsibility. Irresponsibility is not a function of chronological age but is a result of lack of training. It is amazing how much responsibility young people can accept if only they are given a chance to practise. . . . Part of responsibility is related to our ability to make decisions, and equally important our willingness to accept the consequences of our decisions. . . . It is not nearly as tragic to make mistakes as it is not to try.

MORE GROUP REPORTS

Dr. Grapko agreed with the group that suggested there should be more education in the handling of money. He added, "teen-agers should take part in family budget discussions. Marriages can break up over financial matters".

The report of one group suggested a further discussion of marriage. They asked, "Are we better prepared for marriage than our parents?" Dr. Grapko replied in the negative and added that "marriage preparation should be carried out as part of the school curriculum and in the home; it requires parent education as well".

To another question about "relationships before marriage", Dr. Grapko replied:

"I am assuming the question refers to sexual relationships. Our society has conditioned us to think of love and sex as being matched. If you are in love, this is license to sex—Hollywood does it, our romance magazines do it—and this is conditioning. But we have made a mistake in our conditioning, because we haven't interposed the word marriage. Love, if it is love, should be conditioned to marriage; then sex becomes conditioned to marriage, devotion, respect and permanency. Sex under these circumstances is a tremendously meaningful experience. Sex without marriage is an empty, uncomfortable experience."

Dr. Grapko had referred to the tendency of classes in schools to grow larger and larger. He was asked, "What is a good-sized class?" "About twenty students, because if they exceed this number you lose the feeling of the inner classroom . . . education [becomes] a kind of spoon-feeding process. . . . Not only should you be able to think for yourselves, but you should want to."

Some of the delegates had doubts about the speaker's estimate of the human "capacity for love". They thought it was "impossible to love everyone". Dr. Grapko answered, ". . . the message [of] Christianity . . . is that you can love everyone. I don't believe that we love everyone with the same intensity, devotion and depth . . . we have to be able to feel about people in such a way that we can be both receptive and giving. . . . I just simply mean that you care for people."

The young people who took part in the year's annual Youth Conference gained a new and urgent awareness of the tough problems they must be prepared to face in the "jet-age".

Perhaps, this report will help other groups of young people and their counsellors to see the future in terms of stimulating challenge. ★



GALT EVENING REPORTER

Dal Baxter of Preston, Ont. proudly displays a polyphemus moth which hatched from a cocoon he had kept since last summer as a Cub project. The young naturalist also collects toads and plans to start a butterfly collection.

NEAR TRAGEDY

Ronald Grant, a 12-year-old member of the Whitefish, Ont. Boy Scout Troop, was recently hailed a hero for snatching a small girl from the railway tracks as a train approached.

Ronald was doing his homework when his mother, hearing the train whistle, looked out the window.

She was horrified to see 19-month-old Susan Thrush sitting on the tracks playing with some stones. Mrs. Grant called to her son, who dashed 150 feet and grabbed the little girl. As he did so, he stumbled and fell, spraining his right ankle.

The train was almost upon them.

Clasping the child in his arms, Ronald threw himself backwards, and the pair rolled down an embankment into the ditch. A split second later the train roared by.

In recognition of this rescue he has been awarded a Bar to the Gilt Cross for gallantry.



NATIONAL DEFENCE

Paulossie Meeko, young Eskimo member of the Great Whale River, P.Q., Boy Scout Troop, shakes hands with Northern Affairs Minister Walter Dinsdale during the Minister's recent trip to the north. Also shown are fellow Scouts Alix Kipiak-pik and Derek Neve.

COLLECTOR

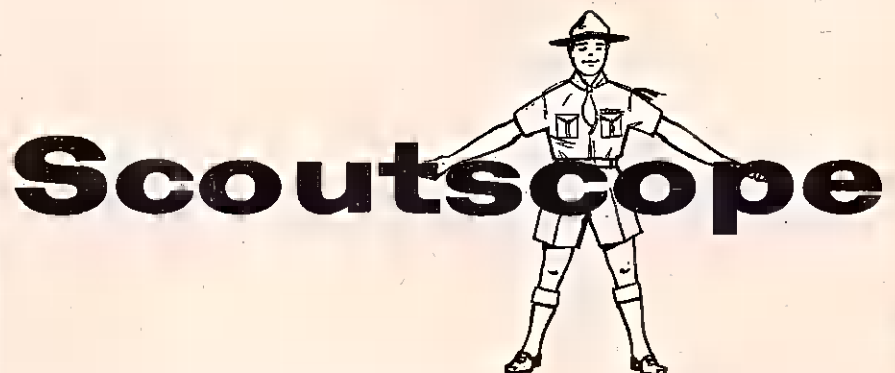
Mr. Earle T. Moore, International Commissioner of the Boy Scouts of Canada, has an unusual hobby. He collects buildings. His interest in antiques dates from the time he purchased his 90-year-old farmhouse near Rawdon, Que., and furnished it in Canadiana acquired from local sources. Since then, Mr. Moore's passion for antiques has led him to acquire and restore a general store, a church, a schoolhouse and he is now searching for a Quebec blacksmith shop to renovate!

GET-TOGETHERS

Anyone attending the University of Manitoba this year who is interested in participating in informal get-togethers to exchange ideas about the Scout Movement is asked to contact Mr. Tom Batterhill (Rover), 149 Helmsdale Ave., East Kildonan 15, Manitoba, Telephone ED4-2266.

ROVER TOTEM

Tom Nicholson, a Rover in Peterborough, Ont., spent 60 hours carving a 20-foot-high totem pole which stands outside the Crew den. The figure at the bottom portion is that of a Scout; the next is the owl, for wisdom; then a wolf or bear, indicating kindness; fourth, a human being, symbolic of God; and finally, the thunderbird, an Indian symbol of faith and God.





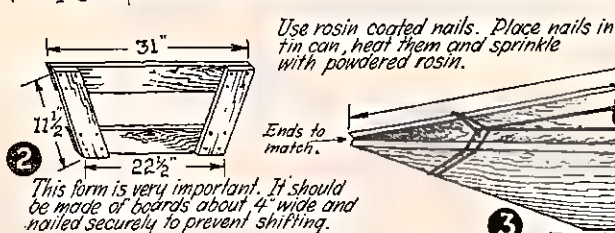
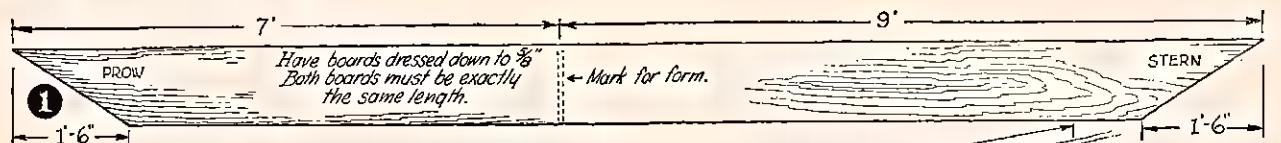
A BATEAU

BY BEN HUNT

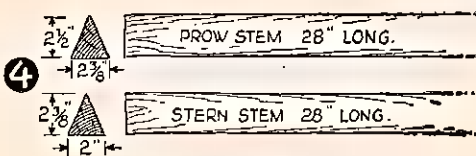


Bateaux of French-Canadian origin, were used in the old logging days to transport men, supplies and the wigan or cook's outfit. They were usually made of 2 inch white pine and were sometimes as long as 30 ft. or more. They were built to stand a lot of abuse and were especially adapted for running white water in the spring. This small edition is an ideal boys boat for camping trips.

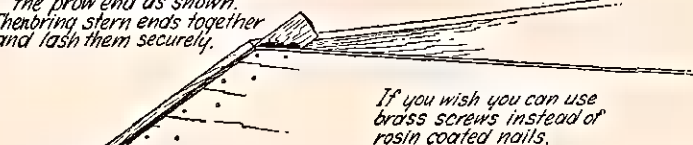
White pine, cedar or cyprus are ideal woods for building boats. Buy 3, 12 inch boards, 16 ft. long and have two of them dressed down to $\frac{3}{8}$ in. thick. Rip the third board into two $1\frac{1}{2}$ inch strips for the gunwales and one $2\frac{1}{2}$ inch strip for the keel. The rest will be used for seats. Also buy about 60 ft. of 6 inch matched lumber for the bottom and a can of roofing compound for caulking.



This form is very important. It should be made of boards about 4" wide and nailed securely to prevent shifting.



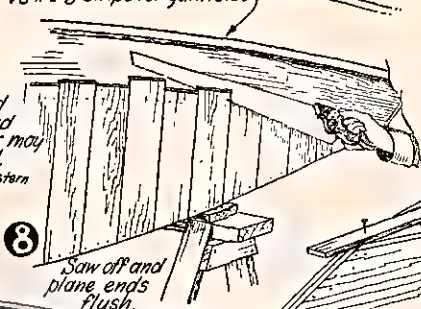
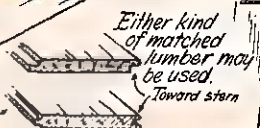
Tack form in place and lash the prow end as shown. Then bring stern ends together and lash them securely.



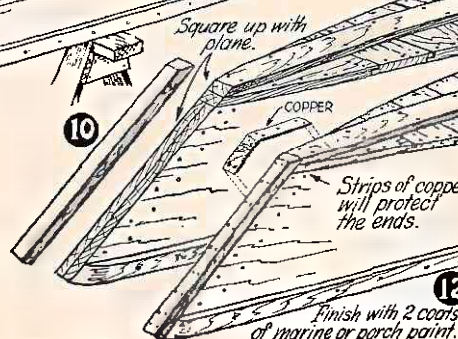
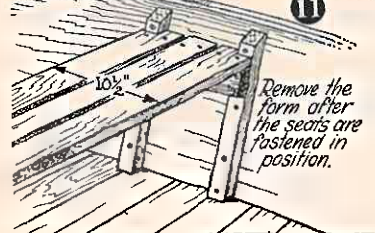
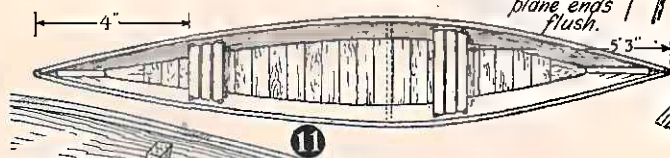
Set stems in place with roofing cement. Even up ends of boards and nail with 8 penny rosin coated nails. Saw off ends of stem.



Nail on the bottom boards, using roofing compound wherever two boards join.



The keel is $\frac{3}{8}$ " x $2\frac{1}{2}$ " wide. See that it is laid straight.



Finish with 2 coats of marine or porch paint.

Honours and Awards

His Excellency Major-General Georges P. Vanier, D.S.O., M.C., C.D., Governor-General of Canada, in his capacity as Chief Scout, is pleased to announce the following honours and awards on the occasion of the anniversary of the birth, on February 22, 1857, of Lord Baden-Powell of Gilwell, founder of the Boy Scout Movement.

The "Cornwell Scout" Badge - 3

The "Cornwell Scout" Badge is an award in respect of pre-eminently high character and devotion to duty, together with great courage, endurance or gallantry.

Patrol Leader Maurice Samuel Scissons, 16, Saskatoon, Sask.—Although suffering from a very serious and disabling disease, Maurice, who was a member of the 11th Saskatoon Scout Troop for four years, advanced to Second Class grade and progressed through the ranks of Scout, patrol second and patrol leader. As far as he was able he participated in the usual Scout activities and even attended camp.

Prior to his death on January 16, 1963, he was awarded the "Cornwell Scout" Badge on November 1, 1962 for his Scout-like fortitude and bravery, coupled with a very keen sense of duty.

Patrol Leader Lionel Hope, 18, Peterborough, Ont.—This Scout contracted severe paralytic poliomyelitis in October 1951. Since that time he has been in and out of hospital. Over a period of years he underwent, with much pain, several operations on his legs and both he and his clinicians made every effort to get him back on his feet, to little avail.

In spite of this tremendous handicap he has risen above his physical condition with cheerfulness and bravery and has achieved the status of a First Class Scout, in addition to being appointed to lead his patrol of Scouts.

Patrol Second Kenneth Allen Miller, 18, Toronto, Ont.—From an early age Kenneth has suffered from idiopathic scoliosis. For many years he has been a hospital patient where he underwent three extremely painful spinal fusion operations in an attempt to improve this condition.

With great determination and pluck he has achieved First Class status and has participated in his Troop's Scouting activities whenever he has been able to do so.

Bronze Cross - 1

For Gallantry with Special Heroism

Cub John Joseph Hope, 11, Amherst, N.S.—Awarded posthumously, for his gallant and heroic attempt to save his six-year-old sister, Sandra, from their furiously burning home, after an adult had made an unsuccessful attempt.



Gilt Cross - 6

For Gallantry with Moderate Risk

Scout Ronald Grant, 12, Whitefish, Ont.—For his presence of mind and the courageous manner in which he rescued eleven-year-old Judith Anne Morgan from drowning in a strong undercurrent of a branch of the Vermillion River.

For his split-second thinking in rescuing eighteen-month-old Susan Gale Thrush from the track in the path of a fast-approaching train, Scout Grant has been awarded a Bar to the Gilt Cross for an additional act of gallantry.

Cub Dennis O'Toole, 10, Winnipeg, Man.—For the courageous manner in which he and Cub Thomas Stewart effected the rescue from drowning of Miss Lynn Bolt and Mr. James Dunn when the latter's canoe tipped over in the rough waters of Bird Lake.

Cub Thomas Stewart, 10, Winnipeg, Man.—For the courageous manner in which he and Cub Dennis O'Toole effected the rescue from drowning of Miss Lynn Bolt and Mr. James Dunn when the latter's canoe tipped over in the rough waters of Bird Lake.

Patrol Leader John Andrew Quigley, 16, Dalhousie, N.B.—For his prompt and courageous action in diving to the rescue of young Stephen Colwell who had developed a severe cramp and was in danger of drowning in the choppy waters of the Baie des Chaleur.

Scout Norman Rennie Sands, 16, Walpole Island, Ont.—Awarded posthumously, for his presence of mind and quick action in diving to the rescue of twelve-year-old Diana Coppola who had fallen off an air mattress into deep water in the Snye River.

Troop Leader David Victor Penn, 17, North Burnaby, B.C.—For the level-headed manner in which he courageously swam to the rescue of an unknown man who had fallen out of his canoe and was in danger of drowning in the choppy waters of Alouette Lake.

Certificate of Merit - 5

For Gallantry which does not justify the award of a Cross or a Bar

Cub John Christian Cruickshank, 8, Winnipeg, Man.—For his gallant and quick action which led to the rescue of his young sister, Isabel, from drowning in the Winnipeg River.

Scout William Robert Wilson, 12, Cold Lake, Alta.—For his display of gallantry in assisting in the rescue from drowning of Scout Brian Royal at Scout camp.

Scout Gary Keith, 13, Arnprior, Ont.—For his gallant rescue from drowning of young Susan Pearce who had fallen into the weed-filled waters of Pickerel Bay on August 3, 1962.

For his further gallantry in rescuing from drowning the seven-year-old daughter of Mr. and Mrs. C. Metzger who had fallen into the weed-filled waters of Pickerel Bay on August 19, 1962, he has been awarded an additional **Certificate of Merit**.

Troop Leader Douglas Else, 16, Port Arthur, Ont.—For his gallant assistance in the rescue from drowning in Boulevard Lake of two boys, Paul Victor and Ronald Holden.



Medal for Meritorious Conduct - 1

For Meritorious Acts not involving heroism or risk of life

Scout Robbie Head, 13, Fort George, Quebec (via Moosee)—For his meritorious action of safely evacuating four young Cree children from their burning home.



Certificate of Meritorious Conduct - 1

In cases which do not justify the award of the Medal or Bar

Patrol Leader Roy Paul, 15, Whitehorse, Yukon Territory—For his meritorious conduct in taking a leading part in the rescue of four girls in danger of freezing when overtaken by darkness in the deep woods near Whitehorse in the depth of winter.

The Silver Wolf - 3

For Services of the Most Exceptional Character

His Honour J. Keiller Mackay, D.S.O., V.D., Q.C., LL.D., Lieutenant-Governor of the Province of Ontario

Lt.-Col. Frank H. Moulton, Toronto, Ontario

Mr. William A. Speed, Halifax, Nova Scotia



The Silver Acorn - 6

For Specially Distinguished Services

Mr. Allen R. Aylsworth, London, Ont.

Mr. John Lawrence Dampier, Vancouver, B.C.

Mr. Harry E. Grundy, Q.C., Sherbrooke, Que.

Mr. Donald Henshaw, Toronto, Ont.

Mr. James H. McIlroy, Toronto, Ont.

Mr. George A. Newport, Niagara Falls, Ont.



The Medal of Merit - 24

For Good Services to Scouting

Mrs. E. Clements, Ottawa, Ont.

Mrs. S. N. Green, Calgary, Alta.

Mrs. J. Lloyd Kinneard, Vancouver, B.C.

Mrs. E. M. Norton, Toronto, Ont.

Mrs. Reuben Smith, R.N., Shawville, Que.

Mr. Edwin Charles Brideaux, Sault Ste. Marie, Ont.

Mr. Richard D. Cowan, Ottawa, Ont.

Mr. Rudolf Bernhard Dangelmaier, Vancouver, B.C.

Mr. Francis Patrick Flack, Squamish, B.C.

Mr. Percy Edward Gorse, Salmon Arm, B.C.

Mr. Norman Greene, Timmins, Ont.

Mr. Douglas W. Hancock, Galt, Ont.

Mr. John W. Hayes, Ottawa, Ont.

Mr. Gordon Hough, Prince George, B.C.

Mr. Duncan MacKay, Sydney, N.S.

Mr. J. Gerald Morris, Hull, Que.

Mr. Glenn W. Oliphant, Victoria, B.C.

Mr. William Overholt, St. Catharines, Ont.

Mr. Thomas A. Parker, Galt, Ont.

Mr. William J. Reddin, Fredericton, N.B.

Mr. George Watt, Toronto, Ont.

Dr. G. E. D. Wilson, Ayr, Ont.

Mr. John J. Wilson, Scarborough, Ont.

Mr. Philip Zukerman, Roxboro, Que.

Looking Wide-

Adventure '62

By GLENN W. OLIPHANT

*Assistant Regional Commissioner,
Victoria, British Columbia*



A SIX-DAY JOURNEY through the mountain wilderness of Olympic National Park—this is the stuff of dreams, the background of adventure, and one of those highlights of a lifetime when, in their own eyes and in the eyes of each other, boys become men.

Adventure '62, was organized by the Greater Victoria Regional Council. The project called for a troop of thirty-three Scouts and seven leaders to pack their food and equipment along a fifty-mile trail across the Olympic Mountains in the State of Washington.

These mountains rise abruptly from the Pacific Ocean and the Strait of Juan de Fuca to a height of 8,000 feet and cover an area the size of Prince Edward Island. Bighorn sheep, whistling marmots, elk and many types of alpine flowers and trees make the mountains a thrilling place for the naturalist.

Preparations for the venture included a registration night, week-end hike and week-end camp. These preliminary meetings gave the Scouts a chance to form their patrols, build up patrol spirit and become familiar with their equipment.

At the Dosewallips Ranger Station, on the morning of August 27, the troop signed out and started up the trail along the course of the Dosewallips River.

The first day seemed long—11.8 miles of climbing through heavy timber to the edge of alpine meadows at the 3,500-foot level to Bear Camp where the United States National Park Service had erected a three-sided shelter for hikers. During the evening, a herd of Olympic or Bugling Elk was spotted high on a ridge above the camp.

The next day began with a leisurely three-mile hike to Dose Meadows. After setting up camp, the patrols did some hiking on their own. One patrol reached the 7,500-foot level where they found a brilliant green alpine lake not shown on any map.

Everyone eagerly awaited the next day. Three and a half miles away lay the six thousand foot high summit of Hayden Pass.

The day was sparkling clear and warm, and the climb was spectacular. There was so much to see—a profusion of alpine wild flowers, a black bear rambling over the shale about half a mile away, two magnificent big-horn sheep on a rocky crag above the trail and, all around, the sweeping panorama of meadow, rock and shale.

At the top of the pass, looking west for thirty miles, the Scouts saw Mount Olympus with its mantle formed by the Blue Glacier, the Hoh Glacier and the Humes Glacier; away to the south they could see Mount Anderson with the Eel and Anderson glaciers.

After descending a nine-mile-long trail to the Hayes River, the troop made camp and the cooks prepared dinner. The use of special dehydrated food throughout the trip enabled the Scouts to maintain a high-calorie diet and, at the same time, to keep the weight of food for six days down to ten pounds per Scout. To encourage the cooks to use their imagination in preparing the food, the "Order of Good Cheer" was instituted. Any cook who felt he had prepared a particularly good meal could apply to the troop's Scoutmaster who would pass judgment on his efforts. There were seven "orders" awarded.

The night at Hayes River was cold and the Scouts made good use of the special *Adventure '62* alpine blue nylon ski jacket that was part of their uniform. The rest of the uniform consisted of Scout ski cap, "T" shirt, navy blue shorts, navy blue stockings, and neckerchief. This proved to be an ideal uniform for the trip. The jacket, being windproof and water repellent, was very practical over a warm sweater, and was easily washed in the handiest mountain stream.

The next day, the Scouts began the trip down the Hayes and Elwha Rivers. The Elwha River is on the edge of the Olympic rain forest and giant firs, cedars and hemlocks with six-foot bases are not unusual. In the river valley, these huge trees are covered in hanging mosses and lichens; this is real west-coast jungle. On completing a twelve-mile hike through this jungle, the troop spent the night at Camp Lillian, another trail camp maintained by the National Park Service.

This was the final night on the trail and, after another twelve-mile journey the following day, the Elwha Ranger Station was sighted. Here, the Regional Executive Commissioner was waiting with a supply of fresh fruit and vegetables and all the fried chicken the Scouts could eat.

That evening, listeners to radio station CKDA in Victoria heard a direct report from Elwha Ranger Station by one of the patrol leaders describing *Adventure '62* as "fabulous."

The troop operated on the patrol system during the entire journey. The patrol leaders held a Court of Honour each day to go over the route and decide where the troop would stop the next day. The patrols hiked each day on their own.

On assessing the trip, it was felt that *Adventure '62* had been good training in hiking, camping and cooking. But, more important, it had been an experience in good fellowship and good fun enjoyed while working and playing with others. This is what really made the adventure "fabulous." ★



Left: The trek took the Troop through heavy timber and alpine meadows to mountain heights.

Right: The campfire's dancing flames hold images of remembered scenes along the trail.

(Photos: Gibson's Studio)





THEME FOR APRIL

PACK - APRIL

Cubs can be encouraged to continue their Star work by conducting a few experiments in growing things:—

1. Sprinkle grass seed on a sponge which is kept damp for a week or two.
2. Sprinkle radish seed on a damp blotter in a saucer and cover with a piece of glass.
3. Plant well-dried grapefruit, orange or lemon seeds in a shallow pot of garden soil. Water every 2 or 3 days.
4. Plant the discarded top inch of a pineapple in a large pot of sandy soil. Keep in warm spot and well moistened.
5. Cut off about 1" of leafy end of beet and plant in pebbles, stone, sand or soil. Keep well moistened.

ADVENTURING IN CONSERVATION:—This is an excellent 17-minute sound and colour film in which the viewer goes exploring with boys and girls as they discover nature's community and the interrelationships among trees, small plants, birds, insects and animals.

Available from The Canadian Film Institute, 1762 Carling Avenue, Ottawa 4, Ontario for a service charge of \$5.00.

MAKE A WINDOW TRAY:—A simple feeding tray will attract birds for observation. Make the tray about a foot wide and the length of the window sill. It should have an edge around it. Use a southern exposure to avoid wind. Seed should be scattered on the tray and below it, in order to entice the more timid birds to the tray.

PLANT A TREE:—This could be a Pack or an individual project. The idea is to get a tree from the local nursery or the back woods and plant and care for it in a public area. If it is an individual effort, it will be planted and cared for by each Cub in his chosen area.

RAMBLES.—

Observation—Each Cub has a pad and pencil. They are to note and record birds, trees, animals, rocks, and insects observed. It may be better to record one category at the beginning. During the week, they

have to find out as much as possible about their category. The results are reported at the next Pack meeting.

Trees—Invite a forest ranger or other naturalist to ramble with the Cubs, and show them how to identify trees. Ask him to mention fire prevention, care of trees, what to do to avoid getting lost when rambling in the woods, etc.

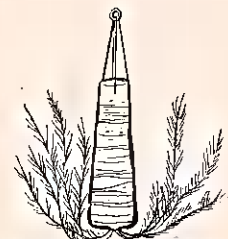
Sketching—Each Cub has pad and pencil and the Pack supplies crayons or coloured pencils. Each Cub is to sketch flowers and plants; first in pencil outline, then in colour.

BADGES:—See Chapters 5D and 13 of the *Pack Scouters Handbook* for ideas and suggestions about the Observer and Gardener badges. These two badges are closely linked to conservation and both offer a real challenge to a Cub.

GOOD TURN:—Mention to Cubs to remind their fathers that the time is approaching to put garden tools in operation (Cubs to assist) and perhaps do some early spring spraying to "put down" obnoxious weeds.



POTATO PLANT



CARROT BASKET



BEE T PLANT



CARROT PLANTS

TROOP - APRIL

STALKING:—to pursue stealthily.

There are many aspects to stalking that need to be considered. Have your Scouts practise these:—

- (a) Moving quietly through woods.
- (b) Noticing direction of wind.
- (c) Blending colour of clothing with foliage.
- (d) Moving in valleys and not on skyline.
- (e) Using material to camouflage outline.
- (f) Making best use of terrain.
- (g) Minimum of sudden movements.

PRACTISE BY GAMES:—Send Scouts out with other Scouts stalking them. See who can come closest to person they are stalking and see who can travel farthest without being seen.

TRACKING:—This is similar to stalking except that you follow tracks or other indications of passage. Use a "whifflepooh" (a log with large nails). Send one person out and have others follow the track. By having the trail-layer stop occasionally, tracking may become stalking.

PLASTER CASTS:—Run a Patrol competition to see which Patrol can

assemble the best collection of bird and animal tracks.

SKETCHING:—The ability to sketch strengthens the ability to "see". Many people look around but do not "see". Indian guides have the ability to stop, look around, pick out important features and remember them. This is seeing. Try it out. Have your Scouts study a piece of land, turn around and describe it. Then, have them sketch a piece of land and, without looking at the sketch, describe it.

PHOTOGRAPHY HIKE:—Try a photographic hike! Set out competition ground rules in advance:—

- 5 points for photographing deer
- 3 points for photographing rabbit
- 1 point for photographing sparrow

Set the points on the basis of frequency of wildlife in the area. Double the points if Scouts are able to stalk and photograph at a shorter distance.

CONSERVATION FILM:—Make a contact with a local forester and seek his advice about films on, and the possibilities of, tree planting. Perhaps he can explain how tree planting might bring back certain species of wildlife to an area.



Poison oak, *Rhus quercifolia*



Poison sumac, *Rhus vernix*.



Poison ivy, *Rhus radicans*.



Western poison oak, *Rhus diversiloba*.

CREW - APRIL

WATER TABLES:—What do your Rovers know about water tables? What affects their level? This is one aspect of conservation that can take you into many side issues.

EXPLORATION:—Consider a visit to a dam or hydro project. Try to arrange to have an engineer available and get into detail on the background, building and capacity.

SPEAKERS:—Invite a local crew in and have a forester or an engineer as guest speaker. Have him outline his job in detail and also the knowledge, education and experience required to be successful in this field.

WATER CONSERVATION AND POLLUTION:—What organizations

are there in your area that are concerned with water conservation and pollution? Trace a river from source to outlet. What changes in land use and industrial development affect the water. Try it using topographical maps and field surveys.

WOODLOT MANAGEMENT:—

Speaker—Explanation—Film.

On this subject you could use any or all of the above to study woodlot management. What is the current definition of conservation? What methods are used by the Scandinavian countries to maintain their forests? What roles do wood and wood products play in our lives? If you have read this far, you have one part of the answer! ★

"TRIP-LITES"

Food Packs

Designed for Scouts

Sold Exclusively by

T. EATON CO.
OF MONTREAL



Favoured by thousands of outdoor enthusiasts because of their lightweight convenience, "Trip-Lites" Food Packs are also widely used by the Boy Scouts of America. Specially prepared by Gumpert, these packs feature an extensive variety of nutritious foods for breakfast, lunch and dinner, packed in sturdy polyethylene-lined bags. By merely adding water and cooking when necessary, each package will provide four average portions. A week's camping menu can be made up without sacrificing nourishment, flavour, variety or space. Lightweight, flexible, water-and-bug proof, "Trip-Lites" packs take hard treatment without danger of tearing or spoilage by moisture. "Trip-Lites" containers are completely disposable by fire, so that the campsite may be left in a neat condition.

WHERE ARE "TRIP-LITES" USED?

Widely used by the Boy Scouts of America for their lightweight convenience, "Trip-Lites" food packs are

also popular with Canadian outdoorsmen and youth organizations specializing in outdoor activities such as bush trips, canoe trips, hiking, camping, etc.

WHAT MAKES "TRIP-LITES" SO POPULAR?

Basically, "Trip-Lites" are popular because they are lightweight, convenient, tasty and nourishing. Regular processed foods are far too heavy, cumbersome and bulky for easy travelling. In addition, "Trip-Lites" Food Packs are waterproof; they may be immersed in water without damage to the contents.

WHAT IS AVAILABLE IN "TRIP-LITES" PACKS

Beverages—Soups—Breakfast dishes—Main dishes—
Biscuits—Breads—Cakes—Vegetables—Desserts and
Fruits.

Descriptive literature and price list available from

Fine Food Shops, T. Eaton Co. Limited of Montreal

**EATON'S IS ALSO HEADQUARTERS FOR
BOY SCOUT CLOTHING AND EQUIPMENT**

THE HEALTH LEAGUE OF CANADA is sponsoring National Health Week from April 1st to 7th, 1963. Adopting the slogan "To Prevent is Better than to Cure", the Health League has worked relentlessly to improve the standard of community and individual health in Canada. Every Canadian should be aware of the achievements of medical science in preventive medicine and the practical uses of these medical discoveries.

You can help your section support National Health Week by:

1. **TALKING** about Health Week at meetings. Discuss health habits and health responsibility of the individual.
2. **ARRANGING** for a speaker to talk to your section or group and include family members. Link your meeting with Health Week. The Health League will be glad to suggest topics and arrange for a speaker.
3. **ENCOURAGING** your Scouts to earn proficiency badges which can be linked with Health Week, e.g., Healthy Man, Public Health Man, Rescuer, Ambulance Man, Missioner, Swimmer, Water Conservationist, Chemist, Athlete, Hiker.
4. **GETTING** your older Scouts to study some health topic and give a talk or demonstration of their findings.
5. **DISTRIBUTE** Health Week literature to your Scouts.

For information and literature write to:

Health League of Canada, 111 Avenue Road, Toronto 5, Ontario.

Health League of Canada, 1111 Castle Bldg., 1410 Stanley St., Montreal, Quebec.

The Greater Vancouver Health League, 1300 Robson St., Vancouver, B.C. ★

"Health is a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity."

Constitution—World Health Organization

NATIONAL HEALTH WEEK

April 1st to 7th, 1963

REGATTA DATA

The Third National Boy Scout Sailing Regatta will be held August 17-23, at S.S.S. Venture on Lake St. Louis near Montreal. The Regatta is being sponsored by the Quebec Provincial Council and each province is invited to send two crews (two Scouts per crew) to the competition.

The entry fee is \$25 per person. An

anonymous benefactor is providing free air transportation for one crew from each province.

The crews will compete for the R. C. Stevenson trophy, using sleek "Flying Juniors".

Make plans early to send a winning crew to this exciting event. ★



CUB INSTRUCTORS

HAVE THEY A FUTURE?

"Youth should play a more important leadership role in Scouting". "Scouting was devised to give leadership training to boys, to provide maximum opportunities for their self-development".—Isn't it time we started practising what we preach? What better place to start than with the much-neglected Cub instructor.

It is time that adult leaders in the Movement realized that many boys of 13 to 17 years of age are capable of undertaking an active leadership role in the Cub pack. The same Scouts who are encouraged to accept complete responsibility for the safety of their patrols on overnight camps are given little or no responsibility for the planning and implementation of the Pack programme. We allow them to fetch the games equipment, sweep the floor, clean the blackboard, instruct in the simple tests (under guidance, of course) and perform other tasks too trivial to concern the adult leader. Occasionally, we may allow our Cub instructor to supervise a game. But how many Cubmasters have taken time to explain to our instructors why games are an important part of the Cub programme? How many have given thought to helping instructors achieve a better understanding of Cubbing? According to *The Pack Scouters Handbook*, it is the Cubmaster's job to train his Cub instructor. This training could be divided into four parts:—

1. An understanding of the purpose of Cubbing.
2. Discussion on "how to be a good leader".
3. Hints on teaching, running games, et cetera.
4. Ample opportunity to practice what he has been taught.

PURPOSE:—We are all aware that the purpose of Cubbing is "to expose our Cubs to situations in which the Cubs themselves will be able to develop physically, mentally, spiritually and socially". We should, of course, explain this to instructors in simpler terms such as:

To help each Cub in our pack to—

- (a) Build strong muscles and muscle control through games, athlete badge, expeditions, camping.



- (b) Learn to think clearly, increase his general knowledge and solve his own problems by the use of crafts, games, yarns, play-acting, collecting.
- (c) Faithfully carry out his religious obligations and develop his interest in and desire to help other people through religion and life award, yarns, good turns, service badges, exploring nature, camping.
- (d) Get along with other people, control his temper, and overcome selfishness, lying, bullying through games, camping, good turns, playacting.

"HOW TO BE A GOOD LEADER":—This should be a discussion and not a lecture. Asking the instructor, "What qualities do you look for in your leader?", would start the discussion. Patience, understanding, enthusiasm, intelligence and loyalty will probably be mentioned. Then explain that the Cubs will look to their instructor for these same qualities. This might also be the time to explain that a Cub instructor is a good assistant to his Cubmaster by being dependable, punctual, reliable, setting a good personal example and realizing that he is a member of a team.

HINTS:—Practical hints on teaching, running games, and meeting minor crises should come next. Begin by explaining the "Cub Way—learning by doing". This little poem might help.

*"What I hear, I forget,
What I see, I remember,
What I do, I understand."*

Following this, demonstrate the use of visual aids, i.e., face of a clock made out of a pie plate, compass cards, et cetera. Provide hints on telling stories. Show how to hold the Cubs' interest during instruction.

Before teaching our instructor how to run games properly, we should discuss the importance of games and how they help the individual develop co-ordination, strength, stamina, character, confidence, patience, a

sense of fair play and sportsmanship. Stress the importance of having definite rules to follow and being properly prepared beforehand.

OPPORTUNITY TO PRACTICE:—As he gains experience, he must be given more opportunities and responsibilities designed to further develop his leadership skills. He could begin by leading a game and eventually progress to planning and carrying out an afternoon's outing for the pack.

"Well", some Cubmasters are saying, "this is all very good in theory, but Scouts don't remain with the Pack long enough. Once they are awarded their Cub Instructor Badge, they leave".—Could the Cubmaster be causing this problem—without realizing it?

Are we treating our instructor like a child? Do we expect him to turn up at every pack meeting and instruct for perhaps 10 or 15 minutes? The remainder of the time, he sits around twiddling his thumbs, completely bored with the whole affair. Can we really blame him for not wanting to remain with the pack. Would we?

But, what about the Scoutmaster's point of view? Some Scoutmasters feel it is asking too much of a Scout to attend pack meetings as well as his troop and patrol meetings. They point out that many Cub instructors are patrol leaders and have the added responsibility of organizing patrol meetings and activities. Is this a true picture of the situation? Are we not, in fact, giving lip-service to the ideal situation and closing our eyes to the ugly truth that patrols, in the majority of cases, do not hold patrol meetings or organize activities on a patrol basis. One of the reasons is lack of time on the boy's part.

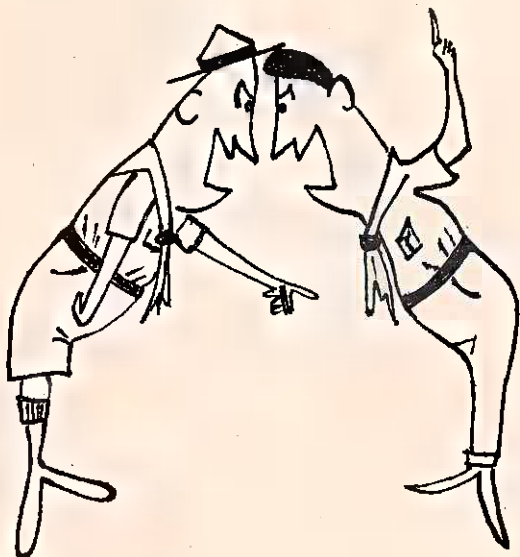
At one time, Scout patrols were made up of neighbourhood gangs—boys who lived near each other, went to the same school, played the same sports, and regularly chummed together. Nowadays, most boys belong to

many groups. Scouts form only a small part of a boy's social and recreational activities. There is nothing basically wrong with this. A boy needs to be exposed to many different types of people and situations in order to become a mature adult.

A tight time schedule may, however, prevent a boy from getting enough opportunity to develop his leadership skills with his patrol. Working as a leader in a Cub pack would actually supplement his Scout leadership training as well as teach him tolerance in dealing with younger boys and adults.

Most Cub instructors have a great deal to offer Cubbing. Leading educational authorities point out that children learn most readily from persons in the next senior age group. Adults tend to do what is considered "best for the Cubs" and not necessarily what the boys enjoy. The Cub instructor, who is closer to the Cub age level, can recognize the boys' interests and can help adults to better understand their needs. After all, isn't the true meaning of leadership "any action which helps the group move in the direction it wishes to move"?

No matter what we do, there is one point we must remember. If treated as an important member of the leadership team, given a job, responsibility, and a little encouragement and guidance, these young people will not let us down. We could change the title of Cub instructor to pack leader, junior leader or any other fancy name, but, if we do not treat them as responsible young leaders, the Cub instructor's job will remain, in the eyes of the Scouts, something one must endure in order to gain a badge. On the other hand, boys might consider it an honour to give leadership in the pack if the status of the Cub instructor were raised. If this can be done, the Cub instructor's future will be much happier and consequently more rewarding than his past. ★



The Scout Leader goofed I tell you.

It's on MAY 10th.

Yes, I'm talking about the Annual Meeting of the National Council of the Boy Scouts of Canada!

It's being held at the Chateau Laurier Hotel in Ottawa on

MAY 10TH.

(at 3:00 p.m.)

Scouters, committeemen and council members are welcome.

I'm going. . . . Are You?

Spotlight on Learning

● THE LEGEND OF THE DEVIL'S LODGE

By Robert Collins

Published by Little, Brown & Co., Toronto

Price \$1.49

● THE RIDDLE OF THE HAUNTED RIVER

By Lawrence Earl

Published by Little, Brown & Co., Toronto

Price \$1.49

● THE MYSTERY OF MONSTER LAKE

By David Gammon

Published by Little, Brown & Co., Toronto

Price \$1.49

● THE CLUE OF THE DEAD DUCK

By Scott Young

Published by Little, Brown & Co., Toronto

Price \$1.49

● THE MYSTERY OF THE MUFFLED MAN

By Max Braithwaite

Published by Little, Brown & Co., Toronto

Price \$1.49

These five books are the first in a series which has been entitled Secret Circle and which has been produced under the general editorship of Arthur Hammond. Each story is full of adventure, excitement and mystery and is designed to stimulate and entertain young readers. Each story is set in a different part of Canada and although the writing styles are very different, each author has managed to produce a story which will make any young reader want to turn the page to see what is going to happen. These books would be a valuable addition to any camp library or would be ideal as gift books for boys in the late stages of Wolf Cubs or in the early years of the Boy Scout Programme.

● NOW I REMEMBER

By Thornton W. Burgess

Published by Little, Brown & Co., Toronto

Price \$5.50

This is the exciting autobiography of one of the greatest story tellers of our time. The stories of Thornton W. Burgess have thrilled and excited many hundreds of thousands of children in many parts of the world. Many of his characters have become household names in this

and the last generation. This is a fascinating story of a very gifted and very human man who has given untold pleasure to hundreds of children through his ability to write a good story. A good deal could be learned from this interesting autobiography.

● I WILL ADVENTURE

By Elizabeth Janet Gray

Published by The Macmillan Co. of Canada Ltd., Toronto

Price \$5.00

This is an exciting, well-told story of a 12-year-old boy in Shakespearean England. The background material is accurate and will help any student studying Shakespeare. The story is calculated to capture the imagination of young readers and succeeds in making Shakespeare a fascinating character for young boys. The book is set in large type which makes it easy reading for boys in the ten-to-fourteen-years age group. This makes an excellent gift book.

● RIVER OF CANADA

By Thomas Bredin

Published by Longmans, Green & Co., Toronto

Price \$2.75

In a series of vivid anecdotes from Canadian history, Mr. Bredin brings the era of "La Grande Riviere du Canada" (later christened the St. Lawrence) to life for his readers. The book consists of a number of short stories which would fascinate any young reader and we recommend it as a gift book for boys in the Scout-age group. Also, it contains excellent story material for Cubmasters to use for "yarns".

● CAMP SKILLS FOR TRAIL LIVING

By John A. Ledlie

Published by G. R. Welch Co., Toronto, Ont.

Price \$5.20

This book has been prepared after five years of experience by camp directors and staffs of the Y.M.C.A. All of the tips and ideas in this useful camping book have been carefully tested and were included only if they proved useful in contributing to a happy outdoor programme. In particular, there is a very good section on canoe camping and some excellent tips on winter camping. This book is highly recommended for all Troop libraries. ★



Left: The Prince Rupert, B.C., District badge has an orange setting sun in the background. The fish at the bottom indicate the area's large fishing industry. The totem acknowledges the area's Indian heritage. The fleur-de-lys signifies Scouting. The totem, fish and fleur-de-lys are in brown and the border and name are in black.

Centre: The Sarnia, Ont., District badge is designed to illustrate that Sarnia is a large oil and chemical refinery centre. The refinery appears in black and yellow on a white background. The border and name in red.

Right: The Gander Bonavista North, Nfld., District is a newly-formed district. Its badge shows a gander superimposed on a green background. Gander, the airport town in the district, is known as "The Crossroads of the World". The lettering is in gold and a red border surrounds the badge.

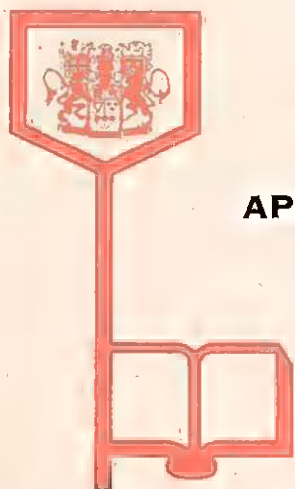
CANADA'S *Colourful* DISTRICT BADGES

Part 20



Do not write to any Scout office about badges or mailing lists to be used in making a collection of badges because they are unable to handle such requests.

CANADIAN LIBRARY WEEK



APRIL 6TH TO 13TH

Reading is the Key

MARCH, 1963

The specific aim of Canadian Library Week is to emphasize the need for more and better library service throughout Canada. The broader purpose of the Canadian Library Week Council, Inc., is to draw attention to the value of books, and promote interest in the Canadian publishing field.

A hundred years ago books were scarce in Canada. Now we have access to many books. However, in Canada, there are many populated areas which have no library service at all and there are still some Canadian libraries operating on a book budget of fifty dollars a year. Only if there is sufficient demand, will limited libraries be expanded and new library services be developed.

Scouts should be encouraged to make use of local library facilities. Reading is a source of knowledge as well as of pleasure. The Reader Proficiency Badge and other related badges such as the World Friendship Badge, the Debater Badge and any of the Conservationist badges demand reading and research. An interest in books and reading can give Scouts access to the accumulated wisdom of the ages. ★

Scout Brotherhood Fund

Should your section or group suffer loss of equipment or property through fire or similar disaster, the Scout Brotherhood Fund is available to help you replace the loss.

To be effective, the fund must be maintained through donations from the Groups themselves.

We acknowledge with gratitude, the following donations to the Scout Brotherhood Fund.

Forward	\$3,579.63
LESS—Donation from Part II Rover Leaders Course, Blue Springs, Ont. published in error in October, 1962 issue of <i>The Scout Leader</i> , page 21	18.64
Balance forward	\$3,560.99
Pack Scouters' Basic Training Course, Camp Samac (Oshawa District) Ont.	5.00
Burnaby Mountain District, Burnaby 2, B.C.	29.50
Mr. W. B. Watson, Winnipeg, Man.	31.00
Pack Scouters' Course, Part II, Saskatoon, Sask.	4.21
20th Cub Pack "A", Hamilton, Ont.	5.15
St. Paul Training Course, Alta. & Mackenzie Grand Centre Pack, Alta. & MacKenzie	7.40
Pack Scouters' Course, Part II, Alta. & Mackenzie	6.51
Metro Winnipeg Scout Rally, Man.	6.38
Prairie Troop Scouters' Gilwell Course, Man.	2.10
Burlington District Scouters' Club	14.00
Fraser District, Metro Vancouver Region, B.C.	5.00
34th Quebec Troop Scouters' Wood Badge Course, (Camp Tamaracouta) Que.	18.00
Executive Committee Meeting, Hamilton, Ont.	10.00
Mr. Joel T. Mador, Eldorado, Texas, U.S.A.	11.06
Mr. Perry Fern, Ottawa, Ont.85
Peterborough District Ladies Auxiliaries, Ont.	5.00
Patrol Leaders Training Course, Pincher-Crownsnest Area, Alta.	15.00
Rover Scout Tournament, Hamilton District, Ont.	11.34
41st Vancouver Group Committee, B.C.	6.58
65th Ottawa Sea Scout Troop, Ont.	5.00
3rd Port Colborne Scout Troop, Ont.	4.00
Balance at December 31, 1962	6.00
15th Sarnia "A" & "B" Cub Packs, Ont.	\$3,770.07
Central Surrey District Cubs, B.C.	8.55
Burnaby Mountain District, B.C.	6.66
F. F. Morris Co., Bowmanville, Ont.	34.10
	10.00
Balance	\$3,829.38

★

By: T. L. ROBINSON

Regional Commissioner,
Edmonton

When is a Young Man?

I wonder if our name is our own worst enemy.

We talk about—The BOY Scout troop—.

We see these young fellows on the streets, at work and in school, tackling problems in science, mathematics, and so on. They talk about jet propulsion, build rockets and discuss any number of intricate subjects and problems that we older folk never heard about in our youth.

We plan for them, provide for them and impose the kind of activities that we think they should find interesting.

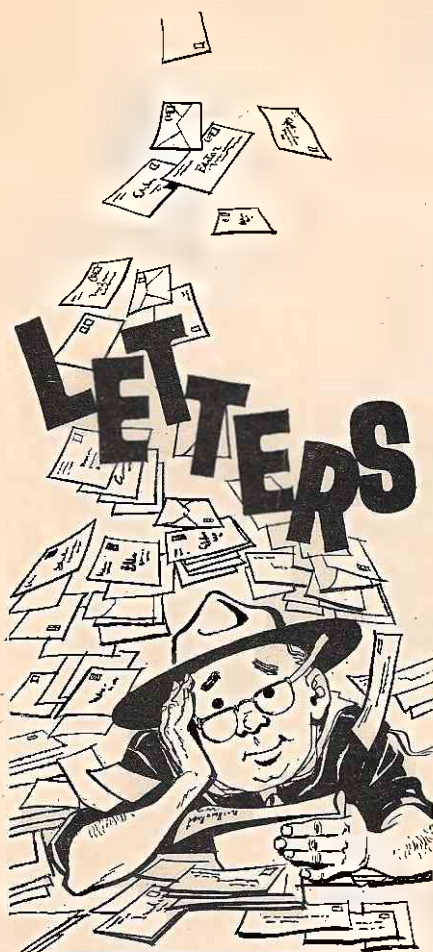
Instead of thinking of them as a BOY Scout troop, why not think of them as a young ADULT Scout troop.

Encourage them to decide the kind of activities that they want to tackle, the places they want to visit. They may want to invite someone to give a talk on some subject that interests them.

It may be that a few Scouts from various patrols may want to get together on some special project—a camping trip or re-building an old car or maybe re-building an old boat. The troop may want a football game instead of the regular troop meeting or they may want to visit the university or a power plant.

I hope Scouters and Group Committee members will make plans immediately to encourage their Scouts to do their own planning; be prepared to give assistance and guidance without imposing the things we would like to do.

Think of them as young ADULT Scouts. ★



PANNING FOR GOLD

Re those Scout shorts—

When I receive *The Scout Leader*, I read all types of wonderful literary efforts denouncing shorts because they scare away boys—especially older boys.

Those same leaders who make this claim probably never insisted their boys wear shorts in the first place. Shorts are being used as an excuse for running . . . poor Troops.

They are not using a realistic programme, geared for the older boy. How much fun and adventure is a boy subjected to in some basement or auditorium? How many of their boys have shot through white water in a canoe or panned for gold? . . .

Those same Scouters who sit and ponder the relative merits of shorts vs. longs . . . should take a long look at the object of our Scouting efforts—boys. They have lost touch with boys. They have forgotten what Scouting is for. They are not being realistic in programme or activities.

Give a boy real adventure and he'll wear a hula skirt to attend. Shorts scare boys? No chance! . . . Let's not "pass the buck" by blaming shorts instead of our own short-comings!

BERT POTVIN,
Assistant District
Commissioner.

Sudbury, Ont.

FUEL FOR THE FLAMES

I feel obliged, as a ten-year veteran of Scouting, to throw some fuel on the fire that is raging over the Scout uniform.

When I was at the Fourth National Rover Moot at St. Roch de Mekinac this fall, I noticed that Les Routiers Catholiques (French-Canadian Rovers) had three or four uniforms. They were all ways wearing one of them because their outfits were made for use—not dress. The khaki did not show the dirt badly and their shirts and shorts were made of more durable material than ours. Why don't we follow the example of Les Scouts Catholiques?

GRAHAM WEEKS,
Rover Squire.

Montreal 29, Que.

OLD FOLKS "AT-HOME"

I have a suggestion to make . . .

Have a survey made of the inmates of all Old Folks Homes to determine what their trades and/or hobbies were when they were active in outside life. This would have to be carefully and sympathetically done, for most people would probably be reticent about their accomplishments, particularly if they thought someone expected them to be experts. The sympathy and help of the superintendent of the home would have to be enlisted first in each case.

When it is known what skills the inmates possess, decide which ones might be used by the boys in a given group. Then issue an invitation to the individual concerned to teach that skill. Arrange to transport them to the meeting place, serve them tea when the meeting is over, and make them feel genuinely wanted. It would be a wonderful "good turn" to these older folk and would pass on some useful skills to the younger ones.

The project could be a fine morale booster for these people who yesterday were our neighbours and today, because of growing old, have lost contact with the inspiration of youth.

Longlac, Ont. A. L. K. SWITZER.

OOOPS!

Your description of the Colchester County, N.S., district badge (*The Scout Leader*, December '62, page 8) was interesting, but may be somewhat misleading.

Surely the blue diagonal cross is not St. Andrew's Cross. Perhaps, it is the Nova Scotia Cross, patterned after the original Scottish flag. This forms the main part of the Nova Scotia flag.

M. D. HARLOW,
Scoutmaster.

Halifax, N.S.

✿ We regret that the description is misleading. It was an unfortunate oversight on our part. Ed.

I CONCUR

I have been very much interested in the discussions carried out in *The Scout Leader*. I feel that the "We're Looking at Ourselves" articles will, if followed by action, revitalize Scouting in Canada.

I support:

1. The idea of Junior Troops (boys 11 to 14) and Senior Troops (boys 14 to 16).
2. All Patrol Leaders to be at least 14 years of age. Patrol Leaders will be chosen by the Scoutmaster from the Senior Patrol or Senior Troop. This service as a Patrol Leader will be part of the service duties of Senior Scouts. (Senior Scouts serving as Patrol Leaders with the Junior Troop must be included as far as possible in all Senior Troop activities and projects. They will attend at least one meeting with the Senior Troop each month).
3. Uniform: (a) long pants are a must for senior Scouts and for leaders (NO COTTON DRILL); (b) Replace the traditional Scout hat with the beret.

Let's give Scouting back to the older boy as B.-P. planned it.

HAROLD SALWAY,
District Commissioner.

New Westminster West, B.C.



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Correspondents are requested to indicate their rank or position of service in Scouting (e.g., Cubmaster, Assistant Scoutmaster, Group Committeeman, etc.). This will enable readers to better appreciate the writer's viewpoint.

Views expressed are those of the writers. They do not necessarily reflect the policy of the National Council of the Boy Scouts of Canada. The Editors reserve the right to edit letters for reasons of space or clarity. The Programme and Uniform Sub-Committee receives copies of all correspondence relating to its work.



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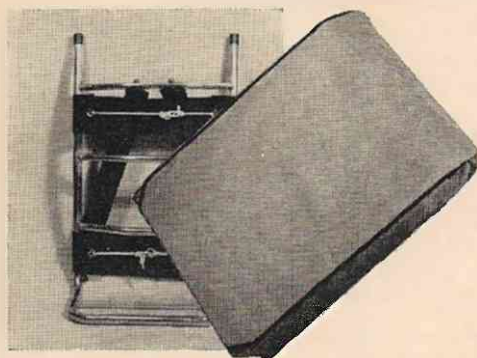
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