

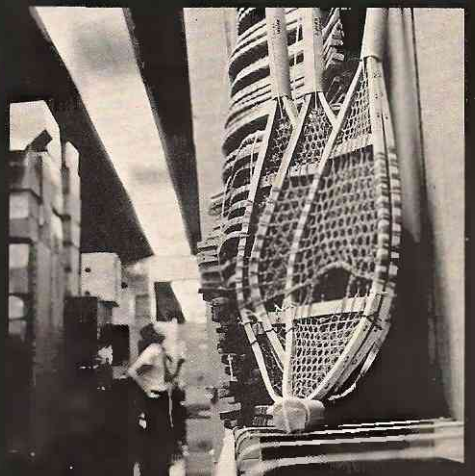
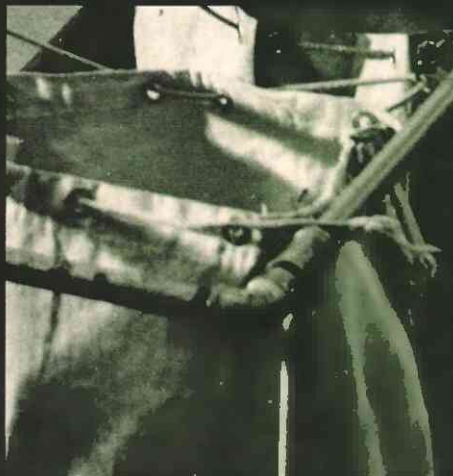
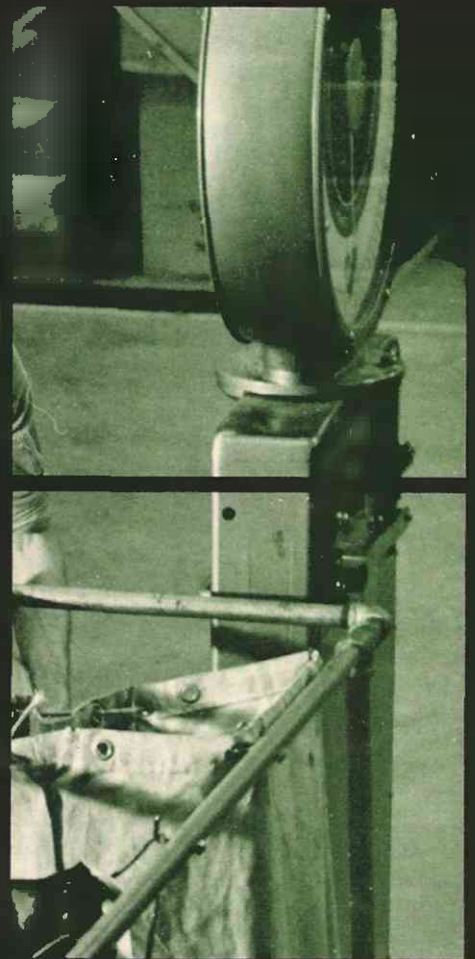
the scout leader

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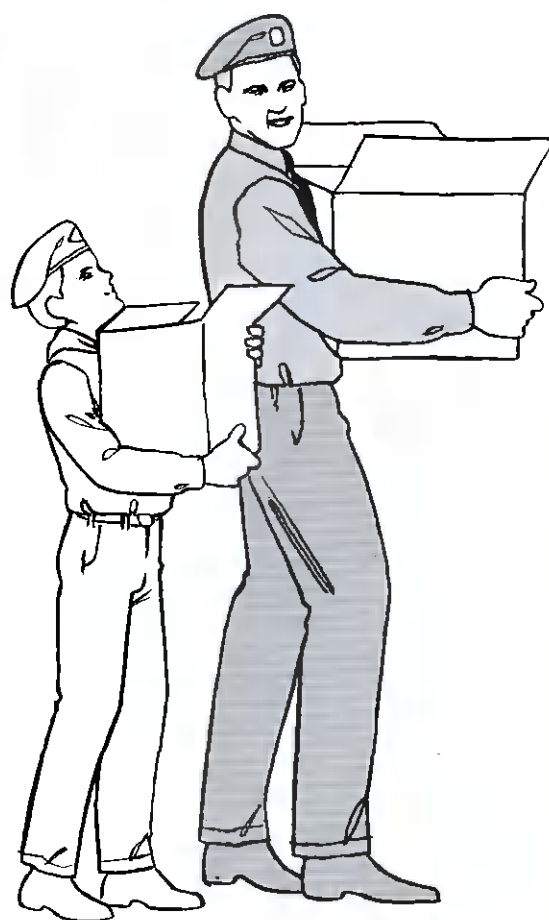
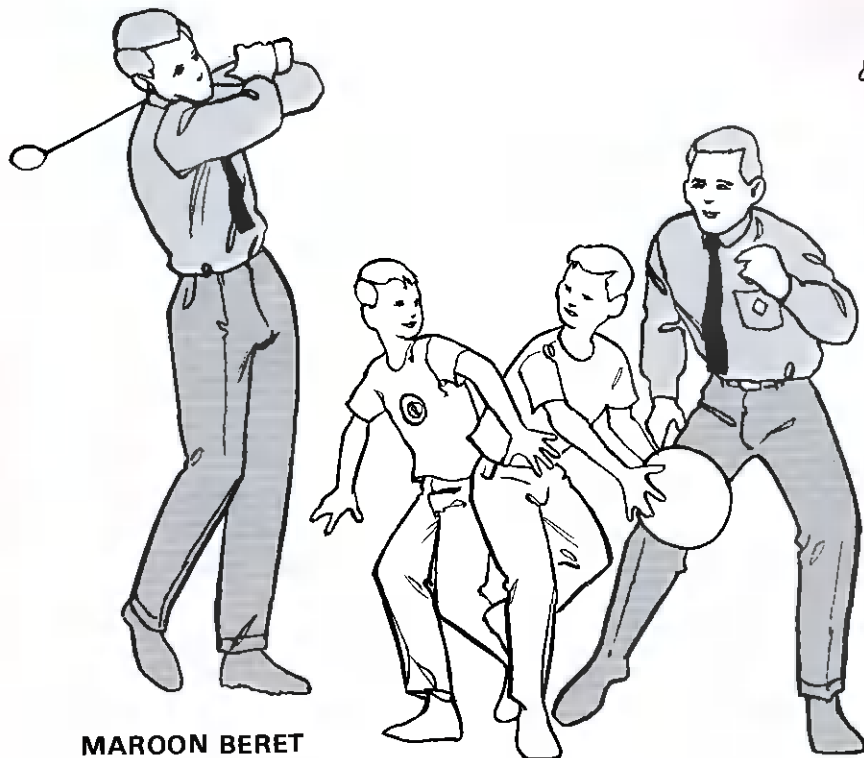


Suppliers to Scouting
See page 8



feel confident & comfortable with the NEW LOOK

designed as a uniform or for everyday wear - for formal or relaxing occasions - at your Scouting meetings or on the golf course - for the office or at home. Will obviate the necessity of rushing home to change for that important meeting with your boys. Top quality materials and top quality tailoring ensure smart, attractive appearance.



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Grey trousers 17.00
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and for OPTIONAL

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P.O. Box 5151 · Postal Station F · Ottawa 5, Ont.

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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From The Editor

In this issue ... An article on Supply Services, the first in a series on the different services at National Headquarters. Photos were taken by Charles Urquhart, with the editor, assistant editor, and our art director, Bruce Rawlins of Waltham Press, all trailing after him, dispensing free advice and taking turns holding the lights. But in spite of it all, we got the photos.

...An article on how to set up your own crafts program. We're printing this and the program centre section on camping in plenty of time to help you make your plans for camp this summer.

...A stimulating article "Which Road to Take?", designed to raise a lot of questions in your mind about your program and your boys. We'd be interested in any feedback on the situation described, either your personal reaction or comments from leader training courses or discussion groups.

And, finally, on a personal note — my thanks to Vancouver-Coast Region of British Columbia for their hospitality during my recent visit. A group of their Scouters took part in our readership survey and we attended their annual meeting and dinner where over 1200 enthusiastic Scouters, group committee and council members, and friends sat down to a meal that was catered to by what is probably the only restaurant in Canada that sponsors a Venturer company. You'll read about this company and their sponsor, Henry Wong, in a future issue of the magazine.

Jim Mackie

If you don't know what makes a good time for our teen-agers, Counselor Peters and his six guideposts may help you establish rapport with your boys and girls.

By Donald L. Peters, author of **FOR THINKING TEENS**
(Richards Rosen Press, New York, 1967)



Adapted from Scouting magazine, B.S.A.

"What do you do for a good time? What's fun for you?" I ask these questions of hundreds of teen-agers every year in my work as a high school counselor.

The boys and girls tell me about their hobbies, the TV shows they like, their friends, their dates, the clubs and organizations they enjoy, their sports, their fishing trips... The only complaint some of them have is the shortness of the day.

But not all youngsters are enthusiastic. Some only shrug and answer, "I don't know. Nothing much, I guess."

Some look disgusted and tell me, "There's nothing to do in this town." I've heard this comment from Roundup, Montana, to San Francisco, California. It doesn't matter how large the town or its locale.

Still probing, I usually then ask, "Do you watch TV?"

"Oh, sometimes," they say or, "Yeah. Nothing else to do."

"Do you belong to any organizations, like the 'Y' or the Scouts or Explorers or some church group?"

"Oh, I used to," they say. "But we didn't do anything, and I got tired of going and dropped out."

Kids haven't changed

And through it all I have asked myself some questions. What makes for a good time? What was fun for us parents when we were "that age"? What's really fun for kids nowadays? And why is it some youngsters have so many things, but still are not having fun?

First, let me say I see little difference between today's kids and the kids we used to be. They feel the same old feelings. Their needs and desires are much the same.

Their world, and ours, has changed. But the only difference in the kids is that they are getting more of what they think they want - more things, more

cars, clothes, money, and the like, and more freedom to do what they please when they please. I do not think this necessarily hurts them, but it certainly is not bringing them the satisfying fun they think it should.

If a maximum of things does not bring a maximum of fun, then what does? What are the ingredients of a good time?

1. On top of the list is the word "do." Even youngsters who spend most of their time bored, lolling around the house, or slumped in a car suddenly, to their surprise, find they are having a wonderful time once they start to do something.

Take the boy and girl sitting on opposite side lines at a dance, miserable and woebegone. Somehow, the boy gets across the floor and asks the question. They start to dance, and the evening comes alive for them.

Or take homesick youngsters at camp. Get them into action - hiking, fishing, singing, almost anything - and they're in good shape again. And they will stay that way as long as they are busy.

But, as leaders and parents know, it's not easy to get a child in motion. It often takes a push, a tactful urging.

Unfortunately, so many things tend to minimize the "do" in our youngsters' modern world. The motion picture, the radio, the television, the automatic record changer, and the automobile - all tantalize and entertain but minimize the need to "do." No wonder many youngsters feel they should be entertained rather than have an active part in their own entertainment.

Of course, there should be times of rest, of relaxation, times to watch the clouds and think deep thoughts. But at affairs where youngsters come together to have fun, parents and youth group leaders will do well to see (as inconspicuously as possible) that there are ample things to "do."

And what do they like to do? Ask them and they will list things they have done before, things they can do well, and only these. They like success. But in the next breath, they will tell you that the same old things get tiresome.

2. Among teen-agers, nothing catches on like "something new" - a new dance step, new skill in a sport, a new idea or a new understanding of an old idea, anything that offers challenge and can be followed by success.

In spite of the traditional "dislike" of school work, young people want to learn. It's built into them. Questions flood us during our children's younger years. "Why?" "How do you do that?" "Why does it work that way?" "What makes it go?" "What is that over there?"

Among teen-agers, questions often go unasked but they are there, underneath. These older youngsters want to find out the answers for themselves. Discovery and learning fill the doing with feelings of accomplishment and make it all worthwhile, and more fun.

"What's new?" they say. A hike, a ride around town, a TV show - these are empty things when nothing new is learned, when no discoveries are made. But let the hike turn up an eagle's nest or a prehistoric cave painting, let the ride turn up a new girl friend, or let the TV plot be challenging and end in a new, intriguing way, and "Man, that was fun!"

3. Another ingredient of the teen-agers' good time - one not often brought into focus by adults - is the need for pleasant emotional experiences. Who doesn't like to laugh or sometimes cry or feel the tingle going up the spine during some sacred or patriotic moment.

Good parties include uproarious moments, some prearranged within planned games, some unexpected but still brought on by the going action of the evening. At dances dim lights and soft music help stimulate the emotional chemistry. Good religious-sponsored youth group meetings always include serious moments of inspiration and prayer. Good Scout meetings include spoken pledges, ceremonies, and times of soul-searching dedication to God and country.

4. Akin to the need for emotional experiences is the need for acceptance, a sense of belonging. Group fun is rarely possible unless teen-agers feel they are accepted and respected by the group. Where there is threat or feelings of rejection, there is little chance for fun.

The party host who neglects newcomers or who doesn't make the rounds keeping everyone involved falls short. The discussion leader who fails to give every member of the group a chance to talk likewise falls short.

5. A fifth ingredient is the teen-agers' voice in their own affairs. They need an active part in the selection and planning of their good times.

I recall a junior-senior prom in a medium-sized high school where I was a class sponsor. The teen-agers earned the money for the prom; planned every detail; hired the out-of-town band; decorated the gym; and, with conviction, had a long-to-be-remembered, gloriously good time. No ten dollar-a-ticket, ballroom prom could have meant so much to them.

More than half their fun was in the many get-togethers in preparation for the big night. The adults ultimately "in charge" stayed well in the background.

Teen-agers still need our emotional and material support. Caught up in a mixture of independent yearnings and basically dependent feelings, they still want adults "around," but at a distance. They welcome guidance, but resent domination.

6. The final ingredient is the little sign that reads, "to be continued." Good times never end. Each one includes a look ahead to even better times. Life is an ongoing process, and the joy of living is contingent on an optimistic future. That which ends just isn't much fun.

Parents and leaders can help youngsters plan ahead and set long-range goals for themselves, enabling them to sidestep those empty, "What-now?" feelings. Also, we can get them started early in organizations having purpose, purpose beyond the present good times. In such groups, each meeting or camp or outing will lead to something new, constructive, and more fun.

There are always uniquely personal problems that interfere with a youngster's capacity for having fun, but most of these are temporary. Even in more complex situations, we should keep these six ingredients in mind.

If we want our youngsters to have wholesome fun - the kind that will be remembered fondly with no regrets, the kind that will add to the development of healthy, happy personalities - we will do well to promote family activities and youth programs that:

- (1) Keep teen-agers active - physically and mentally.
- (2) Offer opportunities for discovery and learning.
- (3) Provide sound, acceptable emotional experiences.
- (4) Stimulate a feeling of belonging.
- (5) Give teen-agers a voice in what they do.
- (6) Look ahead and help teen-agers see and work toward the happy, worthwhile things to come.

Objectionable "fun"

With these principles in mind, we might ask, "Why does so much objectionable, unacceptable behavior creep into teen-age fun?"

The best answer I can muster is that we adults are not giving enough attention to family-centered fun and youth group programs that go along with these ingredients.

Some objectionable activities are more in line with these ingredients than some fun we prescribe. Take sex play, for example, or "making out," to use the current term. It has all the ingredients of a good time in the eyes of many teen-agers. Consider the six points.

Action? Yes! Discovery? Very much so! Emotional experience? Of course! A feeling of belonging? Incomparable for some! A voice in what they do? Yes! Look ahead? Here's the rub.

To the teen-agers, with an infinite world of aesthetic thrills and erotic sensations only beginning to be explored, the future is optimistic and enticing, indeed. However, they are not in a position to see the implications or the consequences - certainly not to the extent that we, their elders, can.

(Continued on page 23)

a summer crafts program



LONDON FREE PRESS

6

by Mary Ellen Perkins

A major challenge currently facing our educational system is the encouragement and development of free expression and imaginative thinking in today's youngsters. A summer camp program of crafts is an excellent way to meet this challenge. Such a program is not difficult to organize. . . it consists of **six** basic elements: Goals, Personnel, Facilities, Supplies, Projects and Finances. Plan carefully in each of these areas. . . together they constitute a happy, beneficial craft program.

Goal

A craft program can serve one of two ends. It can be used simply as a "fill-in" activity and diversion for rainy days. Or, it can serve a genuine *purpose* by stimulating creativity and imagination; in this type of program, campers not only 'make something', but make something in which they can take pride and from which they can gain a true sense of accomplishment. Give your draft program this positive purpose!

Personnel

The success of a craft program depends to a very great extent on the people running it. This person (or persons) should be selected well in advance to allow them time for adequate planning and organization. A well-thought-out program means a "better" program and at less expense.

Instructors need time too, for making up samples of the crafts being taught. This serves a number of ends - by working with a material, the instructor becomes familiar with it, and finished items will provide the campers with stimulation and direction. Making up samples ahead of time also provides research into the cost of projects, the amount of skill involved, and so forth.

Ideally your leaders should be experienced, both with children and with crafts. This need not be specific craft experience. . . hobbies such as carpentry or sewing indicate an ability to develop and create, which is basically what you require in a craft instructor.



Facilities

To help your craft program run smoothly, you should organize a basic supply centre for materials. This should be a place too, where the boys can keep unfinished and long-range projects, and where the "craft action" can take place on rainy days.

Weather permitting... the entire campsite is a craft area. Sand casting on the beach, sketching in the woods, whittling in a tree top is much more fun than sitting around a crowded work table. You will need a quick and easy way of transporting materials - a sturdy craft box is a simple, effective way to carry paint and other supplies to remote areas of the camp. The availability of water should be kept in mind... water is often required for mixing materials (papier mâché, plaster, tempera paint, etc.), and is always needed for clean-up.

Supplies

Where do you get them? The home is often an excellent source for scrap materials - tin cans, bottles, jars, fabric odds-and-ends, etc. And never overlook local businessmen... a printing company, for example, might supply you with free paper. Basic craft materials such as paint, brushes, glue, plaster of Paris, craft sticks, etc. are readily available from Lewiscraft and from local hobby shops. These supplies are always available in "bulk quantities"... the economical and practical way to purchase materials.

When selecting craft materials, consider the advantage of versatility. For example, plaster of Paris castings can be made from commercial moulds, from sand moulds, or from balloons; or, the plaster can be carved or used on a hiking expedition to cast animal tracks. These projects are varied enough that your campers would not become bored by working with the same material a number of times. Also, by using a material in a number of different ways, a proficiency and skill is more easily developed. Instant papier mâché and plaster-strip are two excellent craft materials... basically modelling mediums, they can be used for such diverse projects as face masks, Indian tom-toms, relief maps and puppets.

A program oriented around one or two basic materials is more economical too!

Instruction books are a MUST in any craft program. They provide technical information, aid preparation and stimulate ideas in both leaders and campers.



Projects

Basically, there are two types of craft projects: individual projects where each boy makes a separate item that is entirely his own work; and second, group crafts where each boy contributes to one total project. The ideal program contains both types of craft activity.

Whenever possible, allow your boys to choose what they make, how they decorate it, etc. Many different items can be made from one basic material; and often items can be decorated and finished in any number of ways. This allows each boy to develop his own ideas, and he will be much happier creating something he **wants** to make, rather than something he has to make.

Projects should be suitable to the age group involved; here, both skill and concentration span must be considered when you are deciding what crafts to teach.

Finished objects should be able to "travel well". Broken and damaged projects provide little encouragement to continue craft activities. A sense of pride and satisfaction in the finished article is the underlying goal of all craft activities.

Finances

A successful craft program is one that is organized well in advance... so, allow adequate funds in your initial camp planning.

Generally speaking, there are two ways to finance a craft program. You can include the program cost of material in the original budget and cover this cost in the camp fees. Or, you can charge the boys individually from their tuck money for each project that they do.

The first method will give you a much better program in all respects. It is easier to run from an accounting point of view, and adequate supplies can be purchased at the beginning of the season with only a minimum of re-ordering. An adequate supply of materials is a major factor in the success of any craft program... second only to stimulation on the part of your instructors and interest and enthusiasm on the part of your campers.

Although the example used is a summer camp program, the basic ideas presented in this article can be applied to any craft program, regardless of length or intensity■



We thank Lewiscraft of Toronto for this interesting article on how to set up a crafts program: More information can be secured by writing them at 284 King St. West, Toronto 28.

It's not possible for everyone to make a visit to National Headquarters in Ottawa, but with this article on Supply Services we're starting a series to show you what each NHQ service is doing for you, your boys and Canadian Scouting.

by Carlo Prinsky

SUPPLIERS TO SCOUTING

Apple Day posters, a Cub knife, a leader's handbook, a Scout uniform — it sounds like a mixed bag of goods, doesn't it? But taken together, with a few hundred or so other items thrown in for good measure, it all adds up to about \$2,000,000 worth of business for the Boy Scouts of Canada — the big business called Supply Services at National Headquarters.

Supply Services, of course, is the point of origin for all the Scout uniforms, equipment, handbooks and souvenirs that you and your boys buy. It's also the biggest department at National Headquarters, in terms both of the staff and the space required to handle all those items of Boy Scout equipment. The stock is housed in a big, modern warehouse about the same width as a football field and half as long. There are over 800 different items in stock — about half a million dollars inventory on any given day. There are 19 staff members who, among other duties, send out around 20 mail bags (several tons) of supplies every day in answer to orders for Scout equipment that can vary in size from a handwritten order for a Cub knife for a birthday present to a \$5,000 order from a department store that may weigh half a ton when it's packed.

Maybe the handwritten order is yours — but more likely the Scout supplies you buy come into your local department store in one of those half-ton orders.



1. Sally Hawkins, machine operator, preparing invoices in the Data Processing department on an IBM machine.

2. Mrs. Marion Armstrong, mail filler, picking up items for an order.

3. Mrs. Armstrong and Mrs. Nora McCurdy wrapping the order for shipping.

Ten years ago the bulk of Supply Services orders were still mail orders from individual Scouts or Scouters across the country. But today over 80% of the business done in Scout supplies is carried out through Scout dealers—Scout shops in big city department stores or men's wear stores across the country.

Supply Services has been trying to encourage this change in buying habits—it takes just as much time and paperwork to process a personal order for one Cub knife as it does to process an order for six dozen, and selling through dealers is a more efficient and less costly proposition than filling individual mail orders. The figures show they've been fairly successful in persuading customers to buy from Scout dealers—in 1956, Supply Services filled 21,000 mail orders from individuals; the figure for last year was only about 6,000 and the difference is made up in dealer sales.

Most dealers are appointed in a given area on the recommendation of the local Scout council who feel that a need for such a service exists. Dealers are stores that become parties to an agreement with the National Council permitting the retailing of Scout merchandise in a separate section of the store.



3

There has to be a minimum Scout population in the area to justify appointment of a dealer.

The dealers, of course, don't carry every item in the catalogue, although most will order anything they don't have. It's simply uneconomical for them to carry large stocks of items that don't have a fairly high turnover rate.

But whether the order comes from a department store or a boy in a Scout troop, it goes through almost the same process once it gets into the hands of Supply Services personnel. When it's taken out of the envelope in the mail receiving room, it's checked to make sure all essential information is there, then sent down to the Data Processing department.

Here an IBM card is coded with the name and address of the person ordering (name and address

cards for dealers are kept on hand). Also kept here are big bins of IBM cards, each coded with the catalogue number of an item in the warehouse. A staff member takes the order and starts pulling cards, one to correspond to every item on the order. Then, on each card, she marks with a specially sensitized pencil the quantity of the item ordered.

When all the cards have been pulled for the order, they are fed into the IBM machine along with the appropriate name and address card. The machine reads these cards (it can read the special pencil markings) and prepares an invoice, which is then sent along to the Supply Services warehouse. Here human beings take over again and fill the order by taking a wheeled cart through the rows and rows of shelves, picking up the appropriate items as they go. Then the order is checked, packed and wrapped for shipping.

The whole process usually takes about 24 hours—Supply Services personnel say it is their policy to never take longer than 72 hours to ship out an order. But getting Scout supplies from their warehouse into your hands is only half the job of Supply Services. The other half is getting the items manufactured and into the warehouse in the first place.

The Director of Supply Services, Stan Cutler, who joined the Service as a stock boy in 1939, has to deal with over 80 different suppliers to get Scout supplies manufactured—fabric mills, design artists, jewellers, leather goods manufacturers, garment manufacturers, to name a few.

Because so many items of Scout equipment are peculiar to Scouting, they have to be ordered specially and manufactured specially. Take uniform items, for instance. Green berets can't be just any colour green in any style—they must be berets that follow the official Scout design and the colour must be **Scout** green—and that particular shade of green can't vary one way or another by more than a fraction over a period of years. And sometimes suppliers have problems matching original colours because of changes in dyes—recently, for instance, there has been a problem in getting the proper neckerchief colours. In order to get the fabric and basic material, some items have to be ordered as much as 18 months in advance of the delivery date, which is one reason it takes time to implement changes.

Supply Services doesn't decide on the colour or style of uniform—these matters are decided on by the National Council, acting on the recommendation of the National Program Committee. Once the decision is made, however, it is up to Supply Services to produce the goods. Suppliers are asked to submit samples of fabric in the colour required and Supply Services decides on the one they feel provides good quality at the best possible price. The fabrics are often tested (by outside agencies) for such things as washability, dry cleaning, crocking (colour rubbing off), pilling (fine balls on wool substances), wear, and fading. Sometimes Supply Services takes the testing process a step further and has the finished garment field-tested, but there are no facilities set up to make this a regular part of testing procedures. This whole process of fabric selection and testing usually takes about a year to 18 months from the time the item is approved by National Council until the finished product goes into stock on the warehouse shelves. (Cont'd)



The management team of Supply Services (L to R): Warehouse Manager, Bob Winter; Assistant Director, Bob Crouch; Director, Stan Cutler.

SUPPLIERS TO

(Continued from Page 9)

An elaborate stock control system ensures that every item is re-ordered far enough in advance to prevent stock of any one item from running out.

A catalogue listing all the items stocked by Supply Services is mailed out as a free enclosure in Canadian Boy every October. This is a big job in itself — planning for a "new" catalogue starts almost as soon as the "old" one comes off the printing presses.

All activities of Supply Services are guided by the National Supply Services Committee, composed of nine men who are experts in their various business fields and who are, in the words of the assistant director, Bob Crouch, "interested to the point of dedication in Supply Services matters." They hold regular monthly meetings, except during July and August, and their agenda is always full. They oversee the quality control function of Supply Services, described above, but as well as that, their guidance touches on all aspects of the department — pricing, merchandising, warehouse procedures, advertising and just about anything else that is part of the many-sided operation.

And all this, of course — all the operations, the big warehouse, the IBM machine, the half million dollar inventory, the 19 staff members and nine advisors — are here to make sure you and your boys can get the Scout supplies you want, more or less when you want them. Or to put it another way, it's here to make sure that that Cub knife gets to its future owner in time for his birthday party.

If you've been reading the masthead, you will have noticed that the author of this article, Carlo Prinsky, first appeared on it last October when she became our assistant editor. Mrs. Prinsky graduated from McGill with a B.A. in 1964, then worked in the editorial department of the American Management Association in New York for a year and a half. She has also worked for an advertising agency in Montreal for a short time, and last year did some part-time teaching for the Ottawa Collegiate Institute before coming to work for us.

SCOUTING



Quand
(when)

mon directeur
(my) (leader)

voit les
(sees) (the)

nouveaux
(new)

écussons
(crests)

pour Scouts
(for) (scouts)

naturellement
(naturally)

il pense à
(he) (thinks) (of)

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A colourful and interesting folder, "Some Answers to Questions About Emblems," is available free of charge to all Scouters. Why not write for yours today at the above address.

by D. H. Swanson,
Assistant Director, Program Services

Challenge'em with

The crackle of burning logs; the bright warmth of orange flames; the ring of an axe biting into solid wood; shelter for the night quickly erected by eager hands; the note of laughter in happy voices — all these and more are familiar sights and sounds to the Scouter who takes his boys to camp. But any of these sounds can, instead, give way to muttered vows never to set foot in a camp again if your boys can't lay and light a fire, handle an axe safely and efficiently, or if their willing hands don't know how to set up an overnight camp. It looks like a formidable task to teach all these skills if you look at them as a package deal. But if you approach them as a series of skills related to the outdoors, the variety of opportunities to use them becomes almost unlimited. They become regular program items.

The skills necessary for successful camping can be used in many situations. Cubs, Scouts and Venturers working towards a badge or award that requires the knowledge of these skills shouldn't have to wait until they arrive in camp to begin to acquire them.

CAMPING SKILLS



FIRELIGHTING SKILLS

While the use of fire in a camp is apparent, why not let your boys develop skill in firelighting before arriving in camp? A group wiener roast is an excellent time to learn how to lay and light a fire. Instead of one large fire, try to have a number of smaller ones. If a campfire program is planned, have the boys lay and light the fire.

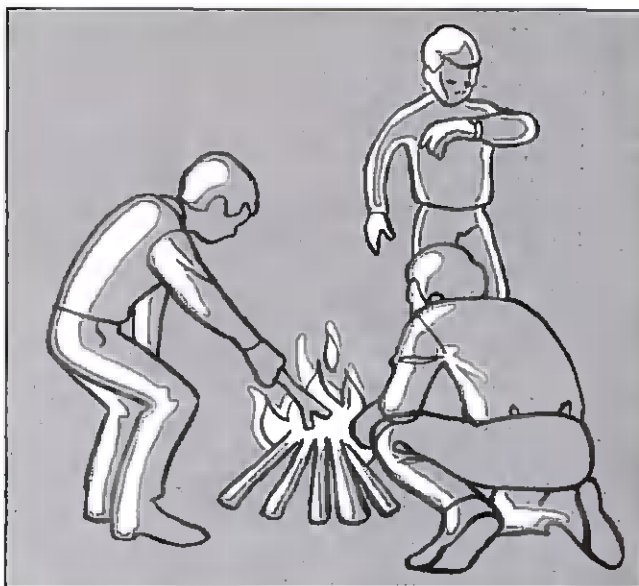
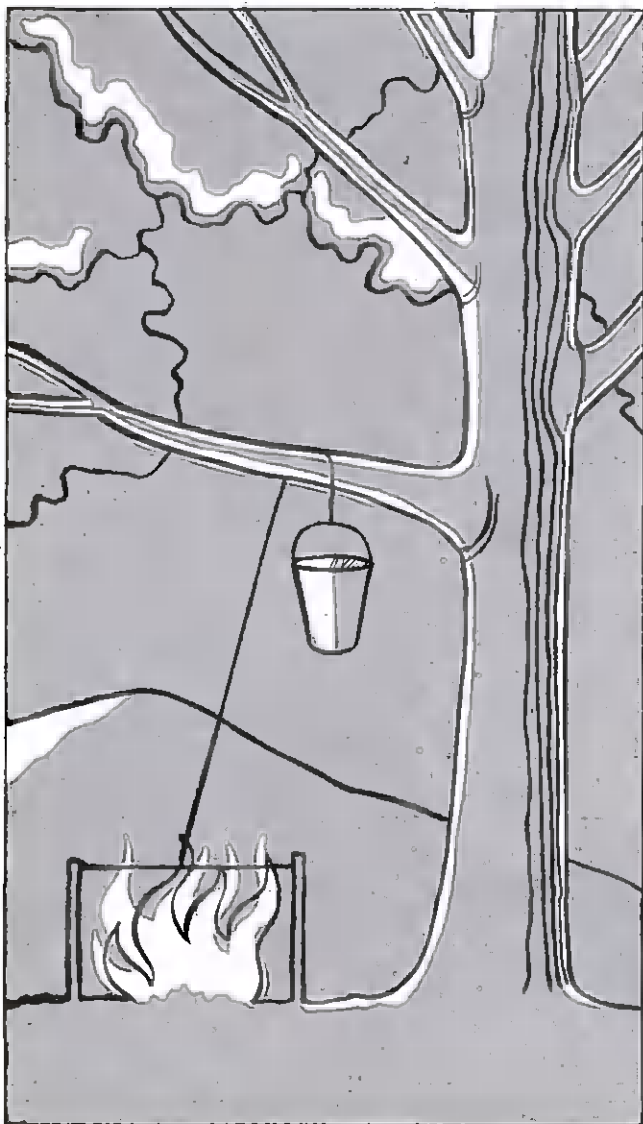
Fire Lighter Test

- Shred three-inch lengths of sisal rope and soak in linseed oil.
- Roll four newspaper sheets into a tight roll and tie every two inches. Cut into lengths between the ties and soak in melted paraffin.
- Cut two or three candles into three-inch lengths.
- With a sharp knife, cut two dry sticks twelve inches long and two inches square into fine shavings.

Place each of these prepared firelighters into individual plastic bags. At an outing, have boys test effectiveness of each on dry and wet wood.

String Burning Contest

A different twist to an old firelighting contest is to hide the message on a scavenger hunt or wide game in a can suspended from a low branch. To get the can down, the contestants must burn through the string.



Fire Test

A one-day outing could be designed around pairs of boys building different types of fire lays and fireplaces and timing the boiling of water. This type of activity lends itself to a full afternoon of cooking practice.

CAMP COOK SKILLS

Wrap a potato in foil and toss it into the fire; wieners on a stick; fried eggs and maybe a stew — or can your gang of hungry outdoorsmen really cook? If not, why not have a full day cookout? Encourage each boy to try two or three of the following:

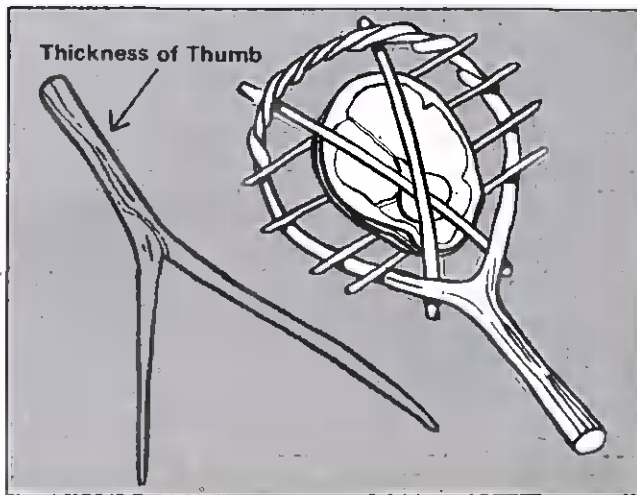
Camp Pizzas

Cut two English muffins in half and place in a pie plate. Spread with canned pizza sauce. Cover with slices of salami, mozzarella cheese, cover with sliced mushrooms.

Let a criss-cross fire burn into a bed of coals. Scrape coals away and place pan with pizzas in centre. Cover with a pan and scoop the coals over the pan. Cook until the cheese melts.

Broiled Steak

Cut a forked branch about the thickness of your thumb. Twist the ends into a racket. Fasten with light wire. Anchor steak in place with small twigs and hold over fire.



The Regina Post Roast

Dig a hole about four inches deep and fifteen inches in diameter. In this build a criss-cross fire and allow it to burn until you have a good bed of coals.

Soak the complete edition of a newspaper (approximately 30 or 40 pages) in water until all sheets are thoroughly wet.

Wrap a three pound roast in foil and then wrap with the wet newspaper. The newspaper should be applied two or three sheets at a time.

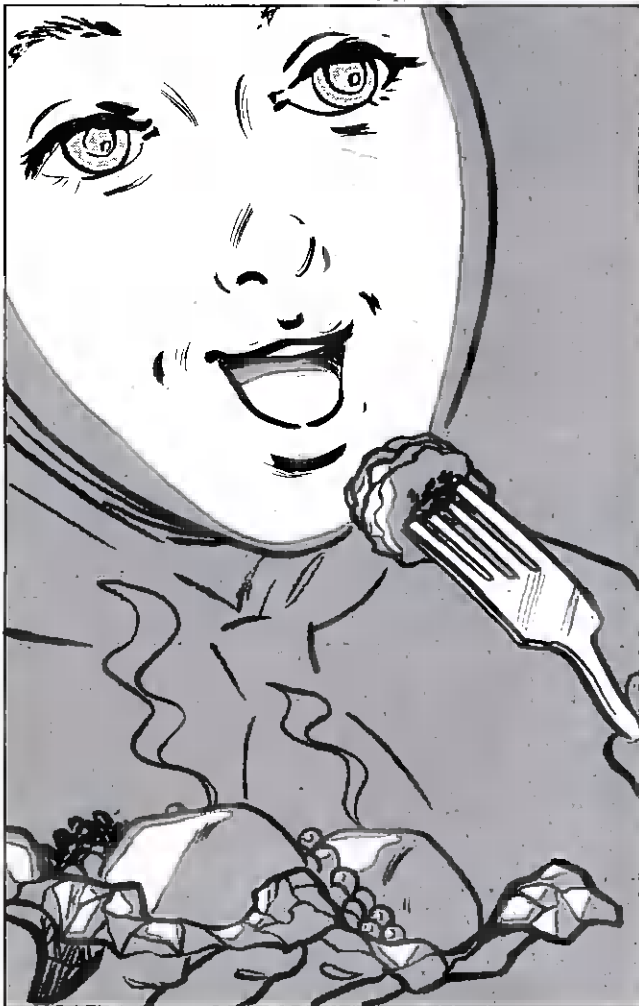
Scoop out a hollow in the bed of coals and place the roast in it. Heap hot coals over the package. (Approximate cooking time — 25 minutes per pound.)

Banana Royal

Slit the skin of a banana lengthwise on one side. Loosen the fruit without removing. Place two tablespoons of honey inside skin. Break three squares of milk chocolate into small pieces and place inside skin. Sprinkle lightly with cinnamon. Wrap banana in foil and bake in coals approximately fifteen minutes or until chocolate is melted and banana is heated through.

Simple Meal in Foil

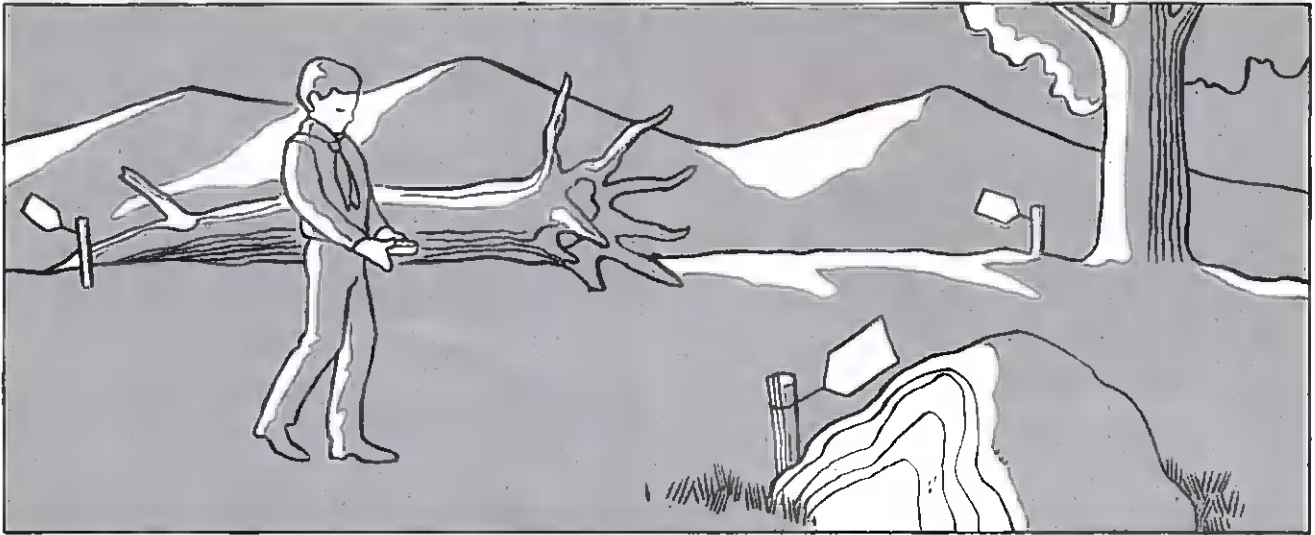
Tear off piece of foil large enough to go around food and crimp edges. Place a hamburger pattie, sliced potato and onion slices on one-half of foil sheet. Fold over and crimp edges by folding to form a tight seal. Now fold ends. Place on coals. Cook for approximately fifteen minutes. Turn package at least once half way through cooking time.



AXEMANSHIP SKILLS

If you asked someone to list the tools of the outdoorsman, the axe would probably be the first one noted. While it can be a useful tool, it is also dangerous if not handled with skill and care. Axeman-ship skill only comes with practice. Here are some ideas that may assist your boys in acquiring practice with an axe:

- Contact your local council camp and see if there is a need for clearing camp sites. If so, here is an excellent chance to link practice with service.
- Does your local council require wood to be cut for camp lodges, warden's house, staff quarters?
- Are there home owners in the area with fireplaces? Perhaps the section could couple practice with fund-raising by cutting cord wood.
- Many public camp grounds have large wood piles of unsplit wood. This may be a chance for practice plus a good turn. Check with the park ranger.



COMPASS SKILLS

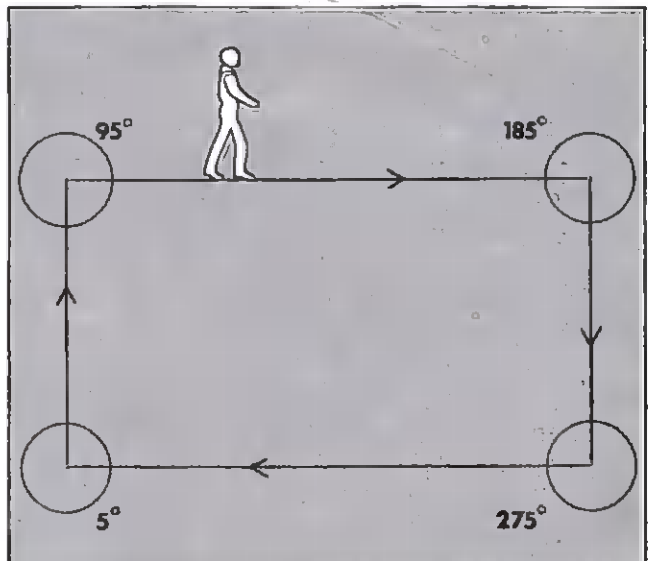
While it is possible to learn much about a compass in a meeting hall, the challenge of a compass is in using it in the field. This can be done in a park, a camp setting or in the neighbourhood surrounding the group's meeting place. For best results, each boy should have a Scout compass (Cat. No. 54-106), but boys can work in pairs.

Which Direction

Drive a series of small stakes into the ground. To each stake attach a tag with the name of an object that can be clearly seen from the stake. Each boy then moves from stake to stake taking a bearing on the object with his compass and records the compass degrees on a notepad. Winner is the one with the most correct.

Make a ground compass

With the help of a compass, mark north, south, east and west on the ground. Scouters check each to ensure accuracy. Each boy stands in the centre of his own ground compass (real compass in his pocket at this point), facing north. Game leader calls out different directions quite rapidly and participants must turn accordingly. Those turning to the wrong direction are out.



Stake Out a Claim

The claim area is six hundred feet wide and fifteen hundred feet long. The ends must be straight and parallel to each other and must be at right angles to the side lines. Each boy or team will require a Scout compass and four stakes. Most accurately staked claim is the winner.

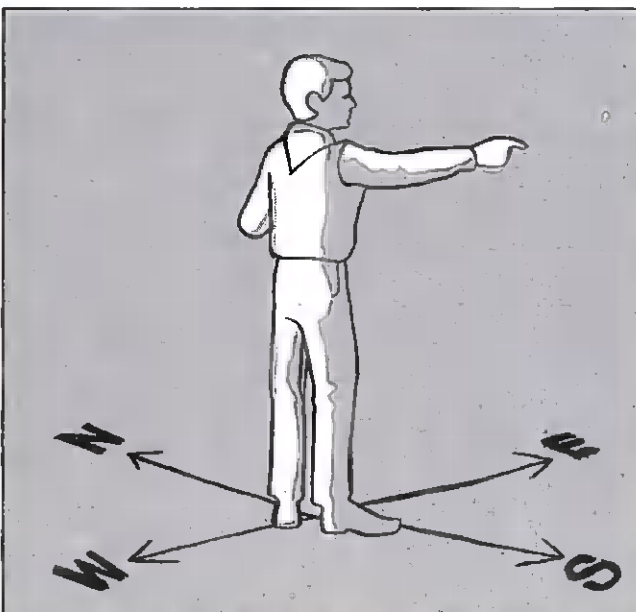
As boys begin to gain proficiency in the use of the compass, try compass walks and orienteering races. Any of these can be organized to challenge any age. Full details on these are contained in the book: "Be Expert With Map and Compass" by Bjorn Kjellstrom (Cat. No. 20-461).

NATURE SKILLS

Identification of trees, birds and flowers can be simplified through the use of a simple guide. Two that are available for trees are:

- Tree Sort Guide, the Pocket Tree Identifier by Joseph E. Forester.
- Quick-Key Guide to Trees (Trees of Northeastern and Central North America) by David Archbald, PhD.

The publishers of the latter are Doubleday & Company Inc., Garden City, New York. They also publish: Quick-Key Guide to Birds; Quick-Key Guide to Rocks and Minerals; and Quick-Key Guide to Wildflowers.



GROWTH...

PLANNING OR LUCK?



Mr. Wendell Phinney of Nova Scotia was appointed National Growth Coordinator by the National Council at its meeting in Vancouver on January 30/31, February 1, 1969.

Mr. Phinney has a wide range of Scouting experience. He joined as a boy member in Kentville, N.S. in 1934 and with the exception of a period of time during World War II when he was a member of the Royal Canadian Navy Volunteer Reserve, has been active as a section Scouter, district commissioner, assistant provincial commissioner and provincial commissioner.

His main responsibility will be to support and offer guidance and practical advice to provincial and regional growth coordinators and to see that the results of their work are shared.

In November, 1968, the National Council had already set up a task group of knowledgeable individuals to work with Mr. Phinney on this project. One of their early jobs was to identify the fine distinction between "Recruitment" and "Growth." The former refers to the "act or process of recruiting" which in turn means "to add to or keep up members" or "to replenish." "Growth," on the other hand, means "growing, increasing, flourishing, expanding" — a much broader concept for a dynamic organization like Scouting.

Because of research already underway and because of information received from councils involved with growth or recruitment plans, the task group established the following priorities:

- a) adult workers — recruitment, placement and establishment of roles.
- b) sponsorship — enlargement of the present base of sponsorship.
- c) boy recruitment.

The task group is presently developing initial material for provincial and regional growth coordinators to adapt and use for their particular situation.

Ideas and suggestions from anyone in the field will be welcomed by the group. Write to Mr. Phinney, c/o Boy Scouts of Canada, P.O. Box 5151, Postal Station 'F', Ottawa 5, Ontario.

15



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by A. Salt

This provocative article will probably cause you a few moments reflection on your own relationships with the boys in your troop or section. But, as well, why not use the situation described to stimulate discussion among Scouters at their meetings, between counsellors and boys, or at training sessions?

Discovering how to deal with situations, make decisions and act on them are important skills for people to learn when they are young. The ability to make sound decisions is essential to becoming an effective person, to developing independence and assuming responsibility. People develop whatever skills they have in this area mostly from experience, but unless experiences are evaluated, the learning can be hit and miss. Consider this situation:

A Scout patrol was hiking home from an overnight camp. There was no adult present. At one point, Tom suggested he knew a shortcut through the bush, and the rest agreed to follow. After a while many members became unsure of the shortcut and said it would be easier and quicker to go out to a dirt road. Tom insisted on the shortcut and refused to go along with the rest of the patrol. Tom was hauling a small wagon containing some equipment and, as he went off, he called out that if anything fell off he wouldn't know and it would be lost. Eventually, the rest of the patrol arrived home ahead of Tom. At their next meeting, it was discovered that an axe and a pot had fallen off the wagon and were missing. After hearing their story, the patrol's counsellor told them all members would have to pay for replacements, then went on with the program for the evening.

The situation where one or two members do not want to go along with the rest of a group is a common occurrence. As a Scout leader, how would you respond to this situation? How does an adult or boy cope with this kind of situation? Does he call on authority and demand obedience? Does he let individuals do as they please (perhaps as in our example)? Does he encourage an examination of the problem to work out an acceptable solution? Is the person nominally in charge the only one responsible?

The counsellor in this case, instead of helping his Scouts explore what happened, how they got into that situation, how individual feelings influenced their decisions and what they might have done to cope more effectively in the situation, punished them.

How did they react? It was probably no more nor less than they expected, and what's \$1.25 anyway? What did they learn?

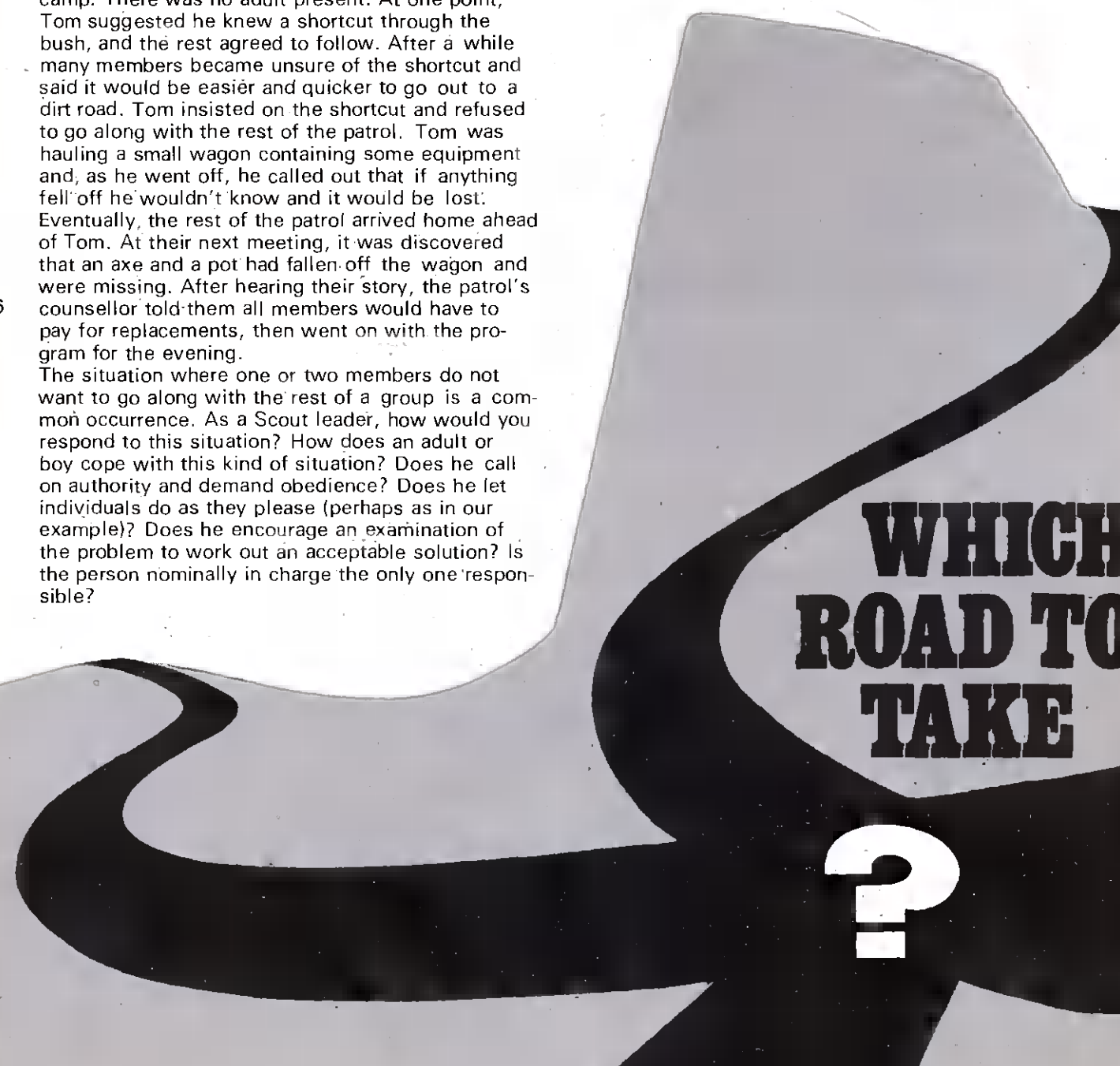
- If you lose something, you pay for it?

- Axes and pots are more important than people?

(Who would have paid for Tom had he become lost?)

- Never split up? Suppose Tom had been patrol leader; or suppose the patrol were playing 'chicken' and Tom refused to go along; doesn't the situation affect the action to be taken?

- It wasn't a very satisfactory end to a week-end adventure?



WHICH ROAD TO TAKE

?

Was the counsellor's action unusual? No, it's probably what most of us would have done. The sad thing is that we do not see the opportunities we have to help boys discover from their own real life adventures the meanings of freedom of choice and democratic process that later they may be asked to die for. Or if we **do** see the opportunities, we pass over them because **we** have a program all prepared. It is sad that all too often we still tend to see punishment as a good educational method. That in trying to help young people develop as responsible and resourceful citizens, we use some pretty undemocratic methods. If a group of boys asked you to explain freedom to them, could you? If we believe in freedom, were Tom and the others free to go whichever way they wanted? Does freedom mean that everyone can do as he pleases? Does it mean that some people, like adults, can do as they please but others, like children, cannot? Or that people with power may, but the powerless may not? Does democracy mean that the minority must obey the will of the majority; that public opinion, however ignorant of the facts, must have its way; that children should be seen and not heard or that father must do what the children want because he's out-voted?

Whatever freedom may mean in a democracy, it carries a parallel and inseparable commitment to responsibility. Man is free to do as he pleases so long as his behavior is responsible.

In trying to be more boy-centred in its approach, Scouting sets out to strengthen the desire and ability in young people to be free yet responsible individuals, each developing and giving of his uniqueness. Being boy-centred or meeting the needs of boys does not mean we let them do what they want, but neither does it mean that they must do what we want.

Scouting is concerned for the individuality that is each person. We want to help that individuality develop rather than try to restrict it to a common mold. But it must not develop at the expense of others who have just the same right and **just the same responsibilities**.

In order to maintain the attention and interests of members, their wishes must be taken into consideration. Needs and interests are most likely to be satisfied when those concerned have the opportunity to participate in the decision-making process. If boys are told what to do and how to do it, you leave them very little to learn other than the technical aspect of doing. If, on the other hand, they are told, "It's all yours — call me if you need me," they may never call and may never do anything; they probably won't know how or why they need you.

A great deal of choice is now open to members of Scouting. A boy's path through Scouting is no longer predetermined — he must choose from multiple paths for himself. He has to resolve the problem "which way shall I go," implement his decision and be prepared to modify it in time as experience indicates. He is not alone in this. He shares his problems with his peers (patrol members) and many decisions are group decisions in which all share. In others, he and/or the group may be helped by others, but in the end the decisions must be his and/or the group's. If we go back to our Scout patrol, we find that their counsellor's reaction to their adventure was a kind of pre-prepared response — a stock solution to be applied no matter what the circumstances. It would have been more effective if the counsellor had helped the boys to discover the reasons they had acted as they did, and what the decision meant to them as growing young people. Think what it would have meant to the patrol-counsellor relationship, how much closer boys and adult would have come as they shared in their mutual problem.

Sure, this approach takes time — but that's already been allocated, so why not use it to best advantage? Sure you throw away the prepared program, but it's doubtful if it should be there at all — shouldn't program be what the boys do as it arises from their needs, concerns and interests? If you will share in theirs, they will want to share in yours — it's up to you to show the way■



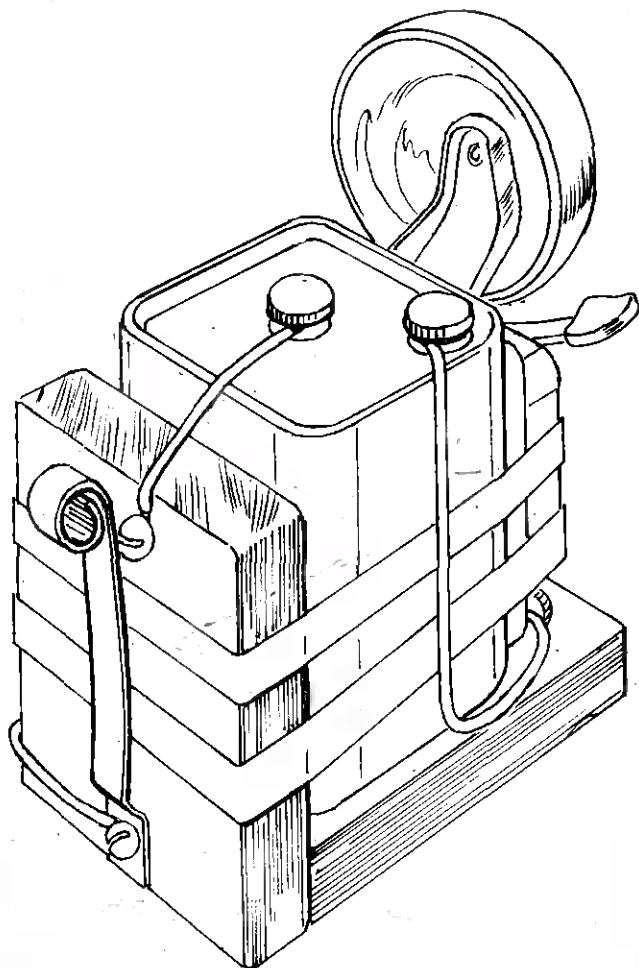
Robber Beware!

A Portable
Burglar Alarm
that Scouts &
Venturers
Can Make

This is the last in a series of five articles from a book, "How to Build 5 Useful Electrical Devices." All good projects for Venturers and older Scouts.

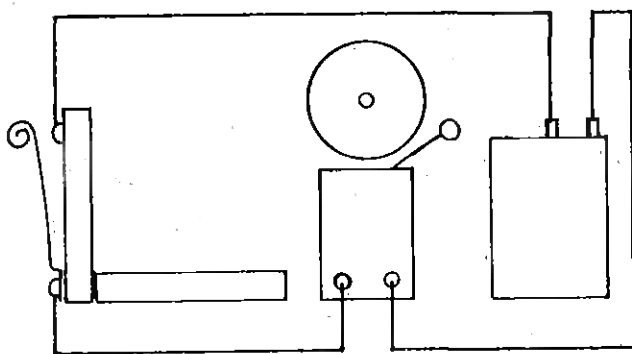
"How To Build 5 Useful Electrical Devices" is a publication of the Thomas Alva Edison Foundation. The Thomas Alva Edison Foundation is a non-profit education foundation dedicated to advancing science and engineering education; its primary purpose is to stimulate young men and women to investigate and pursue careers in science, engineering and technology.

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Here is a simple and foolproof way of guarding against an intruder opening one of your house doors without being heard. The burglar alarm you are going to build is versatile. You can use it with just about any kind of door, no matter whether it swings from the left or the right. In fact it will even operate with certain types of windows.

This burglar alarm is truly portable. It requires absolutely no installation other than placing it at the foot of a door. And since it has its own power supply, you can take it on family trips for use in hotels, motels, or house trailers. Perhaps everyone will sleep with more peace of mind.



How It Works

As you can see, the burglar alarm system has a familiar look. It resembles both the circuit tester and the buzzer in that all have three similar parts. Each has a battery, a means of closing the circuit, and

something to indicate that the circuit has been closed. And since they are all connected in series, they therefore all work on the same general principle. That principle is: closing the circuit allows the battery to send current through the indicator to produce light or sound.

What this means, then, is that the burglar alarm contacts can be used with a battery and any six-volt indicator you want. Although a light bulb doesn't quite fill the bill as a burglar alarm indicator, the buzzer in the preceding experiment would qualify (the alarm contacts would take the place of the code key). But to be really effective, a burglar alarm needs to be loud. We recommend a doorbell.

With the alarm positioned anywhere along the bottom of the door, the door cannot possibly be opened without closing the contacts and setting off the bell. If by chance the door continues swinging open, no damage will occur to the alarm because it will slide safely out of the way.

How to Build It

Making the Alarm Contacts: Form the two blocks of wood into an L-shape by standing one piece vertically and butting the other piece against the base. Nail them together.

Drive one of the round head screws part way into the vertical block, about $\frac{1}{2}$ inch from the top. Then loop the bared end of a six-inch length of wire around the screw, and finish driving the screw in.



After shaping the tin-can strip as illustrated, pierce a hole in the flat end. In a moment we will mount the strip at the bottom of the vertical block using the remaining screw. But first let's assemble the alarm.

Putting the Alarm Together: Attach two nine-inch leads to the bell terminals. Put the battery on the wood support, and hold the bell against the back of the battery. Now for a neat package, tie the bell, the battery, and the vertical block together tightly with cord or tape. Then mount the metal strip. Finally, make the circuit connections: Run one bell lead to the battery, the other bell lead to the strip, and a third line from the upper screw to the battery.

The system should work like a charm. Anyone opening a door that is booby trapped with this alarm will be in for quite a hair-raising surprise.

Materials Needed to Build the Alarm

- 2 blocks of wood $\frac{3}{4}$ " by 3" by 4"
- 3 nails, $1\frac{1}{2}$ " long
- Tin-can strip $\frac{3}{8}$ " by 5" long
- 2 round head screws
- 2 feet of wire
- Doorbell or doorbell kit
- 6-volt battery
- 2 feet of cord or tape

GIBSON'S STUDIO LTD.



Scout Week Proclaimed in B.C.

The Government of British Columbia officially proclaimed by order-in-council, Feb. 16-23, 1969, to be Boy Scout Week in that province. The proclamation, a very impressive-looking document, was signed by the Lieutenant-Governor, the Attorney-General and Provincial Secretary of British Columbia, with the provincial seal attached. The picture shows Premier W. A. C. Bennett, at the official start of Boy Scout Week, receiving a copy of the new Boy Scout Handbook.

B.C. Provincial Rover Moot

Rovers from B.C.-Yukon are holding a provincial "Aquamoot" from Sept. 5 to 7 at Wah Leach (Jones) Lake near Hope, B.C. As the name suggests, emphasis will be on aquatic sports and the committee organizing the moot urges anyone with a kayak, small sail boat or canoe to bring his craft along. Registration will be open to all Venturer companies and Rover crews in Canada for \$2.98 per participant (\$2.49 if you register before June 18, 1969). More information can be obtained by writing to: Moot Committee, P.O. Box 3963, Station "D", Vancouver, B.C.

National Child Safety Week

The Canada Safety Council has asked for the support of the Boy Scouts of Canada in promoting National Child Safety Week, May 4 to 10, 1969. Every year, nearly 2,200 Canadian children under 15 years of age die as a result of accidents in the home and on streets and highways. By promoting the First National Child Safety Week, the Council hopes to focus public attention on this serious problem and stimulate an interest in all Canadians about the welfare of their children.

CANADIAN FORCES PHOTO



Chief Executive Visits European Bases

J. Percy Ross, Chief Executive of the Boy Scouts of Canada, visited the Canadian Landed Forces in Europe last November. He is shown meeting a group of Cubs during his visit to the base at Soest, West Germany.



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20

SUPPLY SERVICES



Understandably, we were relegated to the doghouse because of the disappointment of many groups at not receiving various **banquet supply items**, place mats, serviettes, etc. for their Scout week celebrations. Previous demands indicated that our stocks should have been sufficient for this occasion, but this year, for some unknown reason, demands were heavier than usual. It was unfortunate that efforts to re-stock were hampered by what appeared to be excessive costs, which would have resulted in almost doubling the price of these items—we felt this would not be acceptable to our customers. It was regrettable that this situation arose just before Scout Week and we hope this explanation will appease the wrath of many.

Promotion material is now available from your provincial, regional or district Scout office for **Scout Calendar '69**. Write for it today while you're still thinking of it—it can help your group raise funds.

We have had several inquiries regarding our departure from usual practice in the ordering of the **new leader uniform**—here is the reason.

For the first time, and in response to repeated requests over many years, we are making available a **dress uniform** that can be worn during Scout meetings and is quite suitable for wear on other occasions. The previous uniform did not have this advantage.

Many leaders' wardrobes already include a pair of medium grey trousers and, if not, these can be purchased in practically any men's wear store. This could mean that the new uniform is much cheaper, in total, than the old.

It was anticipated that neither Supply Services nor our dealers would consider it feasible to maintain a stock of the many sizes that 'dress' trousers would require. Obviously the solution was to make them available from one source that would be in a position to respond to requests immediately. This has been done and we anticipate it will prove satisfactory—if not, we will revise the system.

We must emphasize, too, that the "old" uniform can be worn "ad infinitum"—there is no compulsion to change. Supply Services will continue to sell it as long as stocks last; however, we shall not be re-ordering items of the "old" uniform.

All leaders **grey shirts** are supplied with the **membership badge** attached and it will not be necessary to make the badge available as a separate item. The **Tenderfoot cloth badge** will still be used by leaders wearing the **green drill shirts**.

Ladies' maroon sports type hats are now available in the following sizes: 21½, 22, 22½, 23, 23½, 24—the retail price is \$9.25 and they may be ordered through your Scout dealer or direct from Supply Services.

Sorry we could not make the promised announcement regarding the **national neckerchief**—we've run into more snags, which will result in further delay.

Our manufacturer informs us that future deliveries of **patrol emblems** with a blue background will be of a slightly darker shade. Both shades will be official and exchange will not be necessary.

Songs & Games for LARGE groups

The songs we offer this month are especially suitable for large group singing — some of them are round songs, some just require part singing, but all of them are better for the participation of many voices. The games, too, are for large groups — something to keep most of the players active most of the time.

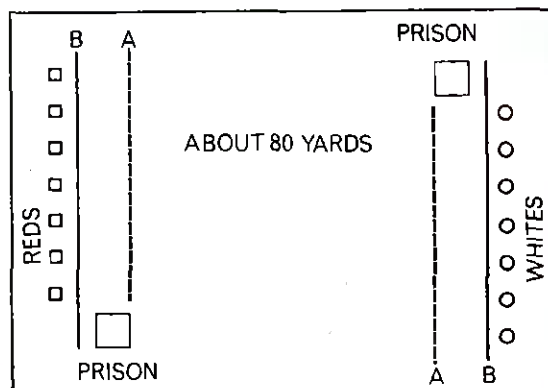
GREEN GROW THE RUSHES-HO

- Solo 1 I'll sing you one-ho.
- Chorus Green grow the rushes-ho.
- Solo 2 What is your one-ho?
- Solo 1 One is one and all alone,
And ever more shall be so.
- Solo 1 I'll sing you two-ho.
- Chorus Green grow the rushes-ho.
- Solo 2 What is your two-ho?
- Solo 1 Two, two the lily-white boys,
Cloth-ed all in green-ho.
- Chorus One is one and all alone,
And ever more shall be so.
- Solo 1 I'll sing you three-ho.
- Chorus Green grow the rushes-ho.
- Solo 2 What is your three-ho?
- Solo 1 Three, three the rivals,
- Chorus Two, two the lily-white boys,
Cloth-ed all in green-ho.
One is one and all alone,
And ever more shall be so.

- Carry on as above with —
- Four for the gospel makers.
(to three)
 - Five for the symbols at your door.
(to four)
 - Six for the six proud walkers.
(to five)
 - Seven for the seven stars in the sky. (to six)
 - Eight for the April rainers.
(to seven)
 - Nine for the nine bright shiners.
(to eight)
 - Ten for the ten commandments.
(to nine)
 - Eleven for the eleven went up to heaven. (to ten)
 - Twelve for the twelve apostles.
(to eleven)

CHALLENGE (Jeu de Barres)

Players are divided into two teams and numbered. The ground is divided thus:



Play is as follows. No. 1 of the Reds comes up to line A of Whites and challenges any White he chooses, by calling him by name. Directly the White's name is called he gives chase to the Red, who turns and makes for his own camp.

As soon as the White has started in pursuit No. 2 of the Reds comes out to help the challenger by pursuing his pursuer. We now have Red No. 1 pursued by a White, who is himself pursued by Red No. 2. A White now comes out and pursues Red No. 2. Several more may follow in this way, each man chasing only his own quarry, and only in danger from his own pursuer. They may double and move about anywhere on the ground.

A player who takes refuge in his own camp is safe. His pursuer then has only to escape his own enemy and get home.

FOR ALL OUTDOORMEN!

Whether you are a hiker, climber, cyclist or canoeist Blacks have a unique range of equipment you must see. Blacks manufacture their own light tents, sleeping bags and outdoor clothing. They also import a wide variety of pack frames, rucksacs, stoves, mess kits and climbing hardware.



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MISCELLANEOUS ITEMS

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If any player is caught the referee blows a whistle and all pursuit stops. The player who has been caught is placed in prison, a few yards in front of the enemy lines. He holds his hand out, in hopes of being rescued.

The game recommences by a White coming forward and challenging a Red. It proceeds as before, only that there is now an added object in coming out of the camp — the rescue of the prisoners. This is effected by a player of the same side touching the prisoner's hand, who may then return in safely to his own camp. If there are several prisoners, these hold hands, their line stretching out towards their own camp. They are all released if the first one's hand is touched. Any player who has come out in chase may rescue, as he passes.

When time is up the side with the most prisoners wins.

CHAIN SOCCER

Divide the group into two teams and line them up in the center of the playing field, facing each other, about 2 feet apart. Have the players hook elbows with those on either side of them to form a chain. Establish a goal line for each team on opposite ends of the playing area. Start the game by rolling a soccer ball between the two teams. By using their feet, the teams try to advance the ball toward their goal line without breaking the chain. The first team to kick the ball over the goal line wins the game or earns 1 point, depending on the time allotted for play.

HAM AND EGGS

Ham and eggs (sung by one group)
Ham and eggs (sung by another group)
I like mine fried nice and brown (sung)
I like mine fried upside down (echoed)
Ham and eggs (sung)
Ham and eggs (yelled by one group)
Flip 'em (yelled by one group)
Flip 'em (yelled by one group)
Flop 'em (yelled by one group)
Flop 'em (yelled by one group)
Ham and eggs (All sing)
(Gently tap knees rapidly to imitate frying)

THREE-PART ROUND

Hey, ho! Anybody home,
Meat nor drink nor money have I none,
Yet will I be me-e-e-e-rry!

KOOKABURRA (Round)

Kookaburra sits on the old gum tree,
Merry, merry king of the bush is he.
Laugh, kookaburra, laugh, kookaburra,
Gay your life must be (Ha! ha! ha!)

TEEN FUN FORMULA

Continued from page 5

Intelligent moral training and sane sex education can help. So can some logical control and supervision of hours. But without membership in active youth groups and without family fun, erotic fun is inevitable for most normal teen-agers, especially with their present wide use of automobiles.

Drinking and smoking, too, have a growing role in teen-age fun. Kids get started drinking and smoking in the spirit of discovery and in some cases, feel these are things they must do in order to belong. Later, these continue as merely things to do or as substitutes for normal, satisfactory emotional experiences. The need for teen-agers to have an independent voice in what they do is a very obvious ingredient here. In fact, drinking and smoking have become defiant—symbols of independence to many teen-agers. Considering the sixth ingredient, looking ahead, there can always be another drink or another cigarette, even though any realistic look at the future of these pastimes for teenagers is questionable at best.

Other objectionable activities may be checked against the list. All may offer fun of a sort to some teenagers. But all of them fall short in regard to the sixth ingredient, the look ahead. Too often they bring feelings of emptiness, regret, and guilt. They hinder the teen-agers' chances for more good times to come.

Once reputations are tainted and bad habits are established, they may be difficult to change. But changes are possible, even probable, when teen-agers are given the opportunities for well-rounded good times.

I recall a thirteen-year old visiting with a friend at a Boy Scout wiener roast on a San Francisco beach.

I knew he was a rough-edged little guy with an unfortunate background and wondered whether he might possibly join the troop. I can still see his broad smile across the fire. Excited with his new discovery, he shouted, "Hey, Mr. Peters! This is more fun than a show and a good fight all rolled into one!" He joined and remained active in Scouting for years.

I recall a girl, pretty, age fifteen, new in town, and on the verge of sneaking off one evening with a much older boy she knew her parents would never permit her to date. She knew his reputation, but she was lonely and bored. Then she was invited to a party given by two girls she'd met at school. Later, looking back on it, she said, "I had a wonderful time! We did things, you know? And what a bunch of swell kids. I'd never known kids like these before. They came around and made sure I was having fun. Made me feel that I belonged... I don't know what I ever thought I saw in that older boy. I get the shivers thinking about what I might have done that night if I hadn't been invited to the party."

I wish I could say, "A good time was had by all!" But lasting good times rarely happen by accident. They come about through the joint, cooperative effort of those who want them to happen—the parents, the youth leaders, the teachers, and the teen-agers themselves, bless them!

In spite of what some youngsters may tell you, there are things to "do" in your town. There are a multitude of good times ahead for most teen-agers, because many people care enough to do what it takes to make them happen.

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Don Peters writes from thirty-one years' experience as a Scout, Scoutmaster, Explorer Advisor, merit badge counselor, camp program director in the Boy Scouts of America and school counselor in college and high school.



ROVER 500

The 2nd annual Ontario Rover 500 Car Rally is scheduled for May 10-11 this year. Planned by and exclusively for Rover Scouts, this two-day, 500-mile car rally is geared to accommodate 100 competing Ontario teams of Rover Scouts, plus one invitational team from each of the other provinces. A special prize this year is a trip to Britain for two—the top team!

First prize—Trip to Britain

Full details can be obtained by writing: Wilt Hilton, Boy Scouts of Canada, 9 Jackes Avenue, Toronto 7, Ontario.



"THE WAY TO THE STARS" CORRECTION

The August 1968 edition of the Cub book "The Way to the Stars" contains an incorrect version of the Wolf Cub Law on page 5. The Cub Law continues to be: The Cub gives in to the Old Wolf. The Cub does not give in to himself.

Steps are being taken to correct all copies that are still in stock. Pack Scouters and their Cubs who have an incorrect copy are asked to make the necessary change.

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