

the scout leader

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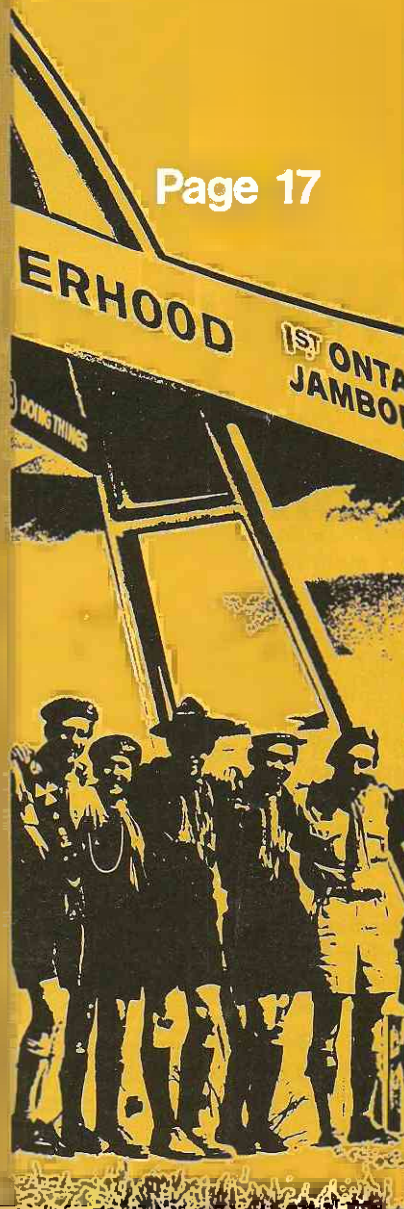
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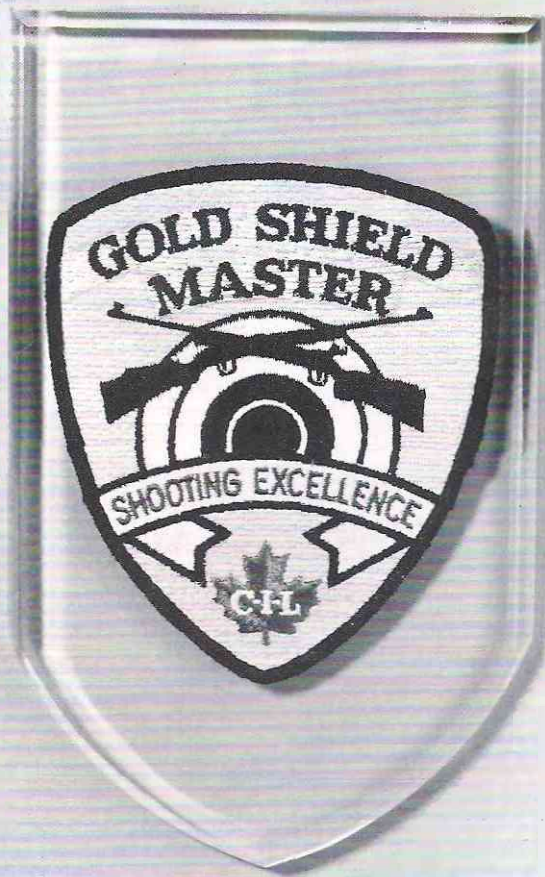


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The Scout Leader

For all adults affiliated with the Boy Scouts of Canada to inform, instruct and inspire about the Cub, Scout, Venturer and Rover Scout Programs.

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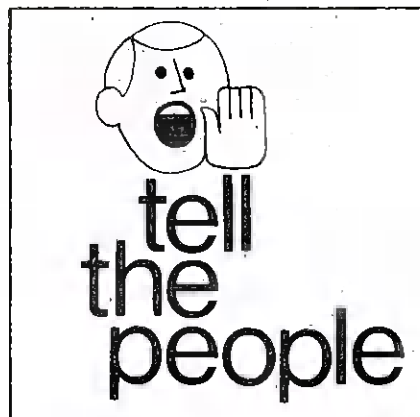
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- Through Pictures

Pictures play an important role in our daily lives. Look at the papers, magazines and catalogues in your home. They contain pictures designed to inform you about a wide variety of things.

In telling the people about Scouting, pictures can be either a help or a hindrance. In photography, everyone thinks he's an editor - a photographic editor. Yet, determining what is a good photograph, or how to crop it to make it better, requires experience and ability.

If you want to use photographs you should be sure that they will tell the story. Start with the subject. This is the Boy Scouts of Canada - boys are the reason for the program. They should be the subject of a picture whether Cubs, Scouts, Venturers or Rovers. (There are exceptions such as presentations to adults, but these should be minimal).

A good photograph of Scouts in action will include only a few boys. Put a pack in a photograph, unless it is an aerial view, and you have a group of people staring at the camera. Get two or three boys really engaged in an activity (dressed appropriately) and have them photographed. Some posing will be necessary to ensure that the best results are obtained.

Two other items are important. First ensure that the background matches the activity and that distant objects don't detract from the picture (e.g. a telephone wire going through a boy's head or somebody's washing spoiling what is supposed to be a camp scene).

Second, get a good photographer, one who knows his business even if it means a commercial photographer. Your picture will benefit from his knowledge.

THE SCOUT LEADER is published monthly, except for the combined issues of June/July and August/September, by the National Council, Boy Scouts of Canada. Authorized as Second Class Mail by the Post Office Department, Ottawa, and for Payment of Postage in Cash. THE SCOUT LEADER is sent to Cubmasters, Scoutmasters, Venturer Advisors, and Rover Scout Leaders as part of their registration. They should direct address changes and inquiry of mail service to the Scout council office where they are registered.

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The selling of any product must be done on its own merits. The advertisement of any product or service does not indicate approval by the National Executive Committee unless so stated.

Certain advertising in THE SCOUT LEADER may contain offers of sales plans for individuals.

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Anyone receiving information or literature in conflict with these policies should immediately notify the Director of Publication Services, P.O. Box 5151, Postal Station F., Ottawa 5, Ont.

"BUT, JUDGE, WHAT IS

From his years of experience in dealing with troubled youngsters, a judge distills ten suggestions for maintaining effective parental authority.

by Judge Leo B. Blessing

with Arlene and Howard Eisenberg

"Reprinted with permission from March 1968 The Reader's Digest © by The Reader's Digest Association. Condensed from Contemporary."

"But, Judge, what is proper discipline?" a woman asked me recently at a symposium on "The Angry Adolescent." The question is one I have been asked often, not because of any special wisdom I possess, but because people feel that from my point of vantage on a court bench I am in position to see the mistakes that parents make.

There is, unfortunately, no simple way to reduce "proper discipline" to a formula. But when parents come before me in court with youngsters who have turned against authority, whether that of home, school or law, there are ten suggestions that I frequently make:

1. **Invite your child's confidences; don't demand them.** Privacy is the right of every human being, of whatever age. And that includes privacy of thought. Yet you've probably heard a parental inquiry like this: "Where are you going?" "To Charlie's house." "What are you going to do there?" "Talk." "What about?" ...

Such a mother or father does a child a great disservice. I remember one teen-age boy who was repeatedly in trouble - sneaking into movies, stealing candy, misbehaving. The home seemed a good one, but there was one ingredient missing: the mother had never given the boy her trust. He was rebelling against her too-tight rein, her refusal to allow him privacy. I helped to arrange an enlistment for him in the U.S. Navy. Two years later, he came back a decorated hero. Now a father himself, he is helping other problem children as a federal probation officer and guidance counselor.

Parents who respect their children's right to privacy usually find that the youngsters share their thoughts and plans, and try hard to live up to their parents' trust.

2. **Avoid comparing your children.** Every child needs to feel that what he is is good and important.

Many never do. Recently, a father rose in my court and denounced his son. "Judge," he said self-righteously, "I have five other children - all good. He's the only bad one. I'm not going to stand for it. Put him away if you want to."

His speech hurt me. I can imagine how it hurt his son. Often a child's rebellion or withdrawal is just a violent reaction to "Why can't you be like Charles?" — an aching for attention, for love that is given not because he's smart or handsome or good, but because he is himself. Shy or gregarious, athletic or bookish, easygoing or aggressive, a child needs acceptance.

3. **Set a proper example for your children to follow.** I recall a boy who retorted to his parents' admonition not to lie with, "Why not? You do it all the time."

How many parents tell lies of convenience to the school registrar, to the airline ticket clerk, on the income-tax form, and then are shocked to learn that their own youngster has been cheating on exams? The foundations of character are built not by lecture but by bricks of good example laid day by day.

4. **Let parent groups help you establish reasonable guidelines for your children.** Most of us make mistakes with our children and have to find new ways of handling situations. One of the most effective means is through a parent group. Children are, of course, the best-organized non-union in the world; so parents often form groups to anticipate problems and present a united front in setting limits on date nights for teens, standards on drinking, cosmetics, use of cars. Some groups work with children directly, such as the dads' group at one of our high schools which raises money for sports equipment (more than incidentally, it also gives fathers and sons a common road to walk together).

In searching for better methods, you mustn't lose sight of the most essential element - that by setting limits on your child's behavior you let him know you love him. He may snort and steam, but he'll understand in time that your reasonable "no" means you really care.

5. **Try to see your child as others see him.** Some parents want to see their children without blemish. I recall one mother whose son had been brought before me five times. Each time she insisted that he was the "victim of bad companions." Yet court records showed that each time he had been the ringleader who led the others astray. We risked destroying her support of the boy when we insisted that she look at the records and know her

PROPER DISCIPLINE?"

son as he really was. It was a chance we had to take to help the child. If a parent refuses to see his youngster's faults, how will the child ever begin to recognize them?

6. Don't be a buddy to your children - be a parent. For a lot of reasons, good and bad, many parents work hard at the role of "buddy." I wince when I think of the divorced mother of a 14-year-old girl who insisted on double-dating with her daughter - not as a chaperon but as "one of the girls." I remember a well-intentioned father who had read that he should be a pal to his son, and accompanied him everywhere. He so monopolized the lad that the boy lost contact with his peers. When the son came to our attention as a school problem, we tried to show the father the difference between putting himself on the child's level as a buddy, and being ready to fulfill his son's needs as a father.

A child grows by sharing experiences and ideas with boys and girls his own age, by competing with equals rather than with a parent who is inevitably more skilled and mature. Children need buddies, yes. But they also need parents - to respect, admire and emulate.

7. Act together, and consistently. By this I mean first that mother and father should agree on discipline, that they should decide together what rules will be followed and how infractions will be treated. We had a complaint once from a mother who charged that her husband had beaten their boy. I questioned the boy alone, and learned that his father hadn't touched him. But the youngster had discovered that if he howled loud and long enough, his mother would take his part no matter how wrong he was.

But I mean more than that. Consistency is important in all of family life. Reasonably firm rules - about television, meals, clothes, homework - make life simpler and pleasanter for everyone. Whole-some consistency, which allows for relaxation of the rules on special occasions, gives a child the security he needs in an insecure world.

8. Apply discipline only to correct a child, not to punish him. Discipline should be firm and just but tempered with mercy. Spanking may be successful with young children when applied directly after the offense. Older children will learn more from reasoning, or from temporary withdrawal of privileges. And the handling of the situation should "fit the crime." I recall a mother who punished her son by returning his trombone - which he treasured and which was his big emotional outlet - to the school

music department that had lent it to him. Temporarily withholding the privilege of playing it might have served to correct the boy's behavior. Taking it away only embittered and alienated him.

The gap between correction and punishment is one that parents often leap in anger. But the goal of correction should be improved conduct on the child's part, while punishment yields nothing but a satisfied feeling of revenge on the parent's part.

9. Let your child find his own level. Pressuring children to do more than they are capable of can make them hostile, defiant, frustrated, guilty, rebellious. I recall a boy who wasn't making the grade in school. His parents refused to let the school put him in a special class, insisting that he was bright. They pushed him harder, made him give up sports. He began to cut classes day in, day out, and came to our attention. Our guidance assistants found that he had an I.Q. of 90, and persuaded his parents that he would never excel academically. They let him go to a trade school where he did well.

Learn your child's level, and once you are certain that you have removed all barriers which could keep him from doing well - hearing, visual, emotional - encourage and help him to succeed. But don't force him beyond his capabilities.

10. Encourage your child to pursue his own ambitions. A child's ambitions and hopes are his alone. It doesn't matter what his parents' dreams may be. I remember a father who wanted his son to be a doctor. The boy only cared about repairing cars, not people, and, as the father kept the pressure on, the boy's frustrations exploded in an ironic way - he began stealing auto parts. We were able to convince the father that the world needs good mechanics as much as it needs good physicians. Parents who prod youngsters into unsuitable, unwanted careers may end up not with doctors and lawyers in the family but with unemployable, unhappy adults who are frequent clients of doctors and lawyers.

Happily, for the majority of youngsters the prognosis is good. The difficult years will pass. If we can be patient with our children, be tolerant of their eccentricities, and - most important - **enjoy** them, they almost surely will make their way. If there is one thing that's likely to be a cure for adolescence, it's the passage of a few years.

Leo B. Blessing, a juvenile-court judge in New Orleans, La., is chairman of the Juvenile and Family Court section of the National Council on Crime and Delinquency in the United States.

WE WANT YOU TO MEET ...The Provincial Commissioners

Each year the Chief Scout is called upon to approve the appointments of ten men, each one recommended by his provincial council and the Deputy Chief Scout for the position of principal Scouter in his home province.

The provincial commissioner's duties and powers are covered in Rule 81 of POLICY, ORGANIZATION AND RULES but it is sufficient to say that the men who assume these responsibilities are outstanding citizens, chosen for their sincere interest in Scouting and the youth of Canada.

In this first part of a two-part series, we are pleased to introduce you to five of these men and tell you something about them.



"Sandy" Colbourne has been interested in Scouting since 1948 when he became Scoutmaster of the 1st St. Thomas Troop in St. John's. He was appointed assistant provincial commissioner - training in 1958 and in this capacity was responsible for the formation and building of a provincial training team that has played a large part in the organization, expansion and improvement of Scouting in Newfoundland. For this and other services he was awarded the Silver Acorn in February of this year.

Educated at Bishop Feild College, he is the managing director of James G. Crawford Ltd., a large wholesale plumbing supply business in St. John's.

A member of the National Program Committee since 1958 and the National Council since 1962, when he was appointed provincial commissioner, Sandy has attended a number of special Scouting events including, the 2nd and 3rd Canadian Jamborees; the 8th World Jamboree; Canadian Scouters Training Course and was camp chief of the 1st Newfoundland Jamboree in 1958.

Married with two children, he has two hobbies well suited to his province, boating and fishing.

Alexander S. Colbourne
Newfoundland





Home for the provincial commissioner of Nova Scotia is Kentville, a busy town in the Annapolis Valley where he operates a men's wear business. Married to a former queen of Nova Scotia's famous Apple Blossom Festival, he has a son, nine and a daughter, six.

Active since 1934 when he joined the 4th Kentville Pack, he served with the Royal Canadian Navy Volunteer Reserve and following the war graduated from Mount Allison University in Business Administration.

Active in civic affairs, he is past president of the Kentville Board of Trade, Lions Club, Retail Merchants Association and the Glooscap Curling Club; chairman, Board of Stewards, United Church and musical director of the local Society for the Preservation and Encouragement of Barber Shop Quartet Singing in America. In fact the mustache shown in the picture is not a permanent fixture but grown especially for a barber shopper's show.

Wendell was a troop Scoutmaster at the 2nd Canadian Jamboree; contingent leader, 8th World Jamboree; camp chief, 1st Nova Scotia Provincial Jamboree. He attended the Canadian Scouters Training Course, is a deputy camp chief and was appointed provincial commissioner in 1965.

R. Wendell Phinney
Nova Scotia



"Bud" McMurtry is director of Vocational Education, Department of Education, Prince Edward Island and a graduate of MacDonald College of McGill University with a Bachelor of Science degree. A resident of Charlottetown, he was appointed provincial commissioner in May of this year.

A veteran of Scouting in four provinces, he first joined as a Wolf Cub in 1931 and in addition to regular leadership offices, has been an assistant lone Scoutmaster and a Deep Sea Rover. His association with Scouting continued during wartime service with the Royal Canadian Navy Volunteer Reserve.

He served as assistant provincial commissioner in Prince Edward Island from 1963 until his current appointment, has Scout camped in the United States, helped organize the 1964 P.E.I. Provincial Jamboree, attended the National Training Institute and the Ashbury Workshop.

Married with two children, a boy, thirteen and a girl, twelve, Bud is active in Masonic work, Y's Men's Club and church choir work. His hobbies include boating, stamp collecting, photography and his garden.

Walter S. McMurtry
Prince Edward Island





Probably one of the most travelled men active in Canadian Scouting today, Dr. Sydney Allan Hopper, B.A., M.D., C.M. has attended five world jamborees; three American jamborees; four provincial jamborees; two Canadian jamborees; three world conferences; three western hemisphere training conferences; three Canadian Scouters training courses, the Ashbury Workshop and a Rover moot. In many parts of the world Dr. Hopper has been called on to assist Canadian leaders and Scouts in need of medical assistance and countless numbers will testify to his understanding and kindness.

A school principal prior to becoming a doctor, he has run the full gamut of leadership offices since becoming a Cubmaster in 1927 and is now, in addition to being provincial commissioner for New Brunswick, a member of the National Council and the National Program Committee.

Dr. Hopper served with the Royal Canadian Air Force from 1942 to 1946; holds the Medal of Merit, Silver Acorn, Silver Wolf and the Canadian Centennial Medal.

An active Rotarian, his hobbies, besides Scouting, include photography and his record collection.

S. Allan Hopper
New Brunswick



Ian Roberts' association with Scouting goes back to 1939 when he joined the 2nd Westmount Troop. Following service at Quebec's Camp Tamaracouta as a Scout, Scoutmaster and staff member, he has been continuously involved over the years through countless committees, including Montreal and Quebec Councils, annual financial campaigns and Scout Centre building committees. He has served as assistant, deputy and regional commissioner, Montreal and assistant provincial commissioner. He assumed his present position in January, 1968.

Vice-president and director of one of Canada's largest advertising agencies, Cockfield, Brown & Co., Ltd., his interests are wide and varied. To outline only a few: former captain and adjutant, The Black Watch, (Royal Highland Regiment of Canada) and now a member of the Officer's Mess and Association; director, Institute of Canadian Advertising; lecturer in business management; past vice-president and director, Canadian Club, Montreal; Advisory Board Y.M.C.A. International Branch; Alpine Club of Canada; McGill Graduates Society and Morgan Arboretum Society.

Ian is married, has a Cub, nine and a Scout, twelve.

Ian Roberts
Quebec



Biennial Reviews-The Wolf Cub Five Star and Wolf Cub Badge Scheme

Work groups, pack Scouters and Wolf Cubs across the country have assisted the Wolf Cub Subcommittee of the National Program Committee in its biennial review of the Wolf Cub Five Star scheme and the Wolf Cub Badge scheme. The subcommittee is most grateful for the assistance and advice received.

The results of these reviews will be included in revised editions of "The Way to the Stars" and "Star and Badge Activities" which will be available in the fall. The latter book will include many of the suggestions, hints and ideas mentioned by leaders in the review.

The major changes, additions and deletions as far as formal requirements are concerned are as follows:

★★★★★★★★★★★★★★★★★★★★★ STAR WORK ★★★★★★★★★★★★★★★★★★★★★★

Black Star

New requirements:

- Grow a "plant" from chemicals and describe the steps followed.
- Learn about trees and their uses.

Revised requirements:

- Go on a field trip and identify six different kinds of birds or keep track of birds using a bird bath or feeding station for a month.
- Visits have been extended to include park, zoo, cave, marsh.
- Care for a lawn or garden for a month.
- Plant a tree or shrub and take care of it for a season.

Blue Star

New requirements:

- Visit and report on a trip to an airport, bus station or railway station.
- Learn about and develop a notebook on space and space travel.

Revised requirements:

- Plan and carry out a project for a local community, school or church group.
- Recite or sing the National Anthem.
- Make use of two or more community resources and tell other boys how they can use them.
- Make a scrapbook dealing with one or more great Canadians.

Green Star

New requirements:

- Make a Cub Emergency Kit.
- Produce a scientifically designed gadget for use in home, school or camp.

Revised requirements:

- Learn and tell something about Scouting and the life of Baden-Powell.
- Take part in at least three pack rambles.
- Recognize and point out in the sky at least six constellations or draw or make a map of the sky showing some main constellations and planets.

Red Star

Cubs now have a choice of 5 of 9 "A" requirements.

New requirements:

- Explain the rules of good nutrition.
- Design and run an outdoor obstacle course.
- Know the safety rules for swimming.

Revised requirements:

- Lead the pack or six or another group in an active game.
- Explain the reasons for and demonstrate the highway codes for pedestrians and cyclists.

Delete requirement:

- "Describe the appropriate clothing to wear at each season of the year".

Tawny Star

New requirements:

- Show how to use a typewriter by typing a message to Akela which includes your name, address and telephone number.

- Make and use a periscope.

- Produce an original and imaginative piece of work such as a limerick, skit, story or poem.

- Produce an original and imaginative piece of art such as a mobile, construction, sculpture, a driftwood article, display of sketches or photographs, etc.

- Combine requirements 1 and 2 "Show how to use simple tools including a jackknife".

- Combine and update requirements 3 and 8 "Make a simple article such as a puppet, toy or game, papier-mâché item, neckerchief slide, etc."

Revised requirements:

- Plan and prepare a party for a family, pack, six or other group.

- Delete requirement "Design, trace or copy three Indian ceremonial masks".

BADGE WORK

Purposes have been refined.

- Changes have taken place in Artist, Athlete, Gardener, Guide, Handyman, Observer, Reader, Skater, Skier, Toymaker.

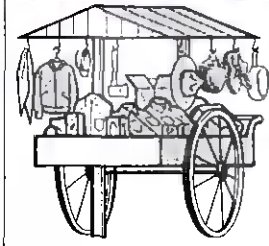
- Little or slight change has taken place in Carpenter, Collector, Cyclist, House Orderly, Interpreter, Team Player, Troubadour and Woodsman.

- First Aider, Swimmer and Personal Fitness have become single-stage Cub badges.

- Angler and Life Saver are two new Cub badges.

- Requirements for the First Aider, Life Saver and Swimmer will be based on requirements of The St. John Ambulance Association, The Royal Life Saving Society of Canada and the Canadian Red Cross Society.

SUPPLY SERVICES



NEWS

The SUPPLY SERVICES CATALOGUE FOR 1968/69 has a smart new look and will be distributed to all registered boy members of the Boy Scouts of Canada, and other subscribers, with the October edition of CANADIAN BOY. New members should obtain their copy from their nearest Scout dealer or Scout office who have been sent a supply for this purpose ONLY.

Because of higher labor, material, production and operating costs we have been forced to increase catalogue prices. We were most reluctant to take this inevitable step realizing that the growing cost of all consumer goods is daily causing problems. Prices have been increased no more than was absolutely necessary to cover the higher costs.

Two new items which will prove very popular are the CUB AND SCOUT BOOKMARKS. These are of metal construction and are very attractive - the retail price is 65¢.

Announcing the introduction of a CUB LEAVING CERTIFICATE - catalogue number 25-207 - price 10¢.

VENTURER ADVISORS should by now

have a supply of leaflets illustrating Venturer uniform and listing all items specially produced for this section. If you have not received any, write to Supply Services giving the number in your company.

CALENDAR selling time is here again - is your group taking advantage of this Canada-wide FUND RAISER? Contact your district, regional or provincial office for further information.

New PATROL INSIGNIA are now available. There are six of these (ANIMAL, BIRD, CONSTELLATION, EXPLORER, FAMOUS MEN and INDIAN TRIBES) and each is available in five border colours (RED, BLUE, GREEN, YELLOW and WHITE) making a total of thirty - see page 18-1 of the catalogue.

As examples: a BEAVER patrol would choose the animal insignia, a SPACE patrol the constellation insignia. Where two or more patrols in a troop choose names from the same category (e.g. bird names) each would use the appropriate insignia with a different coloured border. All insignia are blue with white designs, border colours as above.

A new means of patrol leader and sixer recognition is being introduced and the following are now available for this purpose.

Catalogue #39-535, NECKERCHIEF SLIDE, gold for patrol leaders.

Catalogue #39-536, NECKERCHIEF SLIDE, silver for assistant patrol leaders.

Catalogue #39-531, NECKERCHIEF SLIDE, gold for sixers.

Catalogue #39-532, NECKERCHIEF SLIDE, silver for seconders.

All are available through your Scout office at 50¢ each.

10



THIS YEAR
USE SCOUTING CARDS
FOR YOUR

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See the selection of
colourful Christmas Cards on
page 18-0 of the current
SUPPLY SERVICES
CATALOGUE

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Challenge 'em to RUGGED ACTIVITY

and
LOTS
OF
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Cool nights and warm days lend themselves to a host of activities that rate high with any group of boys. The outdoor requirements of the Blue and Green stars and the Woodsman Badge provide ideal fall activities for Cubs. Scouts will be eager to take a crack at some of the things to do for the new Exploring or Campcraft badges. Venturers are re-writing the book on rugged activity for Canadian youth - canoe tripping - hiking - mountain climbing. The following pages set out ideas and suggestions to help in planning your section's program - use all or part to ensure your boys experience rugged, appealing activity.

ONE-NIGHTER

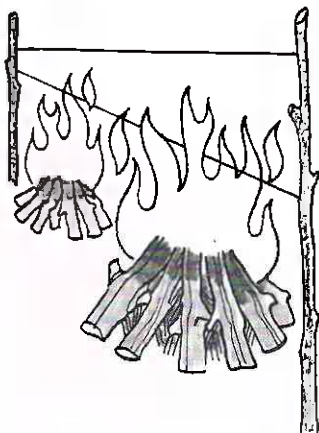
ONE-NIGHTER

Make it a one-nighter or add a lunch and campfire for an all day Scoutcraft adventure. Have your boys try the following items:

String Burning Contest.

Material: stakes, string, wood, ax, knife, two matches.

Action: Two boys form the team. Two strings are stretched tightly between two vertical sticks - one string 18 inches above ground, the other 24 inches. The team gathers wood, prepares it, and makes a fire lay under the strings. Top of the fire lay must be below the 18-inch string. Only natural tinder and wood may be used. On signal, fire is lighted by two matches only. After lighting, fire must not be touched nor extra wood added. First team to burn through top string wins.



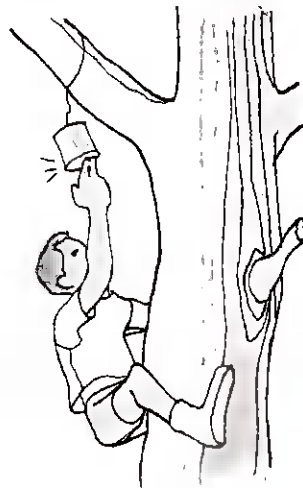
Tent Peg Relay. Material for each team: hatchet, chopping block, wood for stakes.

Action: Team members each make a tent peg in advance of contest then line up in relay formation with all pegs and a driving mallet about 50 feet in front. In relay fashion, boy runs out to pegs, drives them all in far enough so they will stand, runs back, and touches off next boy who runs up, knocks down all pegs, and puts them up again. First team through wins.



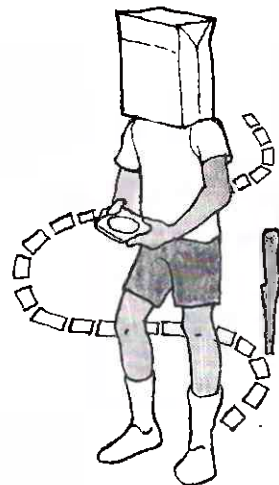
Tree Climb. Equipment: A strong tree in which a tin can has been suspended near the trunk at a height of 15 feet. Watch for timing.

Boys from one team climb the tree in turn, tapping the suspended can when they reach it. Time each boy from the signal "go" until he hits the can. The time it takes to climb down the tree to start the next climber is not timed or counted. The winner is the team with the least total climbing time.

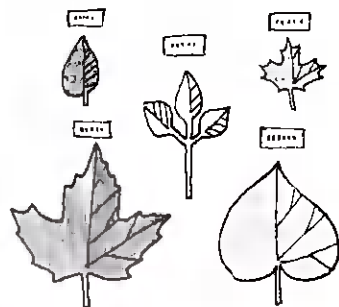


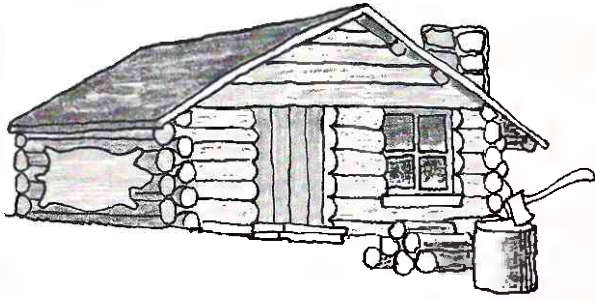
Blindfolded Compass Course. Equipment: compass, large paper sack, marked stake.

Each boy takes a bearing to a numbered stake 100 feet away. A large paper sack is then placed over his head, which just enables him to see the ground and the compass held close to his waist. He is turned around on the spot three times, then takes a compass reading and proceeds toward the stake, on the way taking as many more readings as desired. When he figures that he is at the goal, he halts and calls the judge. Contestant nearest stake wins.



Leaf Identification Scavenger Hunt. On signal, each team moves out to collect 20 leaves. Fifteen minutes is allowed for the collecting. Each team has been given mounting pins, a board, and labels for identifying their leaves. The team with the most kinds of leaves properly labeled is the winner.





HISTORICAL HIKE

LOVE OF FREEDOM AND COUNTRY, respect for law and order, and a regard for the rights of others are so vital to a boy's growth. But do we always try to get full meaning across to a boy, or do we just talk about it and let it go at that?

Our Opportunity

Scouting has a fine opportunity to help a boy understand his heritage. No section of our land is without the visible reminders of the past. Every city and province has its explorers, builders, and heroes who gave unselfishly in developing their country.

What You Can Do

Study your community's history, talk to old-timers, determine areas that would be of historical interest to your boys. Then plan a Historical Hike. Obtain information at the library, museum and historical society, and in guidebooks.

Many communities have a spot that has historical significance. It is thrilling to relive history on the place where it was made—to stand on the spot where pioneers worked to make today's way of life possible.

Make Your Plans

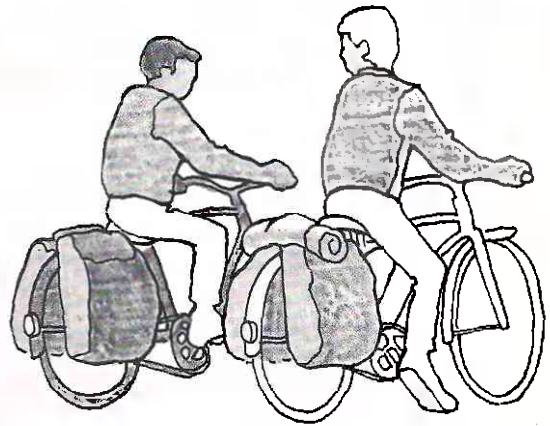
Before the hike, build up your boys' anticipation by discussing the history of the area to be visited. Perhaps you could invite an enthusiastic historian in your community to accompany you and provide background.

Your plan might lead to a very fine citizenship project and good turn if you can locate a little-known historical area in or near your community. Cleaning up or restoring forgotten historical sites can make a worthwhile project.

The Payoff

The real payoff will be a better understanding of the importance of our heritage.

It is suggested that you make a scroll commemorating your Historical Hike where each boy who took part will sign. Then post it on your bulletin board for all to see.



BICYCLE CAMP-OUT

Pick a campsite that all can pedal to without getting exhausted, especially if it is the first venture of this kind. Avoid heavily travelled roads.

Two key factors in having a successful bike hike are having bikes in good condition and packs properly attached as saddlebags. Heavy packs should not be carried on the boy's backs.

Camp activities could include collecting specimens for nature museums, night wide game, star study or tracking and stalking. Use the Way To The Stars and Canadian Scout Handbook as references.



Venturers will find golf a sport that dad and son can enjoy as a team. Together they compete with other dad-and-son combinations. It's fun, it's good for physical fitness, and golf is a sport to last a lifetime.

We suggest team match play in which the dad-and-son combination with the lowest score wins each hole and the team winning the most holes wins the match.

This traditional scoring method is certainly adequate for lasting interest; but if, from time to time, some variations might act as an added incentive, try some of the variations listed below.

DRIVING CONTEST

Pick a wide-open, flat fairway or a section of a driving range. Each contestant drives five balls with only the best three counting. Erect markers every 25 yards from 100 to 200 yards. Mark balls so judges can score each team's best six balls.

PITCH AND PUTT

Many small golf courses are now available. The holes range from 50 yards to 175 yards in length, but all holes are par three; otherwise, the rules of golf apply.

BINGO GOLF

Bingo golf is played on a regular golf course and follows the rules of golf except for the method of scoring. Scoring each hole is as follows:

	(point)
Longest drive	1 bingo
First to reach green	1 bingo
Approach nearest cup	1 bingo
First to hole out	1 bingo
Fewest strokes to hole out	1 bingo

The dad-and-son team completing the course with the highest combination score wins.

HOLE IN ONE

Each member of a dad-and-son team has three balls from 100 yards out from a hole. Allow one stroke only. The winner is the one who makes the hole in one or comes the closest thereto.

APPROACH AND PUTTING CONTEST

Each contestant approaches and holes out three balls from 25, 50 and 100 yards off the green. In each case each ball should be played from a different direction. The winner is the one holing out the three balls in the fewest number of strokes.

ONE BALL

Using only one ball to a team, each dad-and-son team alternates strokes between tee and green and drives alternately from successive tees.

TRY A COOKING FAIR:

Boys pair up or work in trios. Each group tries to show off their cooking skills by preparing one or more dishes.

Arrange the area in country-fair style so that while the cooking is under way everyone can make the rounds and see what is going on. Cooking can be over open fires or charcoal. Modern barbecues make a cooking fair possible for even the most urban boys.

When ready, all food is placed in the centre of the cooking area on a tarp and served pot-luck style.

Rules for Fire Building

Let's review the five simple steps followed by the successful fire builder.

1. Put fireplace in a spot from which fire will not spread. To be sure, clear away combustible materials 6 to 8 feet from the hot spot. Check the area for over-hanging branches.

2. Have all materials within reach before lighting. This means tinder, kindling, and fuel.

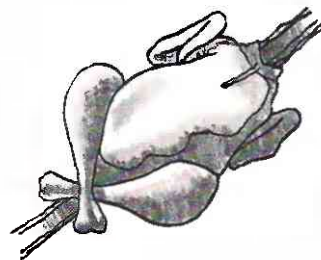
3. Place tinder next to a stick stuck in the ground and pointed toward the wind. This will offer support to the kindling and firewood until it is well lighted and going strong.

4. Light tinder on the windward side, then shield it from the wind until the flame catches and spreads.

5. Feed the fire - gently at first, then nourish its growing appetite as needed. Don't try to force things.

Chicken on a Spit

Primitive way is to spit chicken on a stick rack: run stick from vent to neck (see illustration). Truss bird securely so it will turn with spit. If wings or legs stick out, they'll burn before bird is done. Test by twisting leg; when thigh is loose, the entire bird should be OK.



Baked Potato

Scrub well one big potato per person. Prick skin with a fork and grease lightly, wrap tightly in foil, place on metal plate or pan, and set on pebbles in hot Dutch oven. Cover, add coals to lid, bake for an hour or so. Test with splinter - meaty crumbs sticking to wood show potato is done. Slash an X in foil and potato and pinch to push it open. Add butter and salt.



Pot Roast

Dredge (coat with flour) a 4-pound roast and brown all sides in hot fat in Dutch oven. Add 1/2 inch of water, put on lid; add coals to lid. Simmer 2 to 3 hours, adding water as needed, until tender; add peeled potato, onion, and carrot per diner for last 45 minutes.



Baked Apple

. Wash and core one large apple per person. Fill hole with sugar, raisins, and dab of butter; cinnamon if desired. Put apples on greased metal plate or pan and add some water. Put plate in hot Dutch oven on three pebbles to prevent burning. Cover and bake for about 20 minutes.



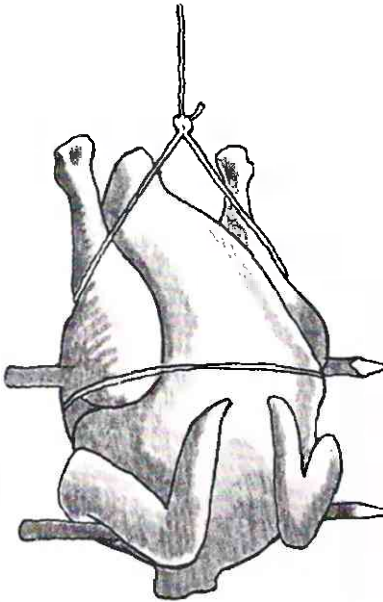
Twist on a Stick

Peel a piece of "sweet" wood (non-acrid such as maple) 2 inches thick and about 2 1/2 feet long and point the ends. Pre-heat the center of it. Make dough. Wet the stick. Roll a long "sausage" of dough, and twist it around the heated area. Put one end of stick into the ground so the dough bakes over the fire. Keep turning as it browns and reverse ends of the stick to even the browning. Make sure that your twist won't burn or bake too fast.



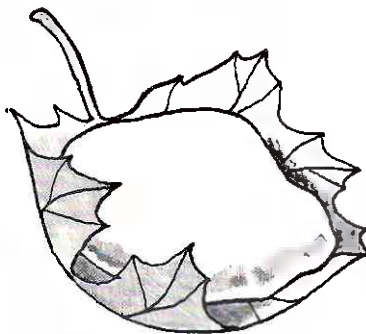
Chicken on a Dingle Stick

Suspend the bird from a dingle stick to one side of the fire over a foil or other drip pan. Prepare bird as usual and truss the legs and wings. Then run skewers through wings and upper body. Be sure the drumsticks are snugged down and that the wing tips don't stick out. Now hang the bird from the dingle stick by running a thong under the skewer. While cooking, turn it frequently. When about half done, swap skewers so top and bottom are done equally. Baste the breast as it tends to dry out before the rest cooks.



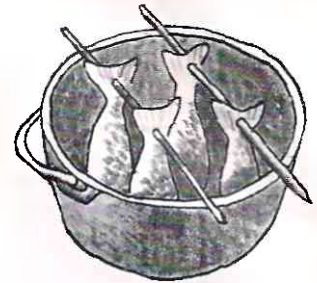
Damper

How primitive can you get? Pat dough into an inch-thick cake and put it on several sweet green leaves (such as maple). Sweep coals and ash to one side and lay cake and leaves on hot hearth. Cover with leaves then with gray ashes and hot coals. Test in 10 minutes by pushing dry stem of grass into it - if it comes out clean, your bread is done.



Smoked Fish

Chop up red cedar twigs and put 2 inches deep in large pot. Clean fish and string them by the tails on sticks, and hang from the pot rim. Cover pot and put it over fire. Fish should be done in about an hour - the flesh tender and juicy, the skin tough.



Some Charcoal Tips

- . Know how much charcoal you will need for the cooking job to be done.
- . Let a new fire go for at least 20 to 30 minutes before you start to cook over it.
- . You can temper the heat if it gets too brisk, by sprinkling a few drops of water on the fuel.
- . For quicker cooking, put your utensil directly on the coals. Slow things down by raising pot, skillet, or foil from the heat.
- . Kill your fire just as soon as you've finished with it by dousing it with water. You can let the sun dry out the remaining charcoal to be used another time.
- . In the first place, never use flammable liquids to

- start a charcoal fire, for one thing, they burn off fast, often without getting the fuel well lighted, especially if it's charcoal. Then there is that often fatal tendency to pour on more liquid and - boom!
- . Even with charcoal briquettes, use twigs and squaw-wood fragments plus plenty of draft to give you a sure safe start. Always allow about a half-hour extra to give your charcoal fire time to reach a steady, smokeless glow for clean, powerful heat.
- . Plain charcoal is excellent for preparing quick-cook items like steaks, bacon and eggs, fish, and a hot drink. For longer cooking such as whole roasts, fowl, etc., the briquettes are best.

COOKING TERMS

- Here are a few basic terms that will help boys describe what is intended in cooking.
- BAKE** - To cook by dry heat, as in a reflector baker or Dutch oven.
 - BASTE** - To moisten cooking food with melted fat, drippings, or specially mixed sauces such as barbecue sauce.
 - BOIL** - To cook in water or liquid that's mostly water at boiling temperature. Bubbles keep rising to the surface to break there.
 - BRAISE** - To brown in fat, then cook in covered pan with or without added liquid.
 - BROIL** - To cook uncovered over direct radiant heat over an open fire.
 - FRY** - To cook in fat.
 - MARINATE** - Treatment of food (usually meat) by letting it stand in a liquid to

- tenderize or add flavor.
- PLANK** - To cook and serve on wooden slab or board.
- POACH** - Cook below boiling point in water or other liquid that covers the food.
- ROAST** - To bake in hot air, without water or cover.
- SAUTE** - To fry lightly and quickly in a little hot fat.
- SCALD** - Heat to temperature just below the boiling point.
- SEAR** - Sealing of surface by exposing it to intense heat.
- SIMMER** - Cook in liquid at temperature just below the boiling point.
- STEEP** - Extract flavor and nutritive value by soaking in water that is hot but not boiling.
- STEW** - To boil or simmer in a small amount of liquid.
- TOAST** - To brown by dry heat.

CAMP FIRE SONGS

There isn't a better way to end a pack meeting on a crisp autumn evening than with a camp fire. Whether indoors or out, it will send your boys home in a happy mood. Try these songs, you will only have to teach the words, the tunes are all familiar.

GOING DOWN THE VALLEY

- We are going down the valley,
We are going down the valley,
We are going down the valley,
One by one, one by one.
- We are going down the valley,
We are going down the valley,
We are going to the setting of the sun.

(Repeat three times, getting softer)

- We are coming up the valley,
We are coming up the valley,
We are coming up the valley,
One by one, one by one.
We are coming up the valley,
We are coming up the valley,
We are coming to the rising of the sun.

(Three times, start very soft, to loud).

SINGING IN THE GLOAMIN' (Tune: 'Roamin' in the Gloamin')

- Singing in the gloamin'
When the sun has sunk to rest,
Singing in the gloamin'
That's the time that we love best,
By the evening's red flower glow,
As the flames dart to and fro,
- Oh, it's lovely, singing,
In the Gloamin'.

ACTION GAMES

These games should keep your boys on the move in the brisk fall weather. Pack Scouters will note that several are suitable for Cubs.

If you cut along the dotted line 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.

Who is going to be the Redskin Chief?

- One of the Cubs is to be chosen as Indian Chief and he has got to be very nippy and fast. The Pack forms a big circle. In the middle there are placed five bottles. The Chief goes into the middle and his job is to keep the bottles standing upright while the other
- Cub tries to knock them over by throwing a football at them. Whoever manages to keep the bottles standing for a given time is quick enough to be "Indian Chief".

Zip! Zap!

Form a circle with the leader in the center. When he points to someone and says "zip!" the player must give the name of the person on his right before the leader counts to ten. If the leader says "zap!" the player must name the person on his left. Anyone who gives the wrong name or is too slow drops out or may become the leader.

Shopping

- Cubs sit in a circle. One Cub is sent out of the pack and the others take counsel and decide what this Cub must be when he comes back. They decide, for example, that he shall be a policeman. When he comes in he asks each of the Cubs in turn what he can buy for himself. In this case he can buy a pair of black boots, whistle, a flashlight, and so on. When he has gone round the circle he is given two chances to guess what he is and if he does not know he loses a point.

New Policies

New policies affecting section programs, sponsorship and group organization were adopted by the National Council in October, 1967.

To ensure that these policies are appropriately promulgated, they have been reproduced in a small booklet entitled **Submission No. 7** available from your council office at 15 cents.

The new policies are of special interest to council members, commissioners' staffs, organization and expansion committees, sponsors and group committees.

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Postman

Pack sits in a circle on the floor. Every Cub is given the name of a town. One Cub, with his scarf in his hand, stands in the middle. At two different places a letter-box is chalked on the floor. The Postman, calls out, "I have got a letter to post." The players cry out, "Where does it come from?" The Postman gives the name of a town and runs away followed by the Cub to whom the name of this town has been given. The Postman suddenly puts his letter (scarf) in the letter-box and runs back to the open space in the centre of the ring. The Cub picks up the scarf and tries to hit the Postman with it. If he succeeds in doing this the Postman goes and stands in the circle and the other Cub becomes Postman.

The Treasure of the White Cobra

Cubs in a circle. One Cub (the White Cobra) sits blindfolded in the middle guarding the treasure of the Gold Lairs (some object which is lying between his outstretched legs). Akela points to one of the Cubs who creeps up to the White Cobra and tries to rob him of the treasure. When the Cobra hears a sound he points with his forked tongue in the direction of the noise. If he is right then this Cub must go back and another has a turn. If a Cub succeeds in stealing the treasure then he becomes the White Cobra.

Nel Lind and Michael Andrew

THERE'S A LONG, LONG, TRAIL

(Tune: Long, Long Trail)

There's a long, long trail that follows,
Along the pathway we roam.
A trail of wondrous milestones,
On our way back home.
It's a trail of happy friendships,
To those who kept the promise true,
It's the trail of boyhood Scouting,
And it's thrown wide open to you.

UNDER THE SPREADING CHESTNUT TREE

(Tune: Spreading Chestnut Tree)

Under the spreading chestnut tree,
Where I held you on my knee,
I was happy, as could be,
Under the spreading chestnut tree.

WHEN I GROW TOO OLD

(Tune: When You Grow too Old to Dream)

When I grow too old to camp,
I'll have this to remember;
When I grow too old to camp,
I'll have this night to recall;
So, good Scouting all, whatever be your part,
For when I grow too old to camp,
This night will live in my heart.

ST

Ontario's

JAMBOREE THAT IS!



PHOTOS BY COLIN M. CLARKE



On August 17, Kelso Conservation Area, near Milton, was invaded by an exuberant army of 2,500 Scouts and 200 Scouters, there to participate in an **Adventure in Brotherhood**.

They came from Jamaica, Barbados, Bahamas, Dominican Republic, England, Australia, U.S.A. and all ten provinces of Canada. They came to have fun, excitement and fellowship. And have it they did!

The Lieutenant-Governor of Ontario, The Honourable W. Ross Macdonald officially opened the jamboree before a sea of eager faces in the natural amphitheatre. He stressed the brotherhood aspects of jamboree and added, "I do not feel out of place opening a jamboree as, although I was born too early to be a Scout, I served as a leader when I was a young man."

From four sub-camps named with exotic Cree Indian words like Ozheetah (He is prepared), Dabwa (He speaks the truth), Nuhetum (He is obedient) and Soongedaa (He is bold), the boys flocked to take advantage of the many activities prepared to challenge them and to provide "just plain fun".

The Scout had a hard time choosing where to go and what to do. Would it be swimming in Glen Eden Lake, canoe-

ing, rowing, trying your luck in a cockle shell, log burling, soccer, baseball, badminton, volley ball, horseshoes, basketball, football, shooting, archery, a hike on the Bruce Trail or charging over the obstacle course? (Six blind Scouts made it safely over the obstacle course cheered on by their more fortunate buddies.)

For a change of pace each sub-camp had a day out of camp on a planned tour of the nearby Lakeview Generating Plant and a day of fun at the CNE.

Exciting and instructive displays were put on in survival in the bush and water bombing by the Dept. of Lands and Forests, para-rescue by the RCAF, motorcycle riding, scuba diving, dog handling, karate, skeet shooting, remote controlled cars, boats and planes and the Ontario Provincial Police Safety Van stayed on the site all week.

A novel complex called **Youth and His World**, provided a fascinating attraction for all Scouts and leaders. Each section of the complex was devoted to a specific area of concern to the modern-day youth - **Youth and His Heritage**, **Youth and His Faith**, **Youth and His Leisure**, **Youth and His Neighbours**, **Youth Has a Place to Stand**, **Youth and His Music** (a real swinging attraction) and **Youth and His Ambi-**

tions and Dreams.

Four marquees housed "Do It Dens" (No, that's not a Cree word) where, at their leisure Scouts could race slot cars or receive expert instruction in painting, sculpturing, carving, handicrafts and leathercraft.

A fine program coupled with the dedicated work of many Scouters, splendid co-operation from the Ontario Government, Conservation Authorities, Canadian Armed Forces, Ontario Provincial Police and many companies, businesses and organizations, made Ontario's first jamboree one that will be long remembered.

You can be assured this jamboree will not be Ontario's last.

STOP PRESS

As this issue was going to the printer, word was received that on Thursday evening, August 22 the jamboree site was hit by a violent electrical storm with winds ranging to 75 miles an hour. An estimated 95% of the tents were blown down and the camp flooded. Scouts were evacuated to nearby halls and private homes. Despite conditions there were no serious injuries.

By Mary Ellen Perkins

Mosaics is an ancient craft as popular today as in early Roman and Egyptian cultures. Both an art form and a practical craft, Mosaics can easily be adapted to suit any craft program in terms of time, expense, materials, age group, etc. Finished items, from the simplest teapot stand to an intricately designed coffee table, are both practical and attractive.

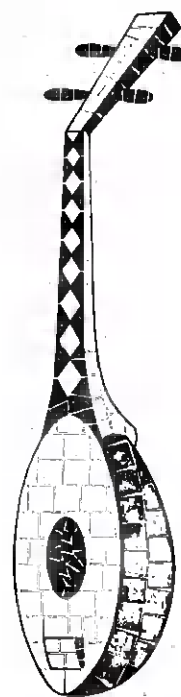
Fun for all ages, constructing Mosaic projects is an inexpensive craft activity requiring only a few basic materials. The biggest investment is made by the boys themselves in terms of the

ground. There are any number of both commercial and natural materials that can be used. Most hobby shops carry a wide selection of both porcelain and glass tiles. Porcelain tiles are easy for beginners to work with and come in a variety of colours and shapes -- small squares, circles, leaves, etc. Glass tile (usually about 1" square) is more versatile and require a bit more skill. Available in a wide range of colours, these tiles can easily be cut with tile nippers into different shapes and sizes to give more variation and detail to a Mosaic composition. Marbles too, are very effective

Choosing a Design

When developing a Mosaic design, simplicity is the most important factor. It is necessary to understand the "limitations" of a Mosaic composition...the realistic detail of an oil painting or photograph is impossible to obtain in a Mosaic design, and an attempt at this sort of effect will appear awkward. Mosaics is essentially a "free-form" medium where a 'pattern' is merely suggested. Mosaic materials are "hard" and have a shape and texture of their own and should not be forced to resemble something else. A design should be planned

HANDCRAFT MOSAICS



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thought and planning that goes into their project...deciding what to make, what materials to use, developing a design and colour scheme, all precede the actual "gluing and grouting" process. A Mosaic project can be an involving, stimulating activity in which your Scouts become aware of and develop their own creative potential.

Making Mosaics is traditionally a process of cementing together small objects onto a rigid back-

Mosaic materials for creating translucent, light-reflecting projects. Simple items such as buttons, seeds, wood chips, broken pottery, glass and paper are other inexpensive possibilities. Materials such as nails and aluminum tubes make effective 3-dimensional compositions. It is important to choose materials that have an interesting "texture" ...design, colour and texture are the three most important characteristics of Mosaic work.

out on paper first, the actual size that the finished work is to be. To adapt a design from a book or magazine, a pantograph is the quickest, most accurate tool to use. Available from most hobby and art stores, it is a simple device used for enlarging or reducing designs proportionately.

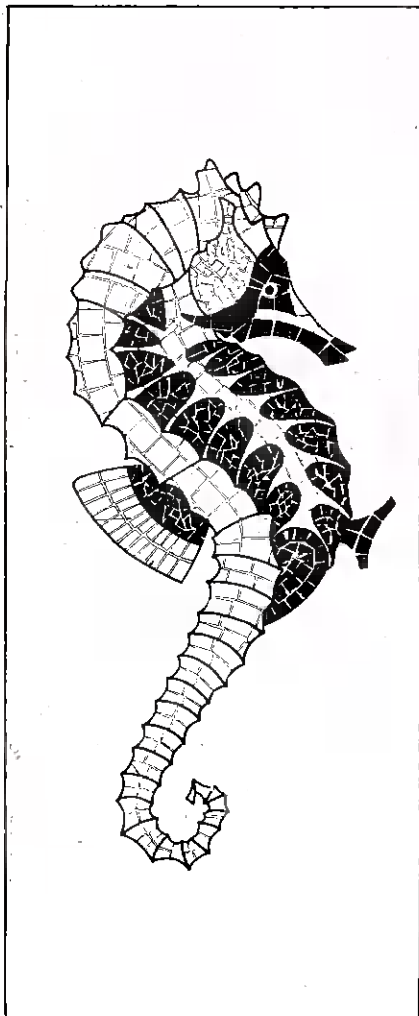
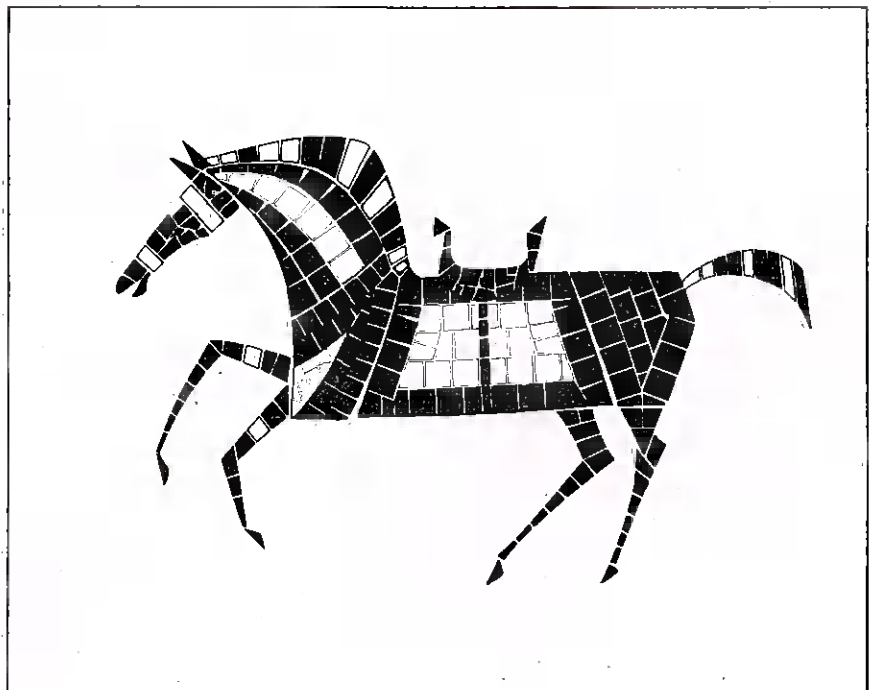
Colour

In making a Mosaic project, it is best to begin with only one basic colour...more pleasing results can be achieved by using

different shades of this colour, plus black and white for emphasis and outline. Because of the variety of irregular shapes usually involved in Mosaic work, a mixture of too many colours can result in confusion and loss of detail.

Mosaic Bases

Most hobby shops carry a varied selection of economical aluminum bases for making ashtrays, trivets, bowls, coasters, etc.....excellent projects for the beginner, they are relatively inexpensive and can be completed in a short time period. Wooden bases for making cheese boards, table tops, etc.



are also available from certain stores. Your older Scouts might prefer to make their own Mosaic bases; basic wood-working skills are all that is required to construct simple cheese boards, lamp bases, coffee tables, etc.

There are only three basic steps in laying Mosaics:-

1. Gluing: Coat the base with tile adhesive or a heavy-duty glue such as contact cement. In large projects such as table tops it is best to work on only one section at a time. Position the Mosaic materials (tiles, pebbles, etc.) on the glue-covered surface and allow to dry thoroughly. When working with materials such as glass or marbles, be certain to use a transparent adhesive.

2. Grouting: After the Mosaic pieces have been glued in place, there will be small spaces between each piece.....filling in these spaces is called "grouting". Mosaic tile grout is available from most hobby shops. A white powder, it is simply mixed with water and then spread over the entire project to seal all crevices. The excess is then wiped off the surface. Special dye is also available for colouring grout to harmonize with the colour scheme of a project.

3. Polishing: When a project is completely dry, it should be sealed with Mosaic tile polish or plastic spray to protect and waterproof the surface.

Projects

Many varied projects can be made on the Mosaic principle.... coasters, bowls, drawer pulls and cheese boards are excellent projects for young boys as they can be completed in a short-time period and serve as a good introduction to more complicated projects. Items such as table tops, lamp bases, counter tops, etc. that require more skill and planning are ideal for older boys and can serve as individual or group projects. Remember too..... finished items are ideal Christmas gifts for parents and friends (... and Scout Leaders?)

Using just a few inexpensive materials plus lots of ingenuity and imagination your Scouts will enjoy planning and developing worthwhile, rewarding Mosaic projects during their fall craft program.

Detailed instruction books full of ideas and suggestions, Mosaic tiles and other basic materials are readily available from Lewiscraft and hobby shops across the country.

We thank Lewiscraft of Toronto for this interesting article on making Mosaics. More information can be secured by writing them at 284 King St. West, Toronto 2B.

THE SPORT OF ORIENTEERING

PART 2



20

The Necessity of Training

Physical sports, as is true with any involving physical experience, cannot be performed with gratifying satisfaction unless one has passed through a certain process of intensive training.

The human being learns from birth to crawl, then walk, run and jump. Some never progress beyond this point, for it is easy enough to get through one lifetime passably on this. However, the person who seeks the real satisfaction of physical accomplishment must proceed into a secondary phase of learning. To become truly skilled, one must break the totality of any physical sport into several natural segments. Then one must examine each part, evaluate the importance of each, and establish just how one can increase the contribution that each part makes to the whole. Then, and only then, can one refine the technique and practice each part plus the whole often enough to program mind and muscles into a defined pattern of co-operation. From

such basic study and organized practice/re-practice, a more effective result is born. Along with this birth comes the immense satisfaction and effortless self-confidence that is inherent in doing anything extremely well. The truly competent athletes, be they orienteers, swimmers, gymnasts, hockey players or football stars, exude an aura of electricity; the musk of physical attraction which all people young and old find almost irresistible. The challenge of sound training is not light; but the rewards from it personally can be enriching indeed.

BASIC ORIENTEERING TRAINING

If any process of training involves the breaking down of the whole into parts for specific attention, then this concept certainly is true for the sport of orienteering. The division is not entirely physical, however, since some equipment skills are also required. Bearing in mind that the sport is a combin-

ation of planning, applying techniques and running; serviced by skills in navigation and the tools of direction-finding, the initial training, therefore, must consist of examination and practice in various phases of endeavour.

Scout leaders, before they begin to envision themselves burdened by a leaden load of schoolroom teaching sessions, can take heart in the fact that all orienteering training is simple, participative **out-door** fun. It is recommended that each training session be mostly conducted by the student Scouts themselves. Experience has shown, and continues to show, that the learners can quite easily become the teachers; particularly where the more imaginative extensions of basic training are called for. At one father-and-son banquet in Ontario, several years ago, for example, where a simple demonstration among six daring dads and their sharp-minded sons was called for, an experiment in setting and sighting the orienteering compass soon had the boys giving advice - plus some good humored ribbing words - to their far less perceptive, far slower acting fathers. With the belief that true learning only occurs when there is personal involvement in the activity to be learned, this training program is structured with much such involvement intended.

SEGMENTS OF ORIENTEERING TRAINING

The key segments of training are:

1. Map reading technique (indoor sessions);
2. Compass use technique (schoolyard sessions);
3. Map and compass field training exercises (park or woodlot sessions).

Map Reading:

As a teacher of map reading, each Scout leader will probably be faced with the need to explain how map reading knowledge is helpful in life.

Without elaborate explanations, it is easy to prove that almost any exposure to our personal environment is an exercise in map reading. For example - take a simple trip downtown. If it's on a bicycle, or by car, one must know what routes one can take, and which one will eventually be chosen. A mental map is drawn and from that point onward, it is easy to plot the way to one's own destination.

Or, the family plans an excursion of discovery around places of interest in the region for vacation fun. Map reading to determine the direction and best routes is not only necessary, but this planning can be as exciting as a voyage with Jim Hawkins to Treasure Island.

The bush pilot, the river navigator, the prospector and forester all know the value of map reading as a way of life. The rest of us, taking a trip around the neighbourhood or across the country, must know map reading in order to find our way safely to places we wish to seek out.

Teaching the Map

In preparation, ask each Scout to pick up a provincial road map from a service station and a topographic map, preferably in the scale of 1:50,000 and 1:25,000 (if available) from a government map service office, for the area of special interest to the training program. It might be a sound idea to obtain an Instructor's Portfolio, containing all the necessary training maps and exercises, if additional aids are needed, from the Canadian Orienteering Service. In laying out a plan of attack for a map reading course, the main schedule could be as follows:

- (a) Maps - reducing reality to picture-views.
- (b) The map scale - measuring distances.
- (c) Map symbols - representations of reality.
- (d) Directions on a map - grids and meridians.
- (e) Declination - map north and compass north.
- (f) Contour lines - the third dimension.
- (g) How to take a bearing on a map using a protractor.

Each of these schedule points can be systematically examined and, through a progressive method of trial and example, "discovering" the mysteries in one's environment through the map can be a very involving experience. The specific methods of training are detailed in "Be Expert with Map and Compass" and "Map and Compass" training manuals. If a healthy combination of study and field experience is used, the effective teaching of map reading should not take more than several two-hour sessions.

Teaching the Compass

Over the years, many types of magnetic compasses have been developed. The old type, watch shaped compasses served usefully for many years, but fail to meet the full needs of today's orienteering training. The new types of orienteering compasses, exemplified best by the Silva System instruments, combine both compass and protractor to make them a workable tool with practical applications. Only this type of compass can successfully bridge the gap between the "map" direction that may be indicated and the "ground" direction needed to physically travel the indicated direction over the actual ground.

A schedule of training a group in compass use might be set up as follows:

- (a) The compass - its parts and their functions.
- (b) Setting, sighting and walking compass bearings.
- (c) Determining bearings to and from objectives.
- (d) Taking bearings from the map.
- (e) Adjusting for declination.
- (f) Simple games and exercises for practice.
- (g) Cross-bearings and surmounting obstacles.

Instructions in the functional use of the orienteering compass are found with each instrument, and more

extensive training exercises can be found in the training manuals mentioned earlier. The "Compass Game", a set of practice cards for twenty participants, is available at a very nominal price from Supply Services and is excellent for teaching the use of compass in very limited areas. Using the compass to map out a camp site or yard area, radiating compass bearings from a central point and pace measuring distances is a very involving training exercise that never fails to arouse intensive interest.

The compass training sessions, if they can be conducted out-of-doors, should require no more than two or three hours of practical games and exercises to give a solid foundation of practice for the next phase.

Map and Compass Work Together

The real prelude to orienteering is when a group commences learning how to use an area map and compass together. The usual schedule of procedure is as follows:

- (a) Using the compass as a protractor on maps.
- (b) Plotting the route of a cross-country trek by true and compass bearings.
- (c) Point orienteering from field to map.
- (d) Locating points from a map using the compass.
- (e) Orienting the map to compass direction.
- (f) A cross-country hike with map and compass.
- (g) Treasure hunts and map making sessions.
- (h) The cross-country solo (in pairs).

The challenge and fun start in earnest when the first cross-country trek by map and compass is planned. Some safety tips:

- Never send one inexperienced Scout on a cross-country hike alone. Always keep early training groups two or more in number.
- Select your first cross-country targets in relatively easy stages. The first target probably should be in a large field or some other large "catcher" type objective.
- Warn participants to keep iron or steel objects away from the compass when they are sighting a bearing. Checking the setting on the dial of the compass often is also a very good idea.
- Cross-country trekking by map and compass is and should be interesting and fun. Eyes that look only at the compass and map may miss a lot of keen sights along the way!

If these map and compass cross-country sessions can be planned to take place on camping trips, not only will the time and place be right, but these exercises will add new spice of adventure to weekends away.

In all, ten hours of practical training should set the stage for competitive games and the excitement of cross-country racing. The planning and organizing of contests in orienteering will be detailed in the next article completing this series.

Orienteering Training Aids

- INSTRUCTOR'S PORTFOLIO
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- CAMPCRAFT SKILLS
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Japanese Paper Kites

Three Cubs from the 50th St. Giles United Church Pack in Vancouver are shown with some Japanese paper kites. The pack was helping with preparations for the Japanese Festival held last March 23 and 24. Dolls, films, flower arrangements and demonstrations of wrestling and judo were featured.

Sports Day

They came by bus, motorcycle and by carload. One thousand and two hundred Cubs attended the annual sports day at Camp Manitou, sponsored by the Burlington (Ontario) district council in June. The boys competed in a variety of games ranging from memory exercises to soccer in knee-deep grass. The highlight of the day was a judo demonstration put on by the Burlington Seikeikan Academy.

At the evening program the Cubs entertained their parents with a traditional sing song around the campfire.

Frank E. L. Coombs Passes



Frank Coombs passed away on Saturday, August 3 in an Ottawa hospital. A native of Ontario, he joined the executive staff of the Boy Scouts Association in 1921 as editor of Publications at Dominion Headquarters.

A veteran of the Boer War and First World War, he was editor of the first CANADIAN BOY magazine in 1921 and when that magazine was discontinued, he founded THE SCOUT LEADER and served as editor for twenty-five years. He retired in 1946.

Among his more important contributions to Scouting literature in Canada were THE SCOUTMASTER'S FIRST YEAR, THE CUBMASTER'S FIRST YEAR, THE SCOUTMASTER'S FIVE MINUTES and TENDERFOOT TO KING'S SCOUT. These were familiar books that introduced many to Scouting.

A Gilwellian, he conducted Wood Badge Courses in the Maritimes for many years on behalf of Dominion Headquarters.

Franks Coombs was awarded the Silver Wolf, Silver Acorn and Centennial Medal and in 1929 was deputy contingent leader to the Coming of Age Jamboree in Birkenhead, England.

Even after his ninetieth birthday Mr. Coombs continued to attend the annual meetings of the National Council and showed a remarkable memory for names and events.

Few men have made a greater contribution to Canadian Scouting than Frank E. L. Coombs.



Brotherly Love

Scout Stephen Wilfred Page of Verdun, Quebec is a thirteen-year-old hero... and pretty soon will have a medal to prove it. It all happened last June when Stephen rescued his five-year-old brother Tom from drowning. Governor-General Michener in his capacity as Chief Scout, awarded Stephen the Gilt Cross for gallantry.



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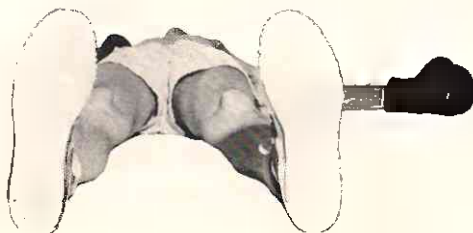
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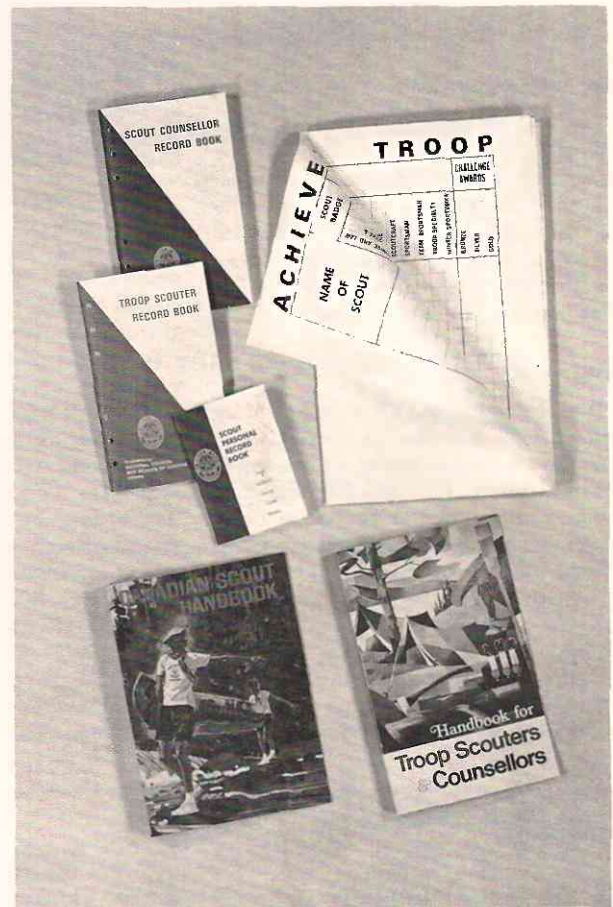


Registration-wise, that is. Canadian Boy is in the process of changing its system of handling boys' and leaders' names on the registration forms. To do the job properly, and ensure that our readers do not miss one or more copies during the registration period, we need those registration forms at the earliest possible date. Scouters can help by making sure boys' names and addresses are complete and accurate (including apartment number, if any). Then, get that form to your Scout office as fast as possible. The people there will forward the forms to the Canadian Boy office, where we'll be waiting to handle the flood, and get the boys on the mailing list. So get the forms in early this year and really floor us.



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