

FEBRUARY 1967 VOL 44 No 6

the scout leader

Travel in '67





get with it dad!

Youth is constantly trying its wings, its behavior may be exhibitionism, extroversion or experimentation, but it's all part of growing up.

Young people can't be expected to understand the ways of older people, it's up to older ones to try and understand them.

Hear the way youths talk of adults whom they regard as failing to understand "guys our age"; "That guy's flat on his face." "He's not with us, that's for sure." "He might make a good policeman, but he's as good as dead."

Are young people wrong if they don't conform to what grown-ups think they should do?

So often they appear to take no notice, but what they see of adult behavior does make an impression that sticks. Just as we did, these kids will survive the poor example set by many grown-ups. Basically, they are sound stuff and the result is usually a balanced life.

We Scouters have a fine chance to set a good Scouting example before youth. But we won't attract them or hold them if we act like squares.

There are some youth movements whose leaders think Scouting is old-fashioned. Are they right? Perhaps it's because we've been at it for sixty years. The boys who come to us seem to be happy with our pattern. Of course, there are the ones who leave.

What about those who don't join? To many teenagers, who are out of Scouting, it must seem pretty dull. And yet there is no reason why Venturers and Rovers shouldn't follow modern trends.

Even if we don't like hair around the neck and pointed shoes, can't we accept boys who follow these fashions, knowing that the boys themselves are more important than the fashions?

Don't let us ridicule teenage fashions. Fashion is conformity and it's important to the teenager that he conform to the accepted standards of his own generation.

We know it's more important that he should conform to other standards, too, but these standards - like fashions - can be dressed up in different ways.

It's a challenge to our ingenuity and to the flexibility of our methods to go along with teenage tastes in order to get our message across.

Whether young people think enough of their homes depends on the homes they come from, and relationships between parents and family. We won't help teenagers appreciate their homes and Scouting by reading them

lectures by do-gooders.

The average Scouter who gives his time for personal leadership of youth is doing the most practical thing to help young people achieve balanced maturity.

There are rather too many "reformers" around who deprecate youth in the press, and tell them how they think they should behave. It is doubtful whether these people would give their time and money for the sheer satisfaction of serving young people.

The successful Scouter enjoys being with youth in spite of everything the boy comes up with. He knows that to be with youth, he must *get with it*.

Adapted from The Victorian Scout, Australia



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NEW SIGHTS, SOUNDS AND OPPORTUNITIES



An important aspect of centennial year is the emphasis on travel and on the need for as many Canadians as possible to get to know their neighbours and their country better.

Almost 9,000 Scouts will take part this year in the travel exchange program, provincial jamborees, 12th World Jamboree and the activities at the International Scout Centre at Expo 67.

What about the other thousands of Cubs, Scouts, Venturers and Rovers? They, too, can benefit from travel experiences. There is something of interest in every Canadian community such as historic sites, museums, zoos, and industrial and commercial centres. Visits such as these are particularly appropriate in winter or spring.

In summer, overnight or week-end camps to historic sites, power projects and new camp grounds can be the basis for other exchange visits. Athletic meets, ball games and swim meets, along with civic celebrations are also valuable in getting boys together.

I hope that many of you this year will invite a group from a neighbouring community to join your group in an exchange visit. Scouting's purpose in planning and carrying out exchange visits is to create opportunities for boys and young men to increase their understanding of this land and its people.

Will you see that your group enjoys some of these opportunities this year?

Fred J. Finlay
Chief Executive

BROWNSEA ISLAND CAMP 1907 — 1967

By Robert E. Milks

Sixty years of Scout camping!

A lot of Scouts have gone to camp as a result of Baden-Powell's first camp held at Brownsea Island in August, 1907.

Brownsea Island, some 500 or 600 acres in size, was mainly uninhabited and lay at the entrance to Poole Harbour, Dorset, on the South coast of England. The boat *Hyacinth* was used to transport the twenty boys to this island.

Some of the original group came from Public Schools and others from poor districts of London. They were all mixed up in patrols. They had no uniform at this camp.

The program was based on what have become common Scout activities. Each evening at a campfire B.-P. would give a yarn to illustrate the need for the practices and projects of the next day - stalking, observation, lifesaving, etc. Most of the Scouting was done as games. Patrols competed with each other and the patrol leaders were responsible for discipline.

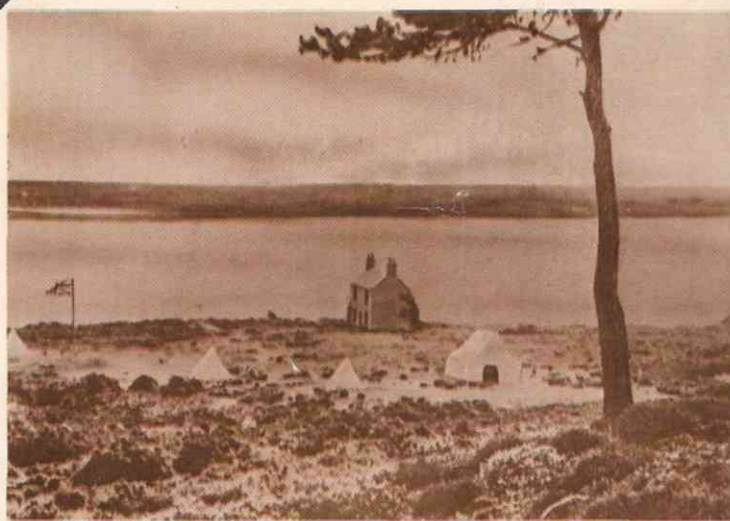
Most of these yarns and the subsequent practices can be found in Baden-Powell's book *Scouting for Boys*.

In 1967, the Diamond Jubilee of Scout Camping, we would do well to reflect on this camp and the possibilities it holds in planning for cuborees, camporees or summer camps.

As a group, district or region, consider holding a Brownsea Island camp - following, as far as possible, the original camp program. Where possible, an island setting would be ideal. Invite Scouts and non-Scouts to the camp.

The method used in the 1907 camp is in keeping with the latest thinking of educationalists. Motivation - discovery learning - small groups. This is what B.-P. found so successful at this camp. We could really celebrate our sixtieth anniversary if we did the same!

Robert Milks is Assistant Director of Program Services for the National Council of the Boy Scouts of Canada.



View of the camp, August 1907



A relay game during camp sports



Making a mattress on a camp loom

Have you heard about Venturing, Scouting's program designed for 14-17 year olds?

Do you know that registration of Venturers in 1967 is expected to exceed 10,000? (There were 2,700 in 1965)

Will your group be sponsoring a Venturer company this year? If lack of information is a problem, the three books listed on this page are now available and will provide many of the answers for you.

Are your older Scouts interested in challenging activities? Reports on Venturers indicate that they are now engaged in a variety of activities that reads like a what's what in the field of skills, courses, adventure trips, sports and hobbies.

Do your Scouts know about the new Venturer and Queen's Awards? These are significant recognition for their work and are a new design.

Are they wondering what to do? The new *Venturing* manual lists films, books, pamphlets, and magazines readily available on many subjects. With over 2,000 free films listed in *Venturing* the variety of program appears almost limitless. Get a copy of it so they can see for themselves.

Remember that Venturing is a section! A Venturer company is another part of the group - such as a pack, troop or crew. Why not make this program available to your Scouts? Contact your Council for further help and details.

Now available with the Venturer symbol: **VENTURER BUTTONHOLE BADGE.** Light blue, white and gold enamelled screw back.

Cat. No. 1450

Price 95¢

VENTURER CREST (for jackets) Blue and gold embroidered on white background.

Cat. No. 3307

Price 35¢

VENTURER FLAG. Blue, white and gold emblem centred on light blue nylon.

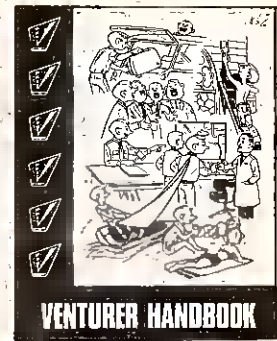
Cat. No. 71-606

Price \$11.00

These resources are
Now AVAILABLE
from your Scout office,
Distributor or
Supply Services



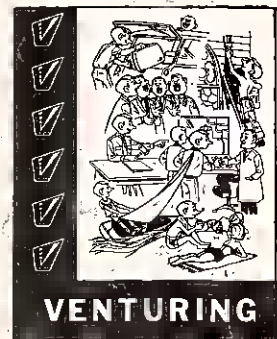
All systems
are going



VENTURER HANDBOOK Outlines the basic concepts, organization, recognition, uniform of Venturing. You will need one for each member

No. 20-751

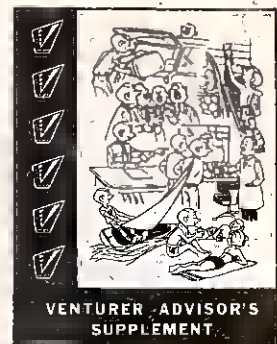
Price 50¢



VENTURING The ideal book for officers of a Venturer company. Includes the **VENTURER HANDBOOK** in Part "A" and over 100 pages of resources in Part "B". You will need one for each officer

No. 20-752

Price \$1.75



VENTURER ADVISORS SUPPLEMENT Use in conjunction with the *Venturer Handbook*. Emphasis is on the "whys" of the program. You will need one for each advisor

No. 20-753

Price 75¢



Is your section planning to travel this year? If so, it will join the many others whose program will stress "Know Canada in '67". The following pages set out ideas and suggestions designed to help in planning your section's program.

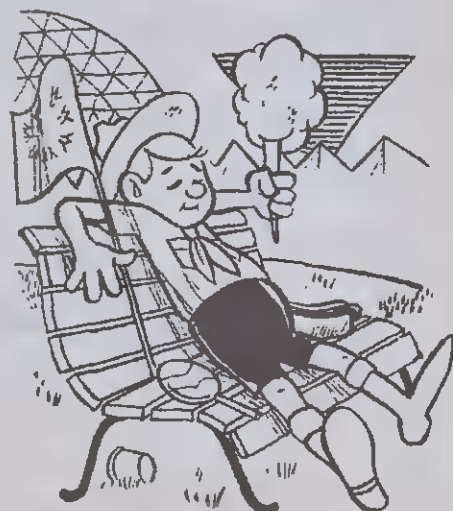
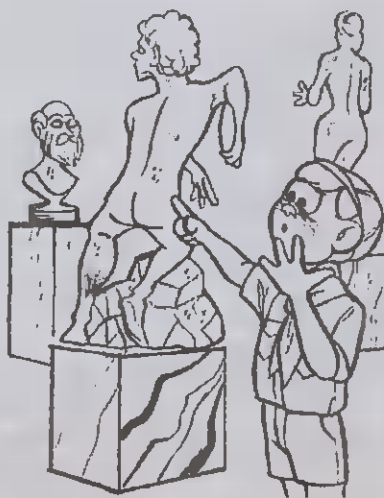
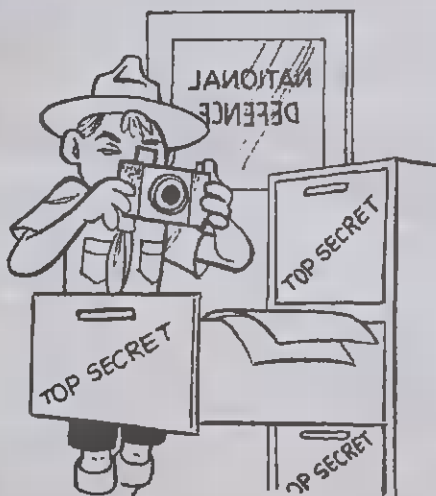
Know Canada in '67

Houses of Parliament
Municipal Buildings
Industry and Business
Zoo
Indian Village
Pioneer Village
Art Gallery

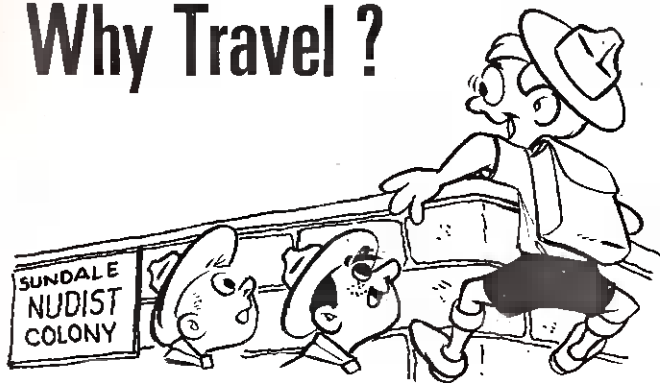
Department of National
Defence Base

Cave Exploring
Summer Playhouse
Mountain Climbing
Fish Hatchery
Fire Station
Tree Farm
Confederation Train
Police Department
Museum

Hydro Power Station
Marina
Historic Site
Orienteering
Exchange Visit
Canoe Trip
Centennial Caravan
National, Provincial Parks
Centennial Projects
Expo 67



Why Travel ?



Scouting was founded on the pioneer instinct, the love of adventure, and the desire to explore. Many Scouts are finding adventure through travel. New fields bring new experiences, new experiences quicken the mind and broaden horizons of knowledge.

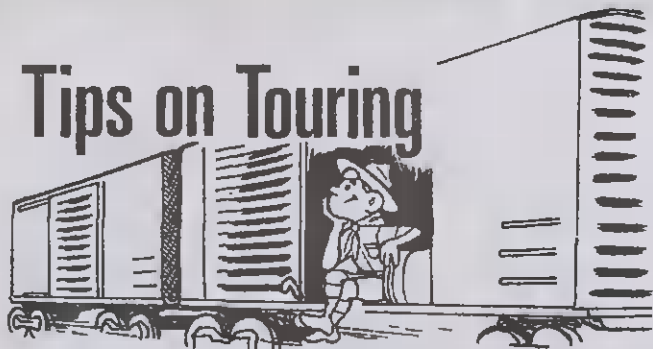
Travel can provide first-hand knowledge of geography, history and our nation's natural resources. A visit to another province - retracing a local historic trail or researching a local historic site - a visit to a fish hatchery, conservation area, pulp mill or mine - all comple-



ment school work and aid a boy's understanding and knowledge of Canada.

Travel provides the opportunity to meet and make friends with people from other cultural backgrounds - encouraging knowledge of the true meaning of brotherhood. Exchange schemes, whereby boys from different localities visit and stay overnight in each other's home, foster insight into Canadian family life. Visits to other communities open up new vistas of industry and business, cultural and educational centres, historical sites and seats of government.

Tips on Touring



For safety and comfort, try travelling by train, commercial bus or scheduled airline. For economy, try chartered buses for groups of twenty or more.

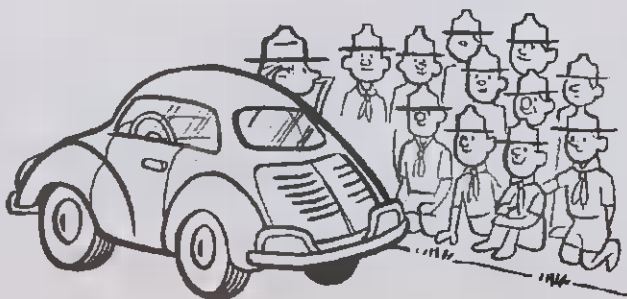
Safe travel in cars depends partly on the following points:

- all drivers should be licensed
- one adult licensed driver should be in each car
- each car should have a licensed relief driver
- drive only eight hours per day and rest often
- drive only during daylight hours
- comply with speed limits and other traffic regulations
- have all privately owned vehicles subjected to a safety inspection
- ensure each vehicle is adequately insured
- when stopped at the side of the road, get everyone out of the car to prevent injury from collision from behind
- get boys off the road if car has to stop at the roadside. Use flags by day and flares at night to warn approaching vehicles.
- take special precautions at unprotected railroad crossings and other dangerous places

- don't permit anyone to ride on the outside of any vehicle or on the tailgate of a station wagon
- avoid driving in "convoy style" with cars in the same tour group. Establish points of rendezvous.
- use seat belts which meet safety standards
- lock car doors while the vehicle is moving
- keep car windows rolled up to the maximum degree consistent with ventilation needed for comfort
- carry at least the following emergency equipment: first aid kit, fire extinguisher, flashlight, road flares and road distress flags.

The rules for automobiles also apply to chartered buses. In special cases, chartered buses may travel more than eight hours of travel time a day. Night travel should not be allowed for two nights in succession.

When travelling by car or bus, twelve hours of every day should be devoted to rest and sleep in suitable quarters away from the vehicle,



Visiting Scout camps

It is possible to arrange to stay at certain Scout camp sites. For information on available sites write to Boy Scouts of Canada at the following addresses:

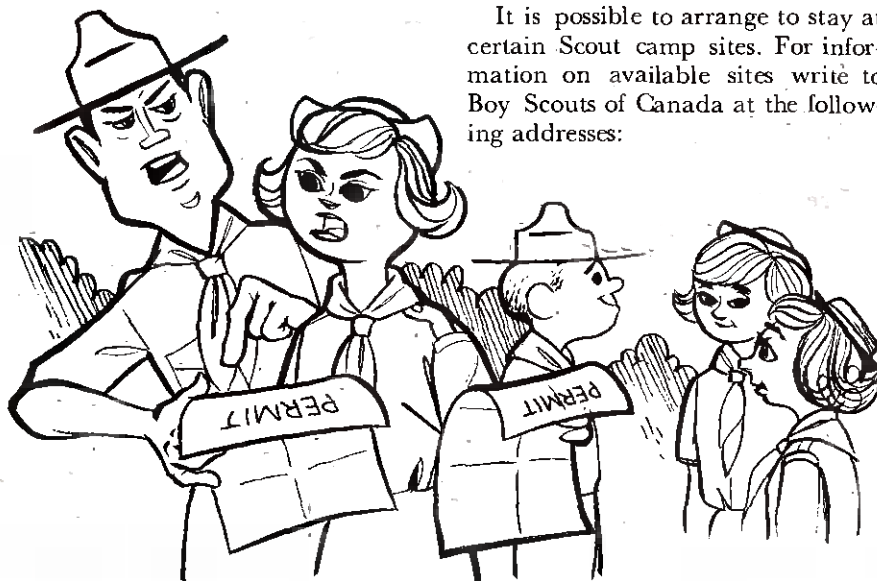
B.C. - Yukon Provincial H.Q.
1755 Capilano Rd.,
N. Vancouver, B.C.

Alberta and Mackenzie Provincial H.Q.
10215 - 97th Ave.,
Edmonton, Alta.

Saskatchewan Provincial H.Q.
B2 - 2060 Broad St.,
Regina, Sask.

Manitoba and N.W.O. Provincial H.Q.
Polo Park Shopping Centre,
1485 Portage Ave.,
Winnipeg 10, Man.

Ontario Provincial H.Q.
9 Jackes Ave.,
Toronto 7, Ontario



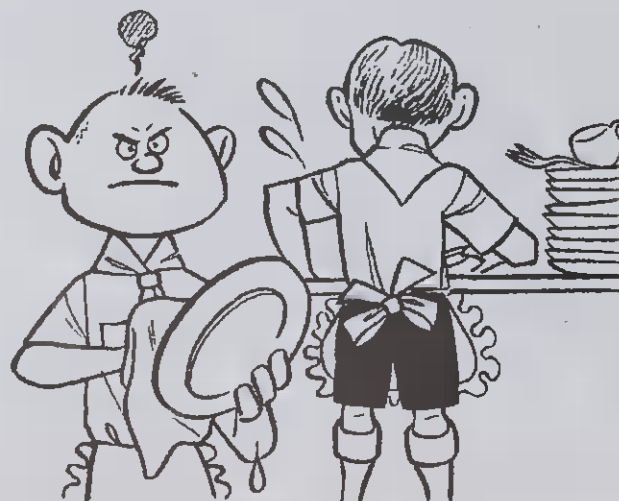
How to be a good host

- make sure there will be enough food and suitable sleeping accommodation
- arrange for local tours of interesting places
- be friendly
- provide entertainment - campfire, games
- give guests a choice in food or entertainment whenever possible
- be considerate of different religious or cultural beliefs and their influence on diet, etc.



How to be a good visitor

- don't complain or make unfavourable comparisons with home
- say thank-you upon leaving and follow-up with a thank-you letter
- bring some gift to present
- pitch in with chores
- be appreciative of surroundings and compliment the host whenever possible
- be enthusiastic about the program planned by the host
- bring enough equipment so that you don't have to borrow



Quebec Provincial H.Q.
2001 Trans Canada Highway,
Dorval, Quebec

New Brunswick Provincial H.Q.
177 Princess St.,
Saint John, N.B.

Nova Scotia Provincial H.Q.
P.O. Box 2003,
Halifax, N.S.

Prince Edward Island Provincial
H.Q.
100 Upper Prince St.,
P.O. Box 533,
Charlottetown, P.E.I.

Newfoundland and Labrador Provin-
cial H.Q.
P.O. Box E-5334,
St. John's, Nfld.

Administration and Health Hints

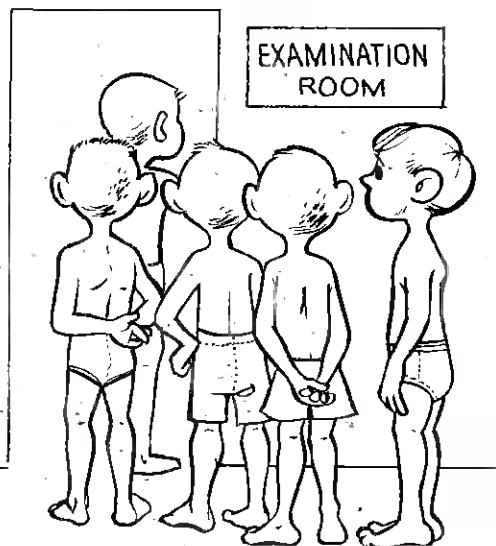
- extensive travel makes a medical examination advisable for each participant, medical forms for this purpose are available at your Scout office.

- record the hospital and medical insurance coverage numbers for each member in the event of an emergency.

- if travelling outside your province, apply at least four weeks in advance for a Tour Permit. Your Scout office has the application form

- reserve any accommodation required well in advance

- be specific about times of arrival, duration of stay, departure



Resource Books

9

Canada "One Hundred" 1867-1967. This illustrated 500-page special edition is intended to provide a factual survey of the political, economic, social and cultural development in Canada since Confederation.

Special features of Canada "One Hundred" 1867-1967 include topics such as Canadian Nation-Building, Two Founding Peoples, the Canadian Federal System of Government, the Centennial of Canadian Confederation. Price: \$2.00.

Canadian Occupations. The Canadian Occupations Series of monographs serves as a vocational guidance aid on the various occupations in Canada. Price: 25¢ from the Queen's Printer.

Citizenship Series:

Our Land. Illustrated paperback. 50 pp. 35¢.

Our History. Illustrated paperback. 78 pp. 50¢.

Our System of Government. Illustrated paperback. 47 pp. 35¢.

How Parliament Works. Excellent brochure paperback. 50 pp. 50¢.

The Canadian Constitution. A companion book to "How Parliament Works". Paperback. 31 pp. 50¢.

Canadian Government publications are available by mail from the Queen's Printer, Ottawa; through your local bookseller; or at the following Canadian Government bookshops:

- Ottawa: Daly Bldg., corner Rideau and Mackenzie

- Montreal: Aeterna-Vie Bldg., 1182 St. Catherine St. West

- Toronto: 221 Yonge St.

- Winnipeg: Mall Center Bldg., 499 Portage Ave.

- Vancouver: 657 Granville Ave.



10 AS CHILDREN NEED ADULT FRIENDS AND CONTACTS THEY GROW

By Dr. S.R. Laycock

Everybody knows that children, for their best development, must have friends among their agemates. However, what is not so well known is that youngsters need friendships with adults outside the family circle. A child can profit greatly from having a special relationship with an adult who is his own special friend. In religious organizations where children have godparents, youngsters can find this relationship a valuable one. Unfortunately, grandparents, uncles and aunts often have to be so impartial in spreading their affection and interest over all the children of a family, that the child's sense of his having a special friend is often lost. Aside from any re-

ligious significance, the idea of godparents should be widely adopted. It can give a child a special adult friend.

Advantages of Child-Adult Friendships

The special relationship of a child with an adult outside the family circle has many advantages. It gives the child a sense of his own value as an individual - of being important for his own sake. To a degree, it meets his need for independence since he has a friendship outside his immediate family group. The relationship can also provide a sense of belonging as well as a model of an adult with whom the child can identify himself. It can provide a real source of intellectual stimulation and of social and emotional guidance.

While teen-agers do need their parents as friends, there are at least two reasons why they need other adult friends. First of all, one of the adolescent's chief jobs is to gain emancipation from parental control. As he struggles to break the childhood bond of protector-supervisor with his parents, the teen-ager often feels the need of being less emotionally dependent on his parents. Since adolescents are emotionally involved with each other, parents are not always the persons to whom teen-agers can turn with the intimate problems of their love - and sex-life. For a discussion of these, a trusted adult from outside the family is often more helpful.

Too Much Age-Segregation

At present there is too much segregation of people by age. Children and youth are segregated with their own age-groups. So are adults. One of the tragedies of old people is that they are segregated in Golden Age Clubs and Senior Citizens' Groups. As a result, they are cut off from the world and from life. So far as adolescents go, they have become more and more segregated in their own subcultures in high school. Children increasingly do not share in the visits of adults to their home. In addition family recreation has declined.

All of this segregation by age has meant gaps between the generations which are, in part, responsible for the anxiety and confusion among adolescents and the unhappiness of older people.

The writer has, throughout his life consistently refused to be segregated because of his age. As a result, he has enjoyed and still enjoys good friendships with persons of all ages including adolescents and young adults.

The Price of Friendship

Both children and adults need to know the price of friendship. First of all, there must be genuine respect for the other person as a person. Both children and the aged react negatively to condescension and to the ignoring of their rights as an individual. For any real friendship, there must be, in addition, a genuine interest in and liking for the other person. To have a friend one must be interested in one's friend's interests and have time for him. Children need to learn this fact about friendship. Certainly adults need to learn it if they are to have friendships with children and youth - or with anybody, for that matter.

Contacts with Adults are Important

Children need to share in the conversation with guests in the home. Many parents assume that children are not interested in adult visitors and send their youngsters off to play. Unfortunately, children learn this lesson, and after a while, they don't want to participate in adult conversation.

(continued on page 15)



THE PHOENIX

The Aim of Scouting with the handicapped is to help more boys to help themselves. As Scouting stresses abilities rather than disabilities, the approach is to get each boy to work to improve that which he has, rather than dwell on that which he lacks.

The purpose of THE PHOENIX is to acquaint Scouters and others with developments in Scouting with handicapped boys across Canada. Comments, suggestions, games, news items, program ideas will be welcomed. Please address all communications to Program Services, Boy Scouts of Canada, P.O. Box 5151, Postal Station 'F', Ottawa 5, Ontario.

We would suggest that you pass your copy of THE PHOENIX on to someone else who might be interested in this phase of Scouting.

A limited supply of more recent back issues of THE PHOENIX is available.

11

Scouts Despite All

Physical handicaps are no respecters of persons. They reach high and low alike in all walks of life.

Modern society is rapidly acknowledging its obligations to the handicapped by recognizing their individual needs and by helping them reach their maximum capacities. Society needs the man-power and abilities of the handicapped.

Time was when the handicapped boy was almost a social discard, disqualified from real participation in normal activities, an object of pity, and a burden to himself and the social order. Now we realize that with proper training he may become a useful, happy member of the community.

For thousands of handicapped boys, Scouting has provided a great ray of hope, a feeling of being wanted, companionship, association with normal people, an incentive, and a much needed recognition of effort and accomplishment.

Special Needs

The handicapped child needs these values even more than the normal child, for he is more limited in the resources that he can use, and the limitations in his talents, be they physical, emotional, or intellectual, make it necessary to seize every opportunity to develop those which exist. This helps him grow emotionally.

Scouting gives the handicapped person a range of choice whereby his particular interests and abilities can give him an anchorage and a feeling of security, a feeling that is a prerequisite to growth and maturity. This means Scouting must recognize individual needs and potentialities and find a way to give even little talents their day.

The first need is to help the boy to work to improve that which he has, rather than to dwell on that which he lacks. His handicap exists only in that part of the body that is ill, useless, or missing. In all other respects he is exactly the same as other boys, and in most cases, by patient efforts, the other parts of the boy can be trained to make up for that which cannot be used. For example a boy who has suffered the amputation of an arm, can, by endeavour, learn to use the other arm, and often make one do the work of two. The blind can read by touch, he who is confined to bed can still use the brain.

Getting Together

As for all Scouts in District and Area, "Scouts Despite All" is like the experience of sharing in a real camp with friends and mingling freely with new friends. It is every bit as important for them to gain a wider horizon and take part in what is a great event for every boy.

Scouters who had not before seen this type of Scout camp were amazed at the way the Scouts managed to enter into the life of the camp.

To us who know them so well they are normal Scouts. Just think for a minute. Any of us could get polio and be left hopelessly paralyzed - or we could be blinded and maimed in an accident. Would that make us entirely different people?

Surely we should still want to go on with our Scouting and camping. If only people throughout the world would realize that those handicapped children are just boys and long to do all the things that normal boys enjoy, then I believe every handicapped boy in the Scouting countries would have the opportunity of becoming a Scout.

G. Haylock
H.Q. Commissioner for
Handicapped Scouts

Taken from *Scouting in Queensland, Australia*



Gil Taylor

Above and opposite: Instruction at cub pack. Simcoe Hall Crippled Children's Centre, Oshawa, Ontario.

Do You See ...?

It is rather interesting to note that blind children enjoy the same type of activity as their sighted companions. They like to swim and hike, go to camp and partake in many of the normal activities of the Scouting program.

Scouting with the blind is not a separate section of the Movement, but merely an *extension* of its aims and methods. Certainly, we need to make changes in program and method but we must not overlook developing the ability of the boy to its fullest.

From the Ontario School for the Blind in Brantford, we are given the following points to consider by sighted people when working with blind boys:

1. Make use of any available sight possessed by the boy but also your ideal of successfully accomplishing some work with him. He will set the pace; you must adapt yourself to it.
2. Make progress slowly - speed frustrates, not only the boy but also your ideal of successfully accomplishing some work with him. He will set the pace; you must adapt yourself to it.
3. Always speak directly to the boy, using his name,

otherwise he is unable to tell whether you are speaking to him in a group.

4. Remember that you are the "eyes" of an otherwise healthy, normal boy. Be descriptive and make things and people live. Don't be afraid of using the phrase "Do you see...?"

5. Don't expect a boy to mix freely with others. They must project themselves *towards* him.

Exchange Visits of Great Value

While in Ottawa several weeks ago we had the opportunity to talk briefly with Art Rawes of the Ontario Hospital School at Smith Falls, Ontario. Art informed us that there were over 100 boys involved in the Cub and Scout programs at the School. These boys seem to be coming along well under the guidance of capable leaders.

One highlight of the Scouting program is the summer camp activities. The school groups take over Ottawa District's Camp Opemikon each summer for two weeks. All kinds of camp activities take place and all the boys seem to enjoy it greatly.

The boys also play basketball several times a year with Bert Mortlock's Ottawa troop. The Mortlock boys travel to Smith Falls several times and the boys from the School are taken to Ottawa where a game is usually followed with some treat for the boys, provided by the Ottawa Troop.

This kind of exchange brings a lot of satisfaction to Bert's boys and the boys from the School get "a real bang" out of getting together. Sounds like a good arrangement for other groups.

Working Together

"Working together" says Mrs. Jo Webb of Hamilton, "can accomplish a great deal in developing the kind of program best suited for a Pack or Troop of boys with a handicap". Mrs. Webb feels this, coupled with a thorough understanding of the capabilities of the individual boy is the key to success. Mrs. Webb has been instrumental in organizing and developing groups for both mentally and physically handicapped boys.

Upon return from a Scouter's Conference on the Five Star Scheme for Cubs Mrs. Webb had said, "Praise be. This new program is like the answering of a prayer for test work with handicapped boys. It should be interesting to see what we can do now."

Plans were made for several meetings of Hamilton area people working with the handicapped. They will get together with personnel of the various institutions working in the field of handicapped boys to go over the new programs to see how these can be adapted to their own programs.

Programming At Port Arthur (Hospital School)

During the past year, we have made several dis-

coveries regarding the mentally "retarded child". Observations have been:

- (1) These boys appear to be better disciplined than normal boys. They appear to appreciate the amount of time and attention they receive from Cubbing.
- (2) Most of these boys don't read or write. We feel we have adapted ourselves to this, by means of Visual Aids, e.g. blackboard, colouring books and charts.
- (3) These boys have several natural leaders amongst them and using these boys as Sixers and Seconds has been beneficial to the Cub Pack.
- (4) The Cub Uniform appears to act as a stimulant to these boys.
- (5) By using outside interests e.g. visiting other Cub Packs, Fire Halls, these boys are learning of the outside world and what goes on around them.
- (6) We had started a First Aid Course and these boys appear to enjoy what they are learning and also have a basic knowledge of First Aid.

A new Cub system, the Five Star Scheme was started in January, but because of isolation, we have not been able to swing into it.

However, this system, with very few exceptions, will offer enough variety to broaden their interests: e.g. gardening, citizenship, self reliance, personal fitness and manual dexterity.

World Stamp Scheme

The World Advisory Committee on Scouting with the Handicapped has a small fund from which grants are made to help initiate and organize this section of the Scouting program in countries where financial aid is needed.

The greater part of this fund is raised by the Scouts themselves from all parts of the world. All Scouts, wherever they may live, are asked to collect used postage stamps and to send them to us in Ottawa, the money raised from their sale is placed in this special fund. Cash donations are also made to this fund, but used stamps are the main source of income. All stamps collected should be sent to Ottawa, addressed to "Stamp Scheme", Boy Scouts World Bureau, 77 Metcalfe Street, Ottawa 4, Canada, and sent surface mail at the cheapest rate of postage.

Unfortunately, recent shipments of stamps were "picked over" and valuable ones removed before shipment. This meant that it cost the World Advisory Committee \$40.75 to ship 500 pounds of worthless stamps.

In 1965 we had available money collected in 1964 and 1965 and were able to make the following grants. Unfortunately the amount of money available was so small that we were able to give only about half the help requested:

- Cyprus: to help purchase a motor for a boat built by a handicapped Sea Scouts group, in order that their Scouting might be more rewarding.
- Costa Rica: to a hospital group of Cubs and Scouts, catering to all defects. The money to be used to help purchase uniforms, training and camping equipment.
- Dahomey: to assist in the overall development of

Kenya:

training facilities especially camping. at the Salvation Army Cripple Centre of "Joytown" at Thika there was a great need for help to purchase uniforms, badges, books and equipment.

Peru:

to help purchase Cub and Scout books in Spanish for libraries at institutions catering to the handicapped.

Mexico:

to assist in the work of a newly appointed Headquarters Commissioner in initiating Scouting with the Handicapped in Mexico.

Brazil:

to purchase a Braille typewriter, to further their own work in the group and to make contracts with blind groups in other countries.

Nicaragua:

to help supply Scout books and literature, especially in Braille, and to some extent in the purchase of uniforms.

So continue to send in your stamps.



Gi. Joy. or

Training for The Deaf Child

13

There are three stages in the training of a deaf or hard of hearing child, which should be recognized at the outset.

The first stage is to accept the child and to accept the problem as one that the parent can overcome. We have learned that the best way to do this is to prove to him that he is normal, and as mentioned before, respect your child for who he is, for his own worth. Do not pity, or excuse him or contrive to hide him from view in the home, in restaurants or in the community. Laugh with him and enjoy his company, speak to him as you would to a normal hearing child. Perhaps the greatest message we can give in this regard is to keep talking to the child, TALK! TALK! TALK! His vocabulary is marginal at the best but will keep improving with speaking at the earliest age. Above all, be calm and collected for the deaf child not only understands you through your words but also through your inflections and his reaction is phenomenal.

The second stage is to come out and work with other parents of deaf and hard of hearing children, to share in the education of the child in the school and to secure the best educational facilities and last, but not least, to form a close team between parent(s) and teacher(s) and become part of the educational team from the earliest phase of the child's life right through to his graduation from high school or college.

The third stage is the maturing stage when the parent sees the child in the total community picture. We must recognize that eventually the child grows up and that our efforts in order to be meaningful must

see the child become an adult and must carry through to the time when we are no longer able to provide the supervision and protection we did from infancy to adulthood.

From Ottawa Parents of the Deaf
& Hard of Hearing Association

Recreation for Handicapped Children

Orthopedically handicapped children can benefit from taking part with normal children in recreational group activities at a community center, according to the recently completed evaluation of a three-year demonstration project conducted in New York City by the Associated YM-YWHAs of Greater New York. The study was supported by a child welfare demonstration grant from the Children's Bureau.

Initiated in May 1962, the project was carried out at the Moshulu-Montefiore Community Center of New York City, under the direction of the agency's director of research, Douglas Holmes. Altogether forty-seven physically handicapped children, selected through the public schools, hospitals, and other referral sources, participated with normal children in the center's regular group and club activities. Only children who were ambulatory either with or without prosthetic devices were considered. The project included medical examinations for the children and a casework counselling service for their parents.

According to the judgement of four trained observers, the children as a whole showed improvement in both self esteem and social skill during their period of participation, but there were wide individual differences. The parents also, for the most part, regarded the program as beneficial to their children. Although twenty-three children left the program - some for other group affiliations - the parents of fifteen of the dropouts reported they would like to return their children to the center.

As a result of the demonstration, ten member community centers of the New York YM-YWHAs now include services for about 100 orthopedically handicapped children in their regular recreation groups.

The Exceptional Child

Who is the exceptional child? The exceptional child may be one who differs from other children in appearance, in some phase of physical development, in personality, in routine of learning, or in interests and capacities. He may be physically handicapped - blind, deaf, epileptic, or crippled. He may differ mentally to a significant degree being either seriously retarded in intellectual development or exceptionally gifted. He may be emotionally disturbed or unable to make a proper social adjustment in school or community. He may be a child whose conduct is antisocial or one with serious behaviour problems which result in a disturbed personality or in delinquency.

But in the final analysis the exceptional child is a child first of all and an exceptional child after that. He is a child who, although varying in some trait, capacity, ability, or behaviour pattern from that called "normal", nevertheless has the needs that characterize all human beings - the need for acceptance, the need to achieve a sense of belonging, the need to develop feelings of competence and to experience success, the need to accept the conditions and realities of one's own life and to acquire the ability to perform one's own work and to engage in one's own play, and the need to learn to live in a world of real things and normal people. In short, he stands as equal to others in the right to educational opportunity, to special services if these are required, and to normal treatment when this, too, is possible.

Boykin, L.L. (1957), "Who is the Exceptional Child?"

Taken from D.H.Q. Gazette - N.Z.

Physical Fitness Program for Retarded

The Canadian Centennial Commission has given formal approval to the Canadian Association for Retarded Children's proposed program of Centennial Physical Fitness Awards for mentally retarded children.

The project will parallel the Centennial Athletic Award Program for the non-retarded school-age population. It will provide Canada's retarded children with a unique opportunity to join with all other children in marking Canada's 100th birthday in a special way, as part of a national effort. The fitness programs leading to the Awards will produce a general up-grading of the fitness levels and physical efficiency of the youngsters who participate. (Reliable research indicates the majority of retarded children have only half the strength of mentally normal youngsters of the same age, fatigue 30% faster and carry 37% more fat.)

Mrs. June Braaten, Toronto, has been appointed Co-ordinator of the Physical Fitness Project, which will be operated by CARC with the assistance of a grant from the Centennial Commission.

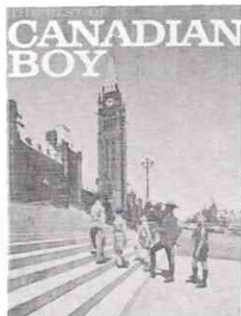
No Compromise

This is the story of Colonel W. Baker and the Canadian National Institute for the Blind, by Marjorie Wilkins Campbell. - McClelland and Stewart Limited, 25 Hollinger Road, Toronto 16, and Montreal. Price: \$6.50.

Forty years ago the world learned that Captain Scott and his companions had perished on the return journey from the South Pole. Knowing death was coming, Captain Scott, as leader of the expedition, left a message in his diary - "Had we lived, there would be a tale to tell that would stir the heart of every Englishman". "No Compromise" is a tale that will stir the heart of every Canadian with pride and gratitude to Colonel Baker and to Marjorie Wilkins Campbell, the author, for telling it.

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CHILDREN
NEED
ADULT
FRIENDS
AND
CONTACTS

**AS
 THEY
 GROW**

(Continued from Page 10)

Children have much to learn from adult visitors. Aside from the intellectual stimulation of ideas, children see adults reacting to one another and, in particular, they see their parents in the role of reacting to other adults.

Educators urge parents of gifted children to invite, as guests in the home, prominent and competent people from many walks in life. This can be an important part of a bright child's or any child's education.

In pioneer days, the members of the older and younger generations shared work, recreation, and the daily problems of living. Modern urban life has destroyed much of this sharing. As a result, there must now be a conscious effort on the part of parents and others to bridge the gap between the generations. Parents should foster in their children both friendships and contacts with adults. This practice will enrich the lives of both children and adults and, in addition, will help to solve some of the problems of community living.

Games of Skill

Many of these games test the players powers of observation and judgement. Most of them are suitable for Cubs.

If you cut along the dotted line around the instructions below and punch a hole in the six circles down the left side, you will have a handy page to place in your leader's pocket record book.

Cage

Patrols must construct a cage from staves; sisal and rope large enough to hold a small Scout from another Patrol. The boy in the cage must escape within one minute.

Rat-trap

Patrols try to construct a workable rat-trap.

A Trip to Rome

The player who is it walks around saying, "I am going to Rome. Haven't you a gift for me?"

The other players each hand him some awkward object e.g. lamp, umbrella, shoes, cartons, coats. It must now walk across the room without dropping anything.

Pocket Murder

The contents of a "murdered man's" pockets displayed. Players must deduce his age, profession, and interest in recent activities.

Poison Tag

The player who is it must keep his hand on the spot where he was tagged.

Lifeboat

Cubs walk around in a circle singing. When Akela whistles they must jump into the lifeboats. Akela puts up any number of fingers and whoever is not in a boat with the same number of passengers must drop out.

Folding Clothes

Boys remove their jerseys and shoes, folding them neatly in a pile. They pretend to sleep, with the light turned out. When Akela calls "Fire" all boys must dress in the dark and squat outside their lair. The first Six finished wins.

To THE SCOUT LEADER Magazine
 Boy Scouts of Canada
 National Headquarters
 Box 5151, Station F
 Ottawa 5, Ontario

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Birds Fly

The leader tells the boys to flap their arms up and down when he names something that flies. When he mentions something that doesn't fly they must hold still. Those who make a mistake must drop out. To confuse things, the leader flaps his arms at every command. The commands should be given in quick succession e.g. ducks fly, geese fly, pigs fly.

Dog Fight

Two contestants face each other on hands and knees. A large band of cloth is slipped over their necks. Each tries to pull the other one over onto his side. If one of them accidentally slips the band over his head he is defeated.

Fuzz Stick Relay

Each patrol will need a sharp knife and a stick of dry, soft wood about 1/2" x 1" x 9". The teams line up in relay formation opposite the equipment. Each Scout who is first in line runs up and cuts a sliver off the stick. He then puts the knife down and runs back to touch No. 2 Scout. This continues all down the line. All slivers should be at least three inches long and twenty attached slivers make a fuzz stick. The first to finish scores 10 points. The best fuzz stick scores 30 points and the next best 15.

Ostrich Tag

To be safe, a player must stand with his right arm under his left knee (raised). The fingers of his right hand grasp his nose.

Wood Tag

The runner must touch wood to be safe.

Track Memory

A patrol sits with their feet up and other Scouts study them. After three minutes, one of the Patrol makes some footmarks in a good bit of ground. The other Scouts approach one at a time and try to decide who made it.

Coming events

Do your boys know about these?

National Council	
Annual Meeting	Montreal May 6
4th Alberta Jamboree	Sylvan Lake July 15-22
5th Saskatchewan Jamboree	Buffalo Pound Lake " "
1st Nova Scotia Jamboree	" "
7th National Sailing Regatta	Pointe Claire July 24-28
Canoe Regatta	Expo 67 " " "
Swimming Meet	Expo 67 " " "
.22 Shooting Match	Mt. Bruno, Que. " "
Archery Competition	Expo 67 " " "
Scout Day	Expo 67 July 28
12th World Jamboree	Farragut State Park, Idaho Aug 1-9
10th Jamboree-on-the-Air	World wide Aug 5-6
Commonwealth Conference	Vancouver, B.C. Aug 21-24

Commonwealth Chief Scout's Tour

Starts at Victoria, B.C. on Oct. 3 and ends at St. John's, Nfld. on November 4.

Note: This information is published as a service to readers who may wish to attend international, national, or provincial Scouting events. Readers should not request additional information from the Editor or from Scout council offices (unless otherwise indicated).

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WHEN

When he is not enslaved by prejudice. When he has learned to obey the can and cannots of physical law, the ought and ought nots of moral law and the must and must nots of statute law. When he is not bullied by "words". When he is able to see life steadily and whole. When he can roll with the punch of economic,

IS A

political or social pressure and not be floor'd. When he knows that a good egg is just as real as a bad one. When his authority is not in custom, book or opinion but what rings true to truth in his experience. When he seeks to understand his actions and not just defend them. When he does not alibi but accepts his responsibilities.

PERSON

When he is not rigid and dogmatic in his views. When he does not exploit people for personal gain. When he does more than the minimum required of him. When he seeks something more in life in a continuous quest of the best. When he does not fight or dominate but seeks a com-

AN

promise that does not debase either party. When he can look up and love and laugh and lift.

— Walter L. Stone

Reprinted by permission from ADULT LEADERSHIP (June 1964)
published by the Adult Education Association of the U.S.A.

ADULT?

CUB CAMP FIRE SONGS

This Centennial project developed from a suggestion by a Nova Scotia Pack Scouter. Cub Packs are invited to try some of the songs listed and, if they have a song that the boys especially enjoy and that may not be listed in other song books, to send it along to the editor of The Scout Leader. If possible, it will be included on a future page in the series.

Important: Words or music of copyrighted songs cannot be published in this series, however, we believe, that there are many others that can be shared.

Like its neighbour, the popular cut-out page of games, the page of songs may be inserted in your record book.

O GIVE ME A PACK

Tune: Home on the Range

- ☐ O give me a Pack where the Sixes aren't slack.
And a smile on their faces you'll see.
Where happiness runs in the work and the fun.
- ☐ And the Cubs are all happy and free.
That, that is our Pack,
The finest of all say, we
As down Cubbing trails we go with our pals
- ☐ To the day when we all Scouts shall be.

CHEW, CHEW YOUR FOOD

Tune: Row, row, row, your boat

Chew, Chew, Chew your food
Gaily through the meal
The more you laugh the less you eat
The better you will feel.

ONE PINK PORPOISE

Tune: Glory Hallelujah

One pink porpoise popped up the pole,
The other pink porpoise popped down.
(repeat three times)

Chorus: Glory, glory, how p-how peculiar,
(repeat twice)

One pink porpoise popped up the pole,
The other pink porpoise popped down.

One sly snake slid up the slide

The other sly snake slid down.

One warm worm wiggled up the walk

The other warm worm wiggled down.

One brown bear beat it in the bush

The other brown bear beat out.

One black bug bled blue-black blood,

The other black bug bled blue.

LUST FOR DOUGH?

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I'VE GOT SIX CUBS

Tune: I've got Sixpence

I've got six Cubs; jolly, jolly six Cubs,
I've got six Cubs, to keep me gay and bright,
I've got two Cubs so neat,
I've got two Cubs so sweet
And two Cubs who simply are a fright.
No cares have I to grieve me,
No naughty little Cub to deceive me,
I'm as happy as a lark believe me,
As I go merrily along.
Cubbing on (what fun) Cubbing on (each one)
By the light of the silvery moon,
Happy is the day when good Scouts they will be,
As I go merrily along.

ON TOP OF SPAGHETTI

Tune: On Top of Old Smoky

On top of spaghetti all covered with cheese
I lost my poor meatball 'cause somebody sneezed.
It rolled off the table and on to the floor;
And then my poor meatball rolled out of the door.
It rolled in the garden and under a bush,
And then my poor meatball was nothing but mush.
The mush was as tasty as tasty could be,
And then the next summer it grew into a tree.
The tree was all covered, all covered with moss,
All covered with spaghetti and tomato sauce.
So if you eat spaghetti all covered with cheese,
Hang on to your meatball lest somebody sneeze.

CUB TOTEMS

Here is a Cub handicraft idea that some of your Cubs might like to try.

Each totem requires five empty thread spools, and either model airplane paint or colours applied with several coloured marking pens. Any more than five spools makes the totem top heavy.

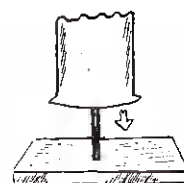
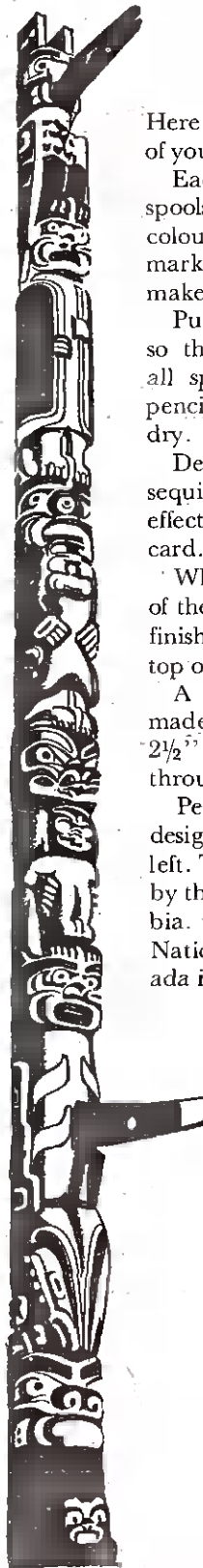
Put one spool at a time on a pencil, so that it can be painted easily. When all spools have been painted stand the pencil in a jar until the paint is thoroughly dry.

Decorate each face with bits of felt, sequins, stars, etc. For a three dimensional effect, add wings, noses or ears of felt or card.

When each spool is complete glue five of them together to form the totem. For a finished look, glue a large button on the top of the totem pole.

A simple stand for the totem may be made by cutting a piece of scrap wood $2\frac{1}{2}$ " X $2\frac{1}{2}$ " and hammering a nail up through it.

Perhaps you can adapt some of the design shown on the totem pole at the left. This pole is an authentic totem made by the Kwakiutl Indians of British Columbia. It stands at the entrance to the National Office of the Boy Scouts of Canada in Ottawa.



SCOUT SCOPE



Dewey

Presentation

The Hon. J. Leonard O'Brien former Lieutenant Governor of New Brunswick received an engraved silver tray in May in appreciation of his patronage and support to the Boy Scouts of the province.

Guard of Honour

When the Chief Scout arrived at Sydney, N.S. last year on a visit to the area he was met by a guard of honour formed by Queen's



Scouts from the Cape Breton Region. His Excellency inspected the forty-eight Scouts and gave them high praise for their physical appearance and dress.

Water Parade

The first Lakeland Group of the Boy Scouts sponsored a water parade on the Trent Canal last summer. Fifty-one floats took part in the competition.

A Good Turn

Thirty-three Cubs and ten Scouts spent an evening picking up loose stones from the streets of Semans, Sask. They collected about four tons of stones, then celebrated with a weiner roast.



Blake Taylor

Winners!

Blake Taylor, of Burnaby, B.C., won first prize in the photo competition at the 1966 BC-Yukon Jamboree. His photo is shown above.

Second prize went to A. Deck of North Surrey, B.C.



North Bay Nugget

Gallantry Awards

Last fall, Bruce Marshall (centre) of Bridgetown, N.S. received the Gilt Cross for Gallantry from the Chief Scout. John Bookham (left) who helped Marshall in a rescue incident during a camping trip in Algonquin Park was presented with a Certificate for Meritorious Conduct by Air Vice Marshal M.E. Pollard (right), commander, Northern NORAD Region.

ELI BOYANER

1893 - 1966

Scouters around the world joined in mourning the death, on November 20, 1966 of Eli Boyaner, president of the New Brunswick Boy Scout council. Previously he had served for many years as commissioner of that council.

In 1949 he received one of Scouting's highest awards, the Silver Wolf from Canada's Chief Scout. That same year he served as Camp Chief of the 1st Canadian Jamboree at Ottawa.

From 1955 to 1961 he served on the twelve member international committee of the Boy Scouts World Conference.

He spent the next six years as chairman of the National Program Committee of the Boy Scouts of Canada.

Fossils

While camping at Douglas Harbor, Grand Lake, in New Brunswick the 1st Minto Le-



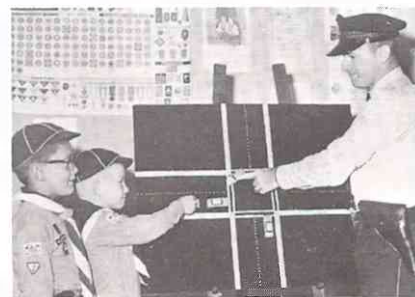
Frederick Gleaner

gionaire Boy Scout Troop discovered fossils along the sandy lake shore. The fossils appear to be a prehistoric tree. They will be offered for further analysis or to a museum for exhibit.

Bicycle Safety

Cubs of the 2nd Wallaceburg, Ont. Pack at the First Baptist Church have received wholehearted co-operation from the Wallaceburg Police Department in presenting highway safety demonstrations. A recent talk concentrated on the proper way to use bicycles on the street.

In the picture, rules of the road are explained to the youngsters and they are warned of dangerous practices.



Windsor Star

Cub Badge Scheme Under Review

A subcommittee of the National Program Committee is making a biennial review of the Wolf Cub Proficiency Badge Scheme. Part of the review will be carried out by groups of Scouters in various parts of Canada.

Some comments on the present scheme have been received; further comments will be welcomed. Send them through your Scout office or direct to the Wolf Cub Subcommittee, Boy Scouts of Canada, Box 5151, Stn. F, Ottawa 5.

Last year many readers responded to my request in *The Scout Leader* (p. 23 February 1966 issue) for some good Cuboree ideas. As a result, 200 youngsters from nine of the thirteen Cub Packs in the East Division of London District enjoyed some of the ideas during their Cuboree in the spring.

Here are some of the events we used with the basis on which they were scored.

OBSTACLE COURSE: (eight Cubs, Cub Leader's Choice)

Cubs selected by Akela line up in Indian file in front of the Judge, sitting one behind the other. On the command, "Go", the first Cub runs and jumps over a bamboo stick, crawls under a piece of canvas, then runs and jumps over a rope, crawls under a rope and runs and jumps over another bamboo stick. The Cub then returns to the end of the line, and when he is sitting, the second Cub starts. This continues until all Cubs have had their turn.

POINTS:	Entry	15
	Conduct	5
	Performance	30
		50

SPEAR THROW: (eight Cubs, Cub Leader's Choice)

The object is to try to burst balloons fastened to

GENERAL CUBBING QUIZ: (ten Cubs, Cub Leader's Choice)

Approximately ten questions will be asked of each Group. Cubs form a Rock Circle in front of the Judge. The Judge will pick the Cub at random. In this event you will not be given the exact questions, but a sample of three follow: What is Wolf Cub Law? What is one meaning of thrift? What is the Wolf Cub Promise?

POINTS:	Entry	15
	Conduct	5
	Answers	30 - minus three for each wrong answer
		50

LEAP FROG: (seven Cubs, Cub Leader's Choice)

Cubs selected by Akela line up in Indian file in front of the Judge, Cubs sitting one behind the other. On the command "GO", Frog (Small Cub) runs to the front of the Six, approximately twenty feet. He bends with his right or left leg two or three feet in front of the other and clasps both hands to his forward knee and tucks his head down. As soon as Frog is ready, the first boy behind him stands and leaps over the Frog in the prescribed manner, coming to attention

FUN FILLED CUBO

20

the ground, well ahead of the throwing line.

Cubs line up in Indian file. The first goes to the throwing line, picks up the spear, and tries to burst one of the balloons. The spear will be returned by a Service Scout. When the Cub is finished throwing, he returns to the end of the line. When he is seated, the second Cub goes to the line and throws. This continues until all Cubs have had their turn.

POINTS:	Entry	15
	Conduct	5
	Performance	20 - plus two points for each breakage.
		40 - plus

BALL THROWING:

Cubs form two lines 10 feet apart as in diagram; four Cubs in each line. Ball starts at one end, is thrown underhand and is returned in the same manner.

POINTS:

Entry	15
Conduct	5
Performance	30
	50



at the end of his leap. The boy then returns to his Six at the end of the line, and when he is sitting, the second boy starts until all six have leaped and returned to their proper sitting position.

POINTS:	Entry	15
	Conduct	5
	Performance	20
		40

JAZZ RELAY: (six Cubs, Cub Leader's choice)

Cubs line up in Indian file in front of the Judge, sitting one behind the other. The first Cub runs up to a line, and back to the starting line. He returns to his Six at the end of the line, and when he is seated, the second Cub hops on one foot up to the line, and hops back on the other foot to the starting line. The third Cub duck walks up to the line, and runs back to the starting line. The fourth Cub trots on all fours up to the line, and runs back to the starting line. The fifth Cub runs backwards to the line, and runs frontwards back to the starting line. The sixth Cub hops with both feet together to the line, and runs back to the starting line.

POINTS:	Entry	15
	Conduct	5
	Performance	30
		50

COMPASS: (eight Cubs, Cub Leader's Choice)

Judge will set out compass markers at eight points with North marked by an odd colour (e.g. seven white, one red). Boys will line up in Indian file. Judge will call out a direction, such as south-west, and the first boy will run to the proper marker and come to the Alert. He then returns smartly to the rear of the Six, and so on until all eight points have been covered.

POINTS:	Entry	15
	Conduct	5
	Performance	<u>30</u>
		50

MESSAGE RELAY: (six Cubs, Cub Leader's Choice)

Cubs form a wide circle in front of the Judge with one boy appointed the writer. The Judge will tell the message to the boy on the left of the designated writer and the message will be passed by whispering the message to the boy on the left. This continues until the writer receives the message. He writes it out and hands it to the Judge.

POINTS:	Entry	15
	Conduct	10
	Correctness	<u>25</u>
		50

arm sling to the other. When completed, the sling is removed, and the two Cubs return to the end of the line and sit down. The next two Cubs go up to the Judge and so the game continues until all three arm slings have been applied. The Judge will decide which group of two Cubs applied the arm sling best.

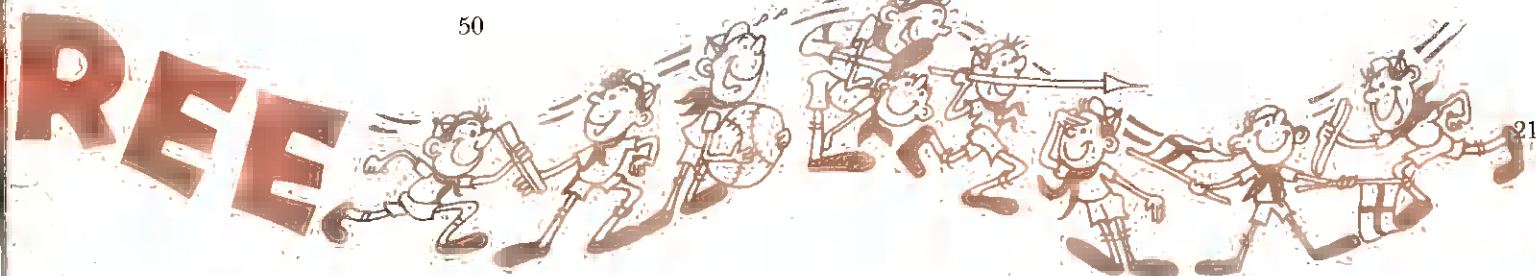
POINTS:	Entry	25
	Conduct	5
	Performance	<u>30</u> (neatness and accuracy)
		60

Five points will be deducted if the wrong knot is tied on any of the three arms slings that have been applied. Five points will be deducted if any of the three arm slings are not in the right position.

SIGNALING:

The Cubs will form up in front of their Judge as follows:

Two Cubs form a team (four teams). One receives and the other writes the message on a paper or card. The Cub writing will have his back to the sender and will not watch the message. The message will be sent by a Scouter using Flags, and will be received by all teams at the same time. Messages will consist of five four-letter groups to be jumbled, such as H.F.P.N. Plenty of time will be given and letters will not be



By Frank H. McKenzie

KNOT RELAY: (seven Cubs, Cub Leader's choice)

Cubs line up in Indian file in front of the Judge, sitting one behind the other. The first Cub runs out twenty feet with a staff and holds it firmly upright to the ground. The second Cub, when the staff is set, runs and ties a clove hitch to the staff. Then he returns and sits at the rear of the Six. When he is seated, the third Cub runs and ties a reef knot to the loose end and returns. The fourth Cub ties a fisherman knot to the end. The fifth Cub ties another reef knot to the end. The sixth Cub ties a sheet bend with extra long rope. The seventh Cub then uses the extra long rope to tie a bowline around his waist and pull the ropes taut. The knots are judged.

POINTS:	Entry	15
	Conduct	5
	Performance	<u>40</u>
		60

FIRST AID: (six Cubs, Cub Leader's Choice)**TRIANGULAR ARM SLING**

Cubs line up in Indian file, in front of the Judge, sitting one behind the other. The first two Cubs go up to the Judge, and one Cub applies the triangular

repeated. One point is given for each letter received correctly.

POINTS:	Entry	15
	Conduct	5
	Performance	<u>20</u>
		40

GENERAL PACK ATMOSPHERE:

It was the responsibility of the Pack Scouters of each Pack to organize some idle time activity, to keep the non-participating Cubs in their Pack busy during the waiting time between each event. A few tried and true methods were fair games, story telling, handicrafts. Up to fifty points were awarded for these activities.

The day ended with a campfire at which every Pack presented a skit, song, stunt or game.

At the end of the campfire, plaques were awarded to the Packs. Everyone was given a Cuborec crest. A crest was also attached to each plaque, with either an A, B or C standing indicated, depending on how many points were attained.

It was a good Cuborec and I am glad to recommend to other Scouters these ideas that helped to make it a success.

THE SCOUT LAW V

by John Peterson

7. A Scout obeys orders of his Patrol Leader or Scoutmaster without question

This is the military statement of obedience. The original commentary is exclusively military, too: "He must do as soldiers and sailors do," and contains an outline of how to redress a grievance. Comment is limited to "Even if he gets an order he does not like." There is no mention of what the boy is to do when he believes (or knows) the order to be inefficient (and in that sense, wrong) or if he believes (or knows) it to be morally wrong.

Both these problems have had painful currency since 1908. The first impelled into public thinking by the fearful deadlock of battle in the first world war; the second by the horrific efficiency of genocide in the second world war. Both problems can, now, be neatly posed by the young, against the background and in the middle of the contemporary scene.

The revisions, if anything, add confusion. The Law now says that a Scout obeys "orders of his parents, Patrol Leader or Scoutmaster without question." There is added to the commentary "and as he would do for his captain in a football team." Is the Law now stated in ascending, descending, or no particular order of obligation?

Do parents expect obedience today from their children, of a sort that can be compared with military obedience, or with that owed to the captain of a team game? Does such a relationship between parents and child publicly commend itself today? It might be illuminating to investigate this in families of service officers, and in those of captains of international teams.

It would indeed be interesting to discover what parents today can and do give orders to their children on distinguishing good from evil, on love, sex, honour and God.

Few parents can wish to experiment with their own children. Few can have escaped the common talk about the importance of early childhood in character formation and the long lasting effects of small things upon it. Most have listened to the conflict of advice, and perhaps all have worried about what to do. It may well be that most parents suffer anxieties of indecision in matters of their children's moral training and, for this reason, are reluctant to assert themselves and issue orders. Some parents, too, may be uncomfortably aware that they are insufficiently informed of what their children do, to be able to issue orders, and incapable of judging what they do know, for such things could not possibly have happened in their young day.

School is the major occupation of most Scouts. It is an exceedingly well informed parent who is able to issue orders to his children, concerning schooling. And however well informed, he is likely to have it firmly and clearly indicated to him by the school, that parental decisions can today be interpreted as parental meddling. He may well conclude that "Why" is the most important word at school today—except, perhaps, when used by parents.

Teachers (in all their variety) and doctors (in their bewildering array), employment officers—and, possibly, youth leaders, make it abundantly clear that rearing children is a team affair. And if father knows that he doesn't know best in moral matters, he quickly finds that he knows precious little about education, its

aims, content and methods.

It would be illuminating to know just how many parents today teach their children the means by which the children earn their living. How many teach their children leisure-time pursuits. Some of those who attempt to teach their children (or their wives) to drive a car have forced home on them by perhaps painful demonstration that their relationship with their family is not the authoritarian one of the person who issues orders. Children may love their parents, honour them and be loyal to them, but are they, really, asked to obey them.

No doubt there are different norms for these matters, up and down the country—Andy Capp reminds those of us in the South-East of this. The range of these norms in a single Yorkshire town is well illustrated by the account of the homes and schooling of children who passed their A level in Huddersfield (B. Jackson and D. Marsden. *Education and the Working Class*, Kegan Paul, 1962). Even here, however, there was little evidence of parents issuing orders—and less of them being obeyed without question.

Finally, all parents know that children must grow to take their own decisions. Children recognise this too. At what age does the Scout Movement expect a boy to cease to obey his parents without question? The commentary has nothing to say about this.

The difference in level of importance between these matters and playing football, makes the reference to it bizarre. Perhaps it was thought to soften or dilute the military tone of the commentary. Being one's father's son is not a game; there are no printed rules, no referee, no time limit. This addition, to some minds, may merely add confusion.

The French version avoids many, if not all, of these difficulties. The emphasis falls upon the suppler and subtler notion of discipline rather than that of obedience. "Le Scout obéit sans réplique et ne fait rien à moitié. Il peut arriver souvent que des vies humaines dépendent d'un noeud bien ou mal fait. Pour être puissant et prospère, un peuple doit être bien discipliné, et vous n'arriverez à discipliner la masse qu'en disciplinant l'individu. J'entends par discipline, l'obéissance patiente à l'autorité et aux autres représentants du devoir. On n'y atteint point par des mesures répressives, mais par des encouragements, en enseignant au jeune homme la discipline de soi même d'abord, puis le sacrifice de soi et de ses plaisirs égoïstes pour le bien des autres. Cette éducation se fait surtout par le moyen de l'exemple."

It is curious that this divergence should have occurred between the French and English versions for there is evidence that the French family is still markedly more authoritarian than the English (see e.g. M. Mead & M. Wolfenstein's *Childhood in Contemporary Cultures*, Univ. Chicago Press, 1955).

The American version is "He obeys his parents, Scoutmaster, Patrol Leader and all other duly constituted authorities." It would be interesting to know why they did not put "all duly constituted authorities" first, following the shape of their second Law, or alternatively, why it is not "He obeys his Patrol Leader, Scoutmaster, parents and all other duly constituted authorities." What seems to be clear, however, is that the Law is conceived at a level, where reference to football would appear trifling and irrelevant.

(to be continued)

SCOUTERS BOOKSHELF



Ask for these books at your favourite bookstore or library.

God Is In The Mountain selected and illustrated by Ezra Jack Keats. 32 pages. Holt, Rinehart & Winston of Canada Ltd. \$4.55.

The jacket of this attractive little book describes the contents as a "collection of poetically phrased insights into spiritual experience gathered from many different religions of the world."

The text springs from Hindu, Islamic, Jewish, Sikh and Christian traditions as well as from several less well-known sources. It is rich and appealing fare prepared by an award winning author-illustrator.

Anyone who is sensitive to beautiful language and striking illustration will enjoy the book for years to come.

I. Nuligak. Translated by Father Maurice Metayer. 208 pages. Peter Martin Associates. \$5.00.

For more than a quarter of a century Scouting has been active in the land of the Eskimos and through twinning and pen pal schemes more and more Scout groups in southern Canada are becoming interested in the great northland. A good many people, visitors and others who have worked and lived in the north have written books about the Eskimos and their way of life, but none have been able to portray adequately the transition of the Eskimo from a primitive nomadic society to the present society which has had to absorb in a few short years the civilization and culture of the white man which has been centuries in the making.

Now there is a book that does just this. It is titled *I Nuligak* and it takes its title from the name of its author, an Eskimo who has straddled this great gulf in his own lifetime. Originally written in Eskimo but on a typewriter no less - it was translated by Father Maurice Metayer, an Oblate Father who encouraged Nuligak to write his story.

In the simplest language Nuligak describes the almost unbelievable hardships of his boyhood. Orphaned early in life,

he travels the vast wastes of the Arctic with his grandmother and other relatives. He tells of the great festivals and of the immense enjoyment his people derived from their simple feasts which sometimes lasted for days on end. You can see the influence of the missionaries, and also that of the traders and itinerants, many of whom introduced changes and customs which could hardly be rated as beneficial to these pleasant, hardy and good humoured people.

The book was written in his old age (he did not live to see it published) and he closes on this note: "Now I hunt no longer. I make no more trips. I, who have been ever on the go, now I keep house; there is nothing else that I can do; such is life."

This is the sort of book one could read to Cubs in story hours. It is the sort of book a Scout would enjoy because of its high adventure. It is the sort of book that is good reading for anyone.

What I Believe edited by George Unwin. 236 pages. Thos. Nelson & Sons. \$5.75.

What do people believe? About life and about its purpose? To this stimulating volume eighteen well-known and widely-respected men and women in British life have contributed short essays that explain their beliefs and describe what they see as being meaningful in life. Writers include such figures as J.B. Priestley, Lord Boothby and Daphne du Maurier.

There is a wide range of viewpoints from the orthodox Christianity of Norman St. John-Stevias to the scepticism of A.J. Ayer. This variety of belief and the ability of the writers to explain their beliefs makes the book a valuable reference in understanding and appreciating the different beliefs of people in today's increasingly complex society.

Scouters and Rover Scouts will find the book especially helpful.

The Leafs I Knew by Scott Young. 204 pages. The Ryerson Press. \$4.50.

This is a sportswriter's story of how the Toronto Maple Leafs developed from a bottom-of-the-league team in 1958 to become winners of the Stanley Cup in 1962 and again in 1963.

The arrival of new coach and general manager Punch Imlach marked the beginning of the long haul back to the championship and Young's account of how Imlach rebuilt the Leafs is a fascinating view of life behind the scenes of an NHL team.

Told in Scott Young's engaging humorous manner, it is an absorbing story that all hockey fans will thoroughly enjoy.

Great Canadian Painting by Elizabeth Kilbourn. 128 pages. The Canadian Centennial Publishing Company Limited. \$2.95 (\$3.95 deluxe)

The real world of land, people and ideas has inspired artists to create during the past hundred years, a rich variety of Canadian paintings. More than a hundred of these are faithfully reproduced in this beautifully designed and well-written book.

From Cornelius Kreighoff to Greg Curnoe and from Homer Watson to Harold Town, the book tells how eighty-one creatively talented and sensitive people have contributed to the development of art in Canada.

Their story is not only of skill, innovation and, too often, lack of recognition, but of perception, devotion and a love for life that others would do well to savour.

Note: Available only by subscription. For information, write Canadian Centennial Library, 18 Wateman Avenue, Toronto 16, Ontario.

Open-Air Adventure Stories for Boys edited by Eric Duthie. 256 pages. The Ryerson Press. \$2.50.

Boys of Cub and Scout age are sure to enjoy these fifteen stories. They are set in various parts of the world and they are filled with the type of action, surprise and imagination that appeal to modern boys.

The action in the book includes an escape from Indians on the Canadian frontier, the breaking of a smuggling operation in Australia, a suspense-filled story of a man trapped on a building ledge eleven storeys above the street, undersea adventures and a rescue from Irish gun-runners.

Recommended as very good value for a very good price.

An hour with a book would have brought to his mind
The secret that took him a whole year to find.
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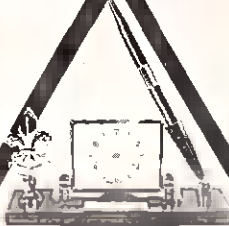
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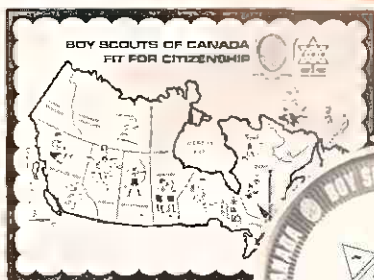
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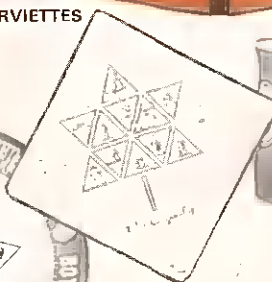
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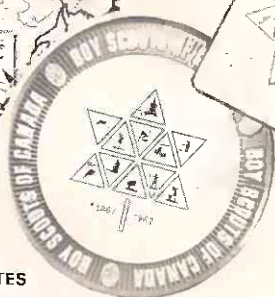
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