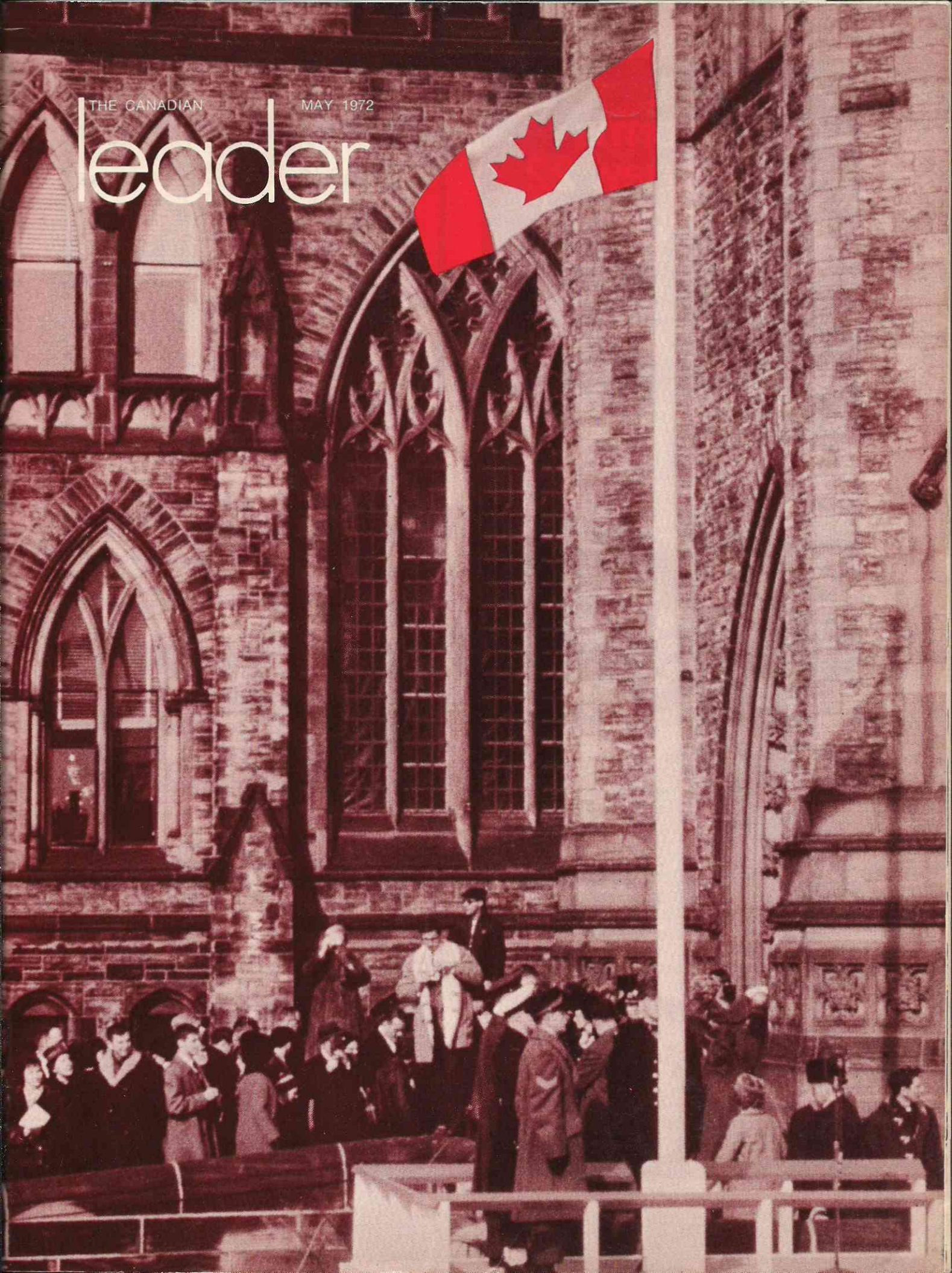


THE CANADIAN

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# leader





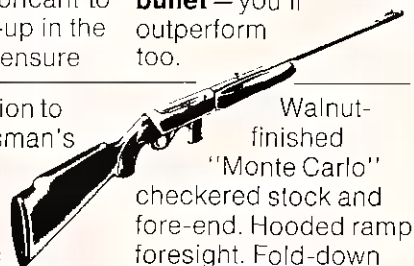
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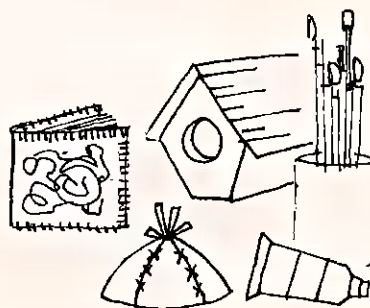
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## SUPPLY SERVICES

# NEWS

# THE CANADIAN leader

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**JAMES F. MACKIE**, Editor

**BEATRICE LAMBIE**, Assistant Editor    **MICHEL PLANT**, Editorial and Advertising



## COVER

The Canadian Flag was first raised at the Peace Tower, Ottawa, at 12 noon on February 15, 1965. Speaking at this ceremony, the late, Right Honourable Georges P. Vanier, then Governor-General, said: "I hope and pray . . . that our Flag will symbolize to each of us and to the world the unity of purpose and high resolve to which destiny beckons us." For the story of how Canada's Flag was born, see page 8.

Photo: Information Canada Photothèque

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## ORDER NOW AND SAVE

**MAROON BLAZERS** — *Ladies' and Men's* — We regret that due to the higher cost of fabric and manufacturing, the price for these blazers must be increased to \$52.50 from \$45, effective June 1, 1972. The additional charge for made-to-measure remains at \$10 extra per garment.

We suggest you order NOW from Supply Services in Ottawa who presently handle all blazer orders on a direct, customer basis. We maintain a small inventory of popular sizes in shorts, regulars and tall. For specials or requests beyond our inventory stock, delivery takes nearly eight weeks.

The growing popularity of the jean-style, Scout longs and shorts is evidenced by the tremendous demand for these items in both men's and boys' sizes. Please encourage your group to wear these "official" uniform garments which are both smart and practical.

We call Cub leaders' attention to the centre-page insert in this *Canadian Leader*. This colourful leaflet has been designed with several purposes in mind:

- (a) as a recruitment aid;
- (b) to depict the Cub uniform (and how it is worn);
- (c) to indicate the correct position for badges;
- (d) to show what badges and stars can be earned;
- (e) to publicize *The Cub Book*;
- (f) as an indicator of other, special, Cub items and where they can be obtained.

May we suggest the leaflet be removed, folded and used as a pamphlet. Copies are available for distribution within your group or district. Please obtain these at your Scout office.

Later editions of *The Canadian Leader* will include similar leaflets for Scouts, Venturers, Rovers and leaders.



# The Tamarac



By John Paquet, Quebec Provincial Council

Hanging precariously from the rear of a shiny red caboose, the trainman swings his traditional lantern and yells at the top of his lungs, "All aboard! All aboard!"

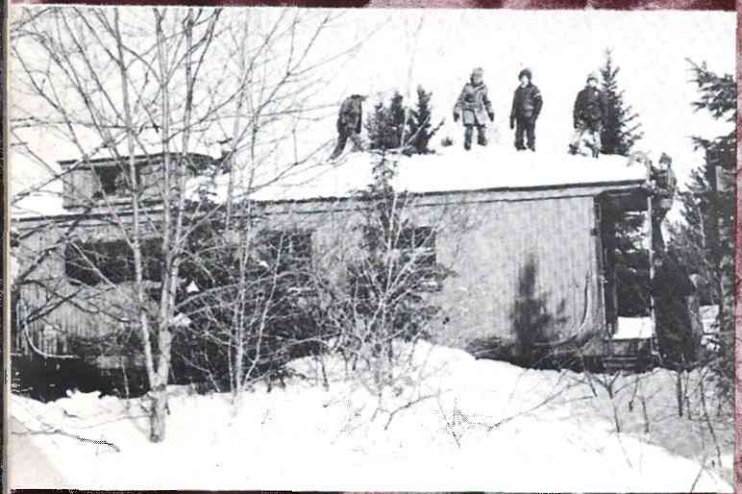
As if late for the last, rush-hour train, boys scramble out of the surrounding woods and climb the ladders to get safely aboard. It's noon and time for lunch. The dining-car steward announces the first, and only, sitting for lunch. The great crush is on as boys shove and push their way through two coaches to get to the dining car. Lunch is served.

This scene is repeated every weekend at the Tamaracouta Scout Reserve in the Laurentian Mountains just north of Montreal. Last November the Quebec Provincial Council acquired their very own train, made up of four cabooses and two crew cars. The problem: how do we move six railway cars to camp when the closest railway track is fourteen miles from the Reserve? Well, Scouting has many friends and some of them were able to help by providing cranes, tractors, trucks, men and equipment to ensure that the Scouts got their railroad.

The picturesque village of St. Jerome, Quebec, will never be the same again. On a rainy, cold, November day a six-car train, perched high on the backs of mammoth trucks, rolled noisily down the main street past disbelieving pedestrians. At the end of the train two trucks crept by laden with twenty tons of wheels which would be put back on the coaches when they arrived at Tamaracouta.

The fourteen-mile trip took ages. Approaching cars took to the ditches and nearby driveways rather than challenge the oncoming train. Local residents just stood and shook their heads — what were the Boy Scouts up to now?

Arrival at camp was something else! The steady rains had begun to take their toll on the typical camp road and, after the first few trucks passed, the problems began to emerge. However, with great driving skill and courage, the site chosen for construction of the railroad was reached. A gigantic crane capable of lifting twenty-five tons was put into position and





# outa Railroad

huge chains were strung around the coaches in preparation for removing them from the trucks.

The process of unloading took two days as trucks and machinery took turns burying each other in the soft, rain-soaked muck. On the third day, the snows came and covered the site with a blanket of white. When the weather cleared the rails were laid and the wheels were put in place on the track. Then the crane carefully picked the cars from the ground, hoisted them high in the air and placed each car carefully upon its set of waiting wheels. In short order the experienced railroad men had the cars joined permanently together and welded into place.

There it stood, the Tamaracouta Railroad, each coach glistening in the afternoon sun, just waiting for boys to arrive and enjoy many hidden wonders.

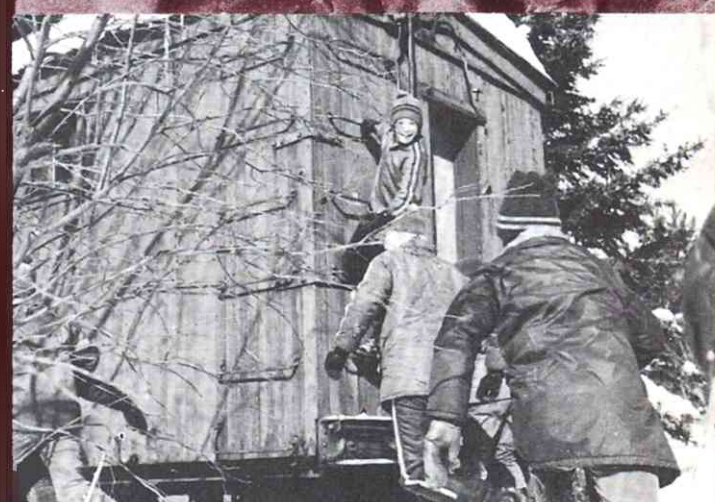
Now the Venturers and Rovers took over and began the monumental task of cleaning, painting and building. Stoves, bunkbeds and kitchen facilities, including storage areas, had to be installed in time for their first occupants, due in less than a month. In true Scouting fashion, the job was done.

Every weekend and holiday period until early summer was booked solid as word got out that the Tamaracouta Railroad was THE place to camp.

The site for the railroad was carefully chosen and affords an excellent opportunity for boys and leaders to use year-round program facilities at Tamaracouta and, at the same time, have the convenience of indoor, winterized accommodation.

Not many boys have ever had the opportunity of living in a real caboose or cooking and eating meals in a crew car; now they have that opportunity. The Tamaracouta Railroad is used for spring, fall and winter camping only and is available to all sections and groups in Scouting. During the summer months the traditional camping activities take over as boys by the thousands converge on the Reserve to enjoy swimming, waterskiing, sailing, camping, canoeing and all the other fun activities.

Small wonder the Tamaracouta Scout Reserve is so popular! Boys come from many parts of Canada and the United States to enjoy its programs and facilities.



# Summer Activities for

By P. J. Horan

Here are some ideas for outdoor pack meetings during June, July and August for Cubs and their families. These programs include informal fun and outdoor activity, inter-six competition, swimming plans, family camping and a suggestion for a variety of places to go. An outdoor, informal type of program provides a welcome change of pace from the regular pack meeting.

Capable parents, teenagers, activity leaders and Scouters-in-training can help as assistants and can fill in when a leader has to be away. Another plus value is that, when packs maintain an active summer program, full reorganization each fall becomes unnecessary.



## GETTING STARTED

1. Begin early in May to prepare a list of outdoor activities that you think the families of the Cubs in your pack will want to do.
2. Talk it over and share your ideas with your assistants and encourage them to make suggestions. Talk with parents and get their ideas; you may come up with something new and appropriate.
3. Choose capable parents and teenagers to serve as assistants for leading one or more summer activities. Contact and invite them to your planning meeting.
4. Hold a planning meeting and present a list of suggested six and pack activities and, with the help of leaders and key parents you expect to assist with them, select activities to be used. Schedule the events by months and recruit persons to give leadership to them.

You should explain summer plans to all parents and boys at the pack meeting following your planning meeting. Mention tentative dates for each month and get a show of hands to indicate the dates most desirable to the majority of families.

Check your dates to avoid duplication of activities with your sponsoring institution and the local council

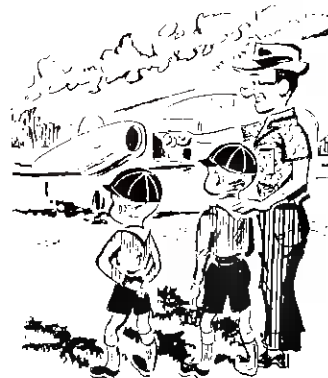
calendar of Scouting events. Once dates are cleared with parents, the committee can make up a pack chart of summer activities and share copies with all families.

Take advantage of local council help such as picnic areas at the council camp, the council "where to go" list of places to visit and films.

Involve the section or group committee in spearheading and organizing some of the activities.

Prepare a chart, to be used for each, listing families who will not be home for each week of June, July and August. This will enable leaders to know the parents who will be available for the activities.

Three special pack programs are listed in *Pack Scouters Series, No. 5*, pages 16-24.



## A PACK OF IDEAS

Note: Discuss these with leaders, parents, Cubs, other pack leaders and service-team members to allow imagination to work and lead to further ideas.

### What about:

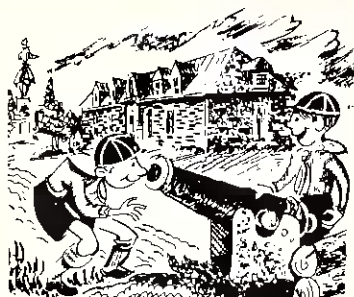
- a family treasure hunt
- visiting an ice cream/biscuit/candy factory
- fathers taking sons and friends to interesting places — airport, museums
- backyard story-telling, using mothers/teenagers on a rotating one- or two-week cycle





# Cubs and Their Families

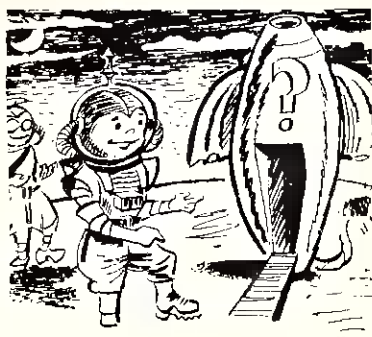
- just fishing with Uncle Bill, by himself or with a few pals
- visiting an historic site
- family picnics — a lot of fun on a six or pack basis
- getting teenagers to organize and run an "Every Cub a Swimmer" campaign



- a train ride; bus trip; helicopter flight; bicycle tour
- mothers organizing a trip to library



- a field day based on activities of Athlete and Personal Fitness Badges
- soap box derby, concentrating on building the car
- a family baseball game
- a mystery trip — use your imagination; lots of places (known and unknown) in your area to explore



## Other suggested activities:

### DO

rent horses and take a trail ride  
light a fire in the rain  
spend a weekend on a farm  
fry eggs and bacon on a flat rock  
milk a cow  
build and sail a raft  
make and race on stilts  
hike an old pioneer trail  
clean and cook a fish  
learn to spin a rope  
star gazing  
learn to water ski  
go on a city tour

### MAKE

a bird feeder  
a backyard shelter  
a boomerang  
cookies  
a sundial  
a weather station  
a radio  
a dam  
a canoe paddle  
a totem pole  
a telescope  
a bicycle rack  
a tree house

### SEE

a baseball game  
a play  
a factory  
how horses are shod  
how cows are milked  
a tennis match  
how pop is bottled  
a soccer game  
how chicks are born  
how honey is made  
an art display  
how sewage is treated  
how water is purified  
a water polo game  
a ship's engine room  
a plane's cabin  
a waterfall  
a well  
a cave  
a dam



# Canada's Flag

Reproduced by permission of Information Canada from  
**The National Flag of Canada**, Secretary of State of Canada, 1966.

On February 15, 1965, the Red Ensign was lowered for the last time from the top of the Peace Tower of the House of Commons in Ottawa and Canada's new National Flag raised in its place. The late, Right Honourable Georges P. Vanier, then Governor-General, speaking at this ceremony, said: "I hope and pray . . . that our Flag will symbolize to each of us and to the world the unity of purpose and high resolve to which destiny beckons us."

The new flag received approval in the House of Commons and the Senate in December, 1964 and was authorized by Royal Proclamation, February 15, 1965.

It is officially described as a red flag of the proportions two by length and one by width, containing a white square the width of the flag, with a single red maple leaf centred therein. Red and white are the colours of Canada officially declared and appointed by King George V on November 21, 1921, in a proclamation of Canada's Coat of Arms recommended to His Majesty by the Canadian Government.

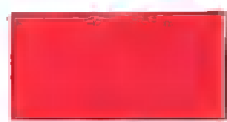
The maple leaf seems to have been regarded as a Canadian emblem as early as 1700, if not before. It was used for decorative purposes during the visit of the Prince of Wales to Canada in 1860; appeared in the Coats of Arms granted to Ontario and Quebec in 1868 and, as the distinctively Canadian symbol, in the Coat of Arms of Canada granted in 1921. For many years the maple leaf has also been used extensively as a symbol and mark of identity by the Canadian Armed Forces.

The leaf in the flag design is stylized or conventional in form, as is common when things found in nature are incorporated into flags, banners or arms.

In 1966, the Secretary of State's Office produced a booklet called *The National Flag of Canada* which provided a digest history of flags in this country as well as the rules for the flying and displaying of the National Flag with dignity and respect. The following is a direct quote from this booklet and could well be used by Scouters of all sections to instruct their boys in flag etiquette, as well as a session on the history of our Flag. Pack and troop Scouters may wish to have their boys make a flag of their own and the design is shown at the end of the article.

## GENERAL

1. It is appropriate for the Canadian Flag to be flown or displayed by individuals and organizations; but at all times the Flag should be treated with dignity and respect and flown or displayed properly.



2. The Flag is flown on land daily from sunrise to sunset at all federal government buildings, airports and military bases and establishments outside Canada.

3. The Flag may be displayed flat or flown on a staff. If flat, it may be hung horizontally or vertically. If it hangs vertically against a wall, the Flag should be placed so that the upper part of the leaf is to the left and the stem is to the right as seen by spectators.

4. The Flag may be flown or displayed in a church, auditorium or other meeting place. When used in the chancel of a church or on a speaker's platform, the Flag should be flown to the right of the clergyman or speaker. When used in the body of a church or auditorium, the Flag should be flown to the right of the audience or congregation. The Flag should not be used to cover a speaker's table or be draped in





front of the platform; nor should it be allowed to touch the floor. If displayed flat against the wall at the back of a platform, the Flag should be above and behind the speaker.

5. When used on the occasion of unveiling a monument, tablet, picture, etc., the Flag should be properly draped and prevented from falling to the ground or floor.



6. In a procession, where several flags are carried, the Canadian Flag should be in the position of honour at the marching right or at the centre front.

7. The Flag may be flown or displayed at night on special occasions when it should be properly illuminated.

8. The Flag should not be used for commercial, advertising purposes. It is quite appropriate to fly it at business establishments or to display it to identify Canadian exhibits at fairs. Its use in such cases, as in all others, should reflect respect for the Flag.

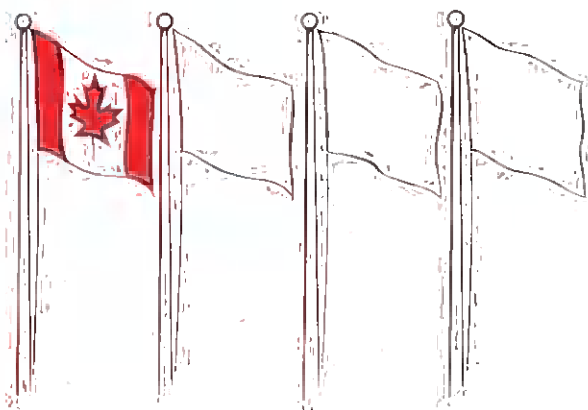
#### *Flown with other Flags*

9. No flags, banner or pennant should be flown or displayed above the Canadian Flag.

10. Flag flown together should be approximately the same size and flown from separate staffs at the same height.

11. The Canadian Flag should be given the place of honour when flown or displayed with other flags:

(a) When two or more than three flags are flown together, the Canadian Flag should be on the left as seen by spectators in front of the flags; if a number of countries are represented, the Canadian Flag may be flown at each end of the line of flags.



(b) When three flags are flown together, the Canadian Flag should occupy the central position, with the next ranking flag to the left and third ranking flag to the right, as seen by spectators in front of the flags.

(c) Where more than one flag is flown and it is impossible to hoist or lower them at the same time, the

Canadian Flag (s) should be hoisted first and lowered last.

#### *Destruction*

12. When a flag becomes worn, noticeably faded or otherwise unfit for service, it should be disposed of privately by burning.

#### *Half-Masting*

13. The position of the Flag when flying at half-mast will depend on its size, the length of the flagstaff and its location; but, as a general rule, the centre of a flag should be exactly halfway down the staff. When hoisted to or lowered from half-mast position, a flag should first be raised to the masthead.

14. This section refers specifically to half-masting on government buildings and establishments and specifies those for whom this honour is reserved. It points out that half-masting is done from the day of death and up to and including the day of the funeral.

15. The Canadian Flag is the proper national colours for all Canadian ships and boats including pleasure craft.



When three flags are flown together.

16. Foreign vessels may wear the Canadian Flag as a "courtesy flag" when in a Canadian port. The Flag is customarily flown from the foremast.

17. Covers use of the Flag on vessels.

#### *The Royal Union Flag*

The Royal Union Flag, generally known as the Union Jack, was approved by Parliament on December 18, 1964, for continued use as a symbol of Canada's membership in the Commonwealth of Nations and of her allegiance to the Crown.

Section 18 notes that the Union Jack may be flown on special occasions such as the Queen's birthday and Royal Visits. Section 19 covers its flying at National War Memorials and, finally, section 20 reads: "It is a matter of judgment for individuals and organizations in Canada to fly the Union Jack as seems appropriate to them, having regard to the form of approval given by Parliament to that Flag."

#### **FLAGPOLES AND FLAGS**

What follows is illustrative of standards used for flags flown at federal government buildings:

| <i>Length of Flagpole</i> | <i>Size of Flag</i> |
|---------------------------|---------------------|
| 17 to 20 feet             | 3 x 6 feet          |
| 30 to 35 feet             | 4½ x 9 feet         |
| 40 to 45 feet             | 6 x 12 feet         |
| 50 feet                   | 7½ x 15 feet        |

(Continued on page 31.)



# Mission: Friendship ....

## Programming for Venturers, No. 2

By Michael J. Rorke

In the January issue of The Canadian Leader, I wrote the first of what I hope will be an on-going series of articles on the subject of programs that Venturer companies are involved in and that other companies may want to try.

Like the first article, this one is full of great ideas and has application to a number of different areas of interest for Venturer companies across the country and, with some imagination and ingenuity, your company could have as good an experience as that had by Adviser Mike Rorke and the 12th Kitchener Venturer Company of North Waterloo, Ontario.

Mike calls it MISSION: FRIENDSHIP.

— R. J. Roberts

Fantastic! That has to be the only word to use when describing the time which the 12th Kitchener Venturer Company enjoyed recently as the weekend guests of Explorer Post 134, Rush, New York. I don't think any of us will ever forget the spirit of Scouting that set the pace for the entire visit. It was fantastic and, we hope, just the beginning of a long and happy relationship with Post 134.

Everyone knows, I'm sure, that understanding between Canada and the United States has seen better days. But that doesn't mean we have to sit by, allowing misunderstanding to keynote all our thinking. The 12th Kitchener Company didn't want to do that. We knew that we belonged to a World Brotherhood, one with over twelve million members, all with the same ideals, all with the same common purpose. All brothers.

We were concerned about AmeriCanadian relations and we wanted to do something about improving them. We weren't concerned that we were few in number. We didn't even consider that we might be unable to do anything colossal. We were going to do something.

As Venturers, the most obvious plan seemed to be to establish communication with an Explorer Post in the United States. With the same age range as Venturing and a similar program, Exploring offered practical advantages to us. But we didn't know anybody in Explorers. How should we make contact?

First of all, we knew that any large centres in the United States would have Scout offices. So the thing to do was to select the general area we would like to contact and then write to the office in that area. Rochester, New York, sounded appealing, and a helpful, long-distance telephone operator provided us with the address of the Rochester Scout Office. A couple of letters later, we had ourselves an Explorer Post, #134 of Rush, New York, a small town located a few miles south of Rochester on Route 15.

Explorer Adviser, Mr. Gary LaShomb, and I exchanged letters and, before we really knew what was happening, 12th Kitchener Venturer Company was in our station wagon, driving toward Rush. It was a beautiful, sunny Friday afternoon and our spirits were high. We entered the United States by the Rainbow Bridge at Niagara Falls, giving many of the boys their first look at the great falls in winter.

At approximately 7:30 we pulled into Rush and, after looking in vain for the home of Gary LaShomb, we telephoned him and he came to pick us up. Gary led us to the home of Post 134, a solid, extremely convenient building which the Explorers share with their Scout Troop.

All the Explorers were waiting for us in their distinctive forest green uniforms. They welcomed us and treated us to cookies (which they claimed to have baked themselves, but which tasted awfully good anyway) and hot chocolate. We made introductions all around and then got down to the business of getting to know each other. As the fire burned brightly in the big stone fireplace, Gary and his boys told us about what they do during the course of a year, about their camping, canoe outtripping, their service activities; and they sound like a very busy Post. Then they asked me to tell them about what our Company does and I'm afraid the long drive and the hot chocolate and whatever they put in their cookies had the effect of making my tongue feel as though a cow were sitting on it. I couldn't remember anything we did at all. Fortunately, though, the Venturers came to the rescue and saved my neck.

A wonderfully warm feeling grew in me that night, sitting there talking with these Explorers, getting to know these brothers from across the border. And we all felt the same way. When it came time to go home, the Explorers took the Venturers under their care, sharing their homes with them just as their Adviser, Gary, shared his home with me.

The next morning at 9:30 we all met back at the Post building and then drove to Rochester. Our first stop was the George Eastman Home. George Eastman was the founder of Eastman Kodak and his home (a great mansion which was brought from Waterville, New York, and restored) contains fascinating displays of photographs, cameras and other apparatus all the way from Daguerre (the man who invented photographic principles), to the present. There were also a great number of operating displays, illustrating the theory of the photographic process. Many of the displays, on prisms and the refraction of light, fitted right in with what the Venturers are studying now at school.

After a quick lunch at the local hamburger joint, we drove to the Rochester Museum and Science Center. This is a beautiful museum with hundreds of dioramas depicting all sorts of things: the wildlife of North America, many showing a rare or extinct species; the American Indians; anthropology; ethnology; pioneer and folk history. On one floor there was a section called the Hall of Human Biology and, on another, a display of historic interiors: a country store, tin shop, country kitchen, weaving attic, apothecary shop, barber shop and library. It is a well laid out, magnificent collection of Americana.

Later that afternoon, back in Rush, some of the boys were snowmobiling and generally having a



good time just keeping out of the way. Others were down in the basement of the Methodist Church, sweating out the great AmeriCanadian ping-pong championships. (The Canadians walked away with top spot in this competition.) Upstairs in the kitchen of the church, Explorer Tom, a *chef par excellence*, and his capable staff of Explorers Charlie and Dave and Venturers Chris and Mike were preparing chef Tom's specialties for the banquet that evening. The menu: antipasto, lasagna and really good pistachio ice cream. You guessed it — Italian food. That Tom character is sure some cook. He did everything from scratch. None of this tin-can cooking-for old Tom! And was it ever good! Twenty-two people sat down to eat and I don't think there was a sound from beginning to end. Everybody was too busy eating to talk.

While the Explorers did the dishes, under the able guidance of dishwasher-first-class Frank, the Venturers sort of loafed around, played some quiet games and reveled in the glory of not having to help the Explorers. (But their turn is coming. The Explorers are paying us a visit soon and our boys will have their day in the soapsuds.)

That evening we showed a film of our canoe trip to Algonquin Park last summer, and the American boys enjoyed seeing our pictures as some of them had been on practically the same route that we had taken in Algonquin.

Then the Explorers showed us slides of their activities, and especially of their canoe trip in the Adirondack Mountains. These guys are real outdoorsmen. And photographers.

Our boys have been invited to send a couple of representatives on their canoe trip this summer and we're pretty pleased about it. And, of course, we've invited some of them to go on our canoe trip.

Next morning, Sunday, we all attended church at Rush United Methodist Church. It was B.-P. Sunday and many Scouts, Explorers and leaders were there and so we felt right at home with them. The pastor welcomed the "fine-looking contingent from Canada" and told us he always thinks of Canada very fondly as he has spent his holidays here for the past twenty years or so.

All good things come to an end — in this case, much too soon; so we said goodbye to our American friends for the time being. They have agreed to visit us and we are now busily preparing for that day. These men and boys are all fine people and I sincerely hope that the friendships made that weekend will continue long after details of the weekend are forgotten. As an afterthought I asked the Venturers if any of them had exchanged addresses. Okay, so I'm slow! But it didn't matter. They all had. And it really makes me feel good inside. Problems are problems wherever you go. Misunderstanding is misunderstanding wherever you go. But Scout people are good people — wherever you go.

From Rush we went south to see friends in the bustling, little speed-zone of North Cohocton, New York. These people had kindly been keeping a canoe kit for us that we had shipped to them from Kansas. We were treated to a good lunch and then, as it had begun snowing heavily, we strapped the kit on top of the car and headed for home.

Well man, it's a good thing we left when we did or we might not be home yet. What a snowstorm! We were travelling through the Finger Lakes section

of New York State and most places we couldn't see twenty feet in front of us. Time and again we had to stop to help people get their cars out of ditches. One little Volkswagen was hopelessly buried until we just picked it up and set it back on the road. (There are tales being told in the lands to the south of the mighty Canucks and their superhuman strength.)

Well, nine hours later, somehow, we made it back. Tired, but unbelievably happy. And after one look at our canoe kit we weren't even tired any more.

I guess we've told you enough. Now it's your turn. We throw down the gauntlet of friendship. We challenge you to go out and expand your horizons. It doesn't have to be with Explorers. Or even to the United States. There's a whole world just waiting to be loved. Let them know you care. That hatred and misunderstanding are for people who don't know any better.

Make friends. You'll find out, as we did, that it's fantastic!

---

Having read Mike's story a number of times now, I am impressed by the many things that had to happen before, during and after such a wonderful adventure, the kind of things that *involve* Venturers and make interesting programs. Consider a few.

From the initial idea, someone must contact an Explorer post in the United States, *but it could be* another company in a neighbouring province or across the country. Having decided where you are going, how do you get there?

Routes must be figured out, mileage calculated, gas consumption and cost established and enough cars obtained for all your company members.

How about meals along the route; where are the best places to stop; are there interesting places to see along the way that should not be missed?

What do you take, apart from personal gear; what interesting movies, photographs or log books have you that you can share?

How do you repay your host — with a gift or a return invitation?

It's likely that you will be involved in a campfire situation. Do you all know some traditionally Canadian or local songs you can introduce?

Do you know your local history: what can you tell them about your town, province, country?

Perhaps a hockey game might be played, or lacrosse; have you equipment for a couple of teams?

The weeks preceding such a trip can be filled with all these preparations: routes, fixing the cars, gathering gear, saving money, taking pictures and so on and, in all of these preparations, your company can be working toward recognition in such areas as Service, Vocation or Exploration.

Following the trip, of course, you can again become involved in the process of preparing to have your visitors; I needn't list the program ideas that can arise from there. However, Mike Rorke and the Venturers of the 12th Kitchener will be happy to elaborate further if you ask, and the address for Mike is: 1 Oak Street, Kitchener, Ontario.

Now, let's hear what your company has been doing that is interesting and adventurous. We can feature it as Programming for Venturers No. 3, if you hurry.



# THE HUDSON'S BAY BRIGADE TRAIL



12

By H. R. Hatfield, Journey Leader

Photos by Jack Scrivener

## ADVENTURE JOURNEY: August 1-8, 1971

There were 29 of us and for eight days we did not see any other human beings or any human debris. Coming over an alpine crest or from deep woods into a clearing, the long procession of khaki, red, blue and green packs made a colourful sight.

At night, along the gravel bar of a mountain river or by some small, meandering stream canopied by the great conifers of the forest, the fires silhouetted the busy figures of the cooks and provided the unforgettable smell of wildwood smoke. There was the cheery babble and hearty laughter of youth, and sometimes, in the evening around a campfire, the melody of a mouth organ and enthusiastic singing broke the silence of the wilderness.

Brilliant flowers; streams of clear, clean water; crystal lakes; the steady song of white cascades pouring over the cliffs from snowfields far above; bear; deer; wide vistas of mountains reaching beyond mortal sight — all more than compensated for blisters, aching backs, insect bites and food not quite as tasty or plentiful as at home.

All this was part of an adventure hike over a section of the old Hudson's Bay Brigade Trail in British Columbia, from *Campement des Femmes* (Tulameen) to Fort Hope (Hope). We left our transport on the morning of August 1 after camping overnight by a

mountain lake, and on the afternoon of August 8 we reached the waiting cars near Hope. Everything we had used during this time was carried on our backs.

Starting at an elevation of 6,000 feet above the sea, the camps that followed were at 4,100; 4,900 (here we crossed the summit of the Cascade Range at 6,000); 5,500; 3,000; 4,000 (here we dropped to 2,800); 3,700; 4,700; and then we went down to meet the waiting cars at 800 feet. The distance covered was probably about 60 miles by trail, but mileage means little



where hills are steep and where, for the most part, there is really no trail in the sense of a path but only a general direction — in spots with brush so thick that a way had to be cut with an axe. In one area a mile might be covered in less than half an hour while in another it might take two hours of hard work.

From 1849 to about 1860 this trail was the only commercial route from the interior of B.C. to the coast. Over it the furs went out each year and goods for the next year's trade came in. The brigades consisted of perhaps 300 horses, 30 to 40 men and several officers of the Hudson's Bay Company, all under the charge of the senior Chief Factor of the interior districts.

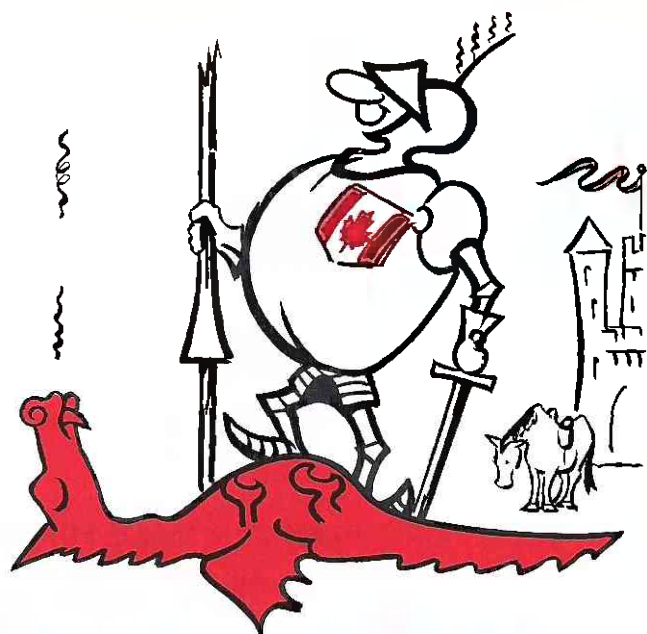


The boys were interested in the history of the trail and the description of it written by Lieut. H. Spencer Palmer, R.E., in 1859 as he made his way over it in company with a Hudson's Bay party and Judge Begbie. Walking in their footsteps we absorbed history from the very ground. Our most beautiful campsite was *Campement du Chevreuil* just west of the Cascade summit. Here Chief Trader Paul Fraser from Fort Kamloops was killed by a falling tree in the summer of 1855 and here is his now-unmarked grave.



In our party were a leader and two boys from Kamloops, two leaders and two boys from Princeton, a leader and seven boys from Victoria, one boy from Summerland, and four leaders and nine boys from Penticton. It was a joint expedition, sponsored and planned by the Greater Victoria Region and the Interior Region. Mr. Eric Jacobson of Princeton provided excellent guiding and leadership throughout the trip and we were all most grateful to him.

May we get all Scouts into the wild country and, with the help of others, may we preserve enough wild country that all may benefit in body and mind.



They would've  
if  
they could've  
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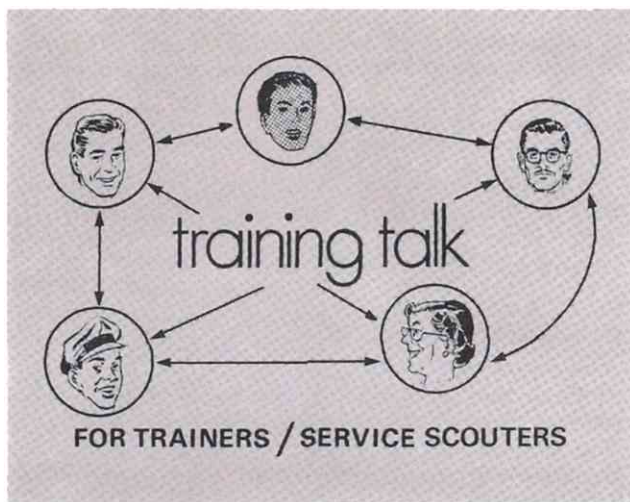
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Edited by Al Craig  
for the Adult Training Subcommittee NO. 6

#### COMMUNICATIONS

Perhaps at no other time in history has so much attention been devoted to communications. Its importance cannot be denied and its relevance cannot be ignored. It is particularly relevant to every learning situation, and it is for these reasons that this article has been included in *Training Talk*. Incidentally, by reading these words you are involved in the field of communications.

#### WHY IS COMMUNICATION IMPORTANT?

Here are a few quotations which indicate the place of communications in our society.

"The importance of communication to human society is obvious once the society is seen, not as a static sum of persons and institutions but as an intricate, dynamic system of common understandings. These understandings result from communication."

Another is, "Communication serves two basic functions in making society possible. It allows for the development of common ideas and the preservation of those ideas from generation to generation. In short, communication gives both unity and continuity to groups and thus makes society and culture possible."

Still another is, "The growth of television has reduced the entire world to the proportion of a nineteenth-century village. No sooner done than said — and seen — everywhere."

Finally, "The exchange of information in the right place at the right time is both the major activity and major problem of our society."

Communications, then, is not a thing but is an intricate, dynamic system of our society. As it is a subject of some magnitude, perhaps we should concern ourselves with only those portions that are of particular relevance to us. Thus, let us deal briefly with a definition of communications such as signs, actions, objects, language and words. Then let us proceed to people and problems of communication and, finally, the arts of persuasion and listening.

#### DEFINITION

Communications has been defined as the imparting, conveying or exchange of ideas, knowledge, etc., whether by speech, writing or signs. In addition, as we communicate with the whole being, any definition should also include an exchange of feeling.

#### MEANS

It is through a sense or a combination of senses that we communicate. For example, hearing and speech: music, motion pictures, radio, television. The sense of sight: pictures, signals. The sense of touch: blind reading braille, rough, smooth. The sense of smell: flowers, fresh air, perfume. The sense of taste: coffee, hot, cold.

#### VERBAL AND NONVERBAL COMMUNICATION

Verbal communication is the most explicit kind of communication and has been described as the vehicle for man's literature and most of his history. However, much of the important communication is carried out by three principal means — signs, actions and objects.

Signs are gestures explicitly intended to communicate. Examples are a hitch-hiking sign, a wink, a raised eyebrow, and the sign language of the deaf.

Actions and behaviour include all movements not exclusively intended as signs. The act of eating, though not primarily intended as communication, will tell much about a person and his background.

Objects include both intentional and non-intentional displays of materials. A person's dress will communicate information about the person; the layout of a room will tell a guest how he is expected to act: to sit or not to sit; to smoke or not to smoke. An Egyptian tomb or an eighteenth-century scholar may continue to communicate for centuries.

#### LANGUAGE

In its broadest form, language is any conventional system, linguistic or otherwise, by which meaning is communicated. Items such as semaphore, drums, gestures, codes, bugles, traffic lights and road signs are all examples of nonverbal means of communication. News of the fall of Troy in 1184 B.C. was relayed to Greece by signal fires.

Nonverbal communication such as a smile, a sneer, a gesture may be just as effective or more effective than words. For example, "thumbs up," the "peace" sign, "pat on the back." However, in its specialized form, language applies only to the numerous systems of meaningful, human, vocal sounds men use to communicate among themselves all feelings, thoughts and experiences expressible in words. There is one fixed law about living languages which is that they are always changing, growing and being modified.

Language has been described as a system of agreements. A certain sound has come to be accepted by large groups of people as standing for a particular object, quality or idea. For example, when we think of cat, we think of a particular, furry, soft-footed, graceful animal.

In many ways language expresses one's personality. It is part of one's life experiences from school, church, society, clubs, friends, jobs, training, sports.

#### WORDS

Words are not things but symbols. The meaning of words, parts of words and groups of words must be mutually agreed upon by the speaker and the hearer. One of the basic facts about language is that no word ever means exactly the same to two different people. Bernice, Caroline, Ethel, Alexander, Max and Vernon are proper names. How do you feel about these names? Which do you like? — dislike? — are indifferent to?



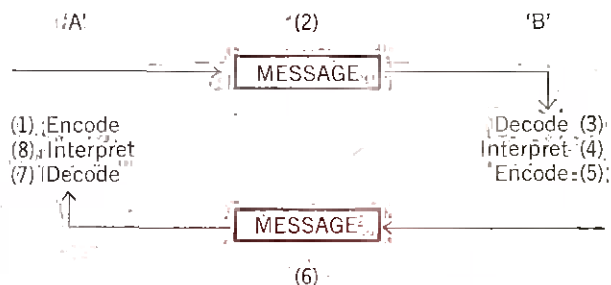
Your answers will depend almost entirely on your reactions or feelings to people who have those names or possibly to characters in fiction or in a film. Each name brings forth a bundle of emotional impressions based on your experiences. And since we are all different, we all react differently to the names. In general, this also applies to words.

Meanings also change. "Artificial" in the time of Elizabeth I meant "made according to the true principles of art." Different words may mean the same thing — a flat in England is an apartment in Canada.

How you say it may be equally or more important than *what* you say. A request with a smile will be received much better than a request with a snarl. The basic meaning of each word will usually be the same, of course, but the connotations, the overtones, the feel around the fringes cannot possibly be alike. You can never tell what a seemingly "innocent" word will conjure up in another's mind.

### THE PROCESS OF COMMUNICATION

The following sketch illustrates the process of communication and attempts to point out where loss or error may occur.



- (1) Speaker 'A' tries to put ideas into words, encode.
- (2) The message may be poorly written, poorly spoken or improperly charted.
- (3) Bypassing occurs — 'B' doesn't decode properly, for his meanings differ from 'A'.
- (4) 'B' interprets message according to his experiences, attitudes and training, then encodes his reply.
- (5) - (8) Roles are reversed and possibility of loss or error is doubled.

### BYPASSING

A young immigrant working in a factory asked the foreman, "Am I obliged to sweep the floor now?" The foreman's reply was rather curt, for his meaning of the word "obliged" differed from that of the immigrant. The immigrant knew what he wanted to say was "Do you want me to sweep the floor now?", but his choice of the word "oblige" changed this meaning for the foreman.

The foreman should have asked the immigrant what he really meant and this would have cleared up the whole situation. But he didn't and the result caused unnecessary bad feelings on both sides.

This is an example of "bypassing" which can be shown graphically.



Here we have a speaker sending out words to a listener. Bypassing occurs when the listener behaves as follows:



The listener, on hearing "obliged," assumes that if he had used it he would mean "must." This could have been avoided if he had behaved as follows:



Upon hearing the word "obliged," the listener goes back to the speaker to find out what he means. For better understanding among people, we must go far beyond each other's words.

### PEOPLE AND PROBLEMS OF COMMUNICATION

The following suggests some of the difficulties involved in effective communication.

Each human being has a unique personality, developed through his life experiences in home, school, club, church, neighbourhood, society. As people communicate with their whole beings, not just with words, if we are to communicate purposefully and effectively with people, it follows that we must understand human nature.

Human action is based on three fundamental drives: to survive; to reproduce one's kind; to win personal recognition and appreciation. These three basic drives are modified by the experiences one has in the course of one's life. Thus, each person is different from all others. Viewpoints and attitudes differ because of differing personalities and experiences. Since they are different, one from the other, they are not likely to be reasonable from each other's point of view, for they see, hear, taste, smell and feel a thing differently from each other.

No two people will see or otherwise sense the same object or proposition in exactly the same way. A simple article like a sweater will appeal to one because it is warm, to another because it is colourful, to another because it . . .

As people's attitudes are the results of their life experiences, they become emotional patterns and it is unpleasant for a person to change these patterns. They resent changing their habits and, especially, changing their attitudes. People will tend to resent it when told something for their own good or when asked to change their habits for their own good. Feelings of inferiority or even a bad day at the office or factory may make reasonable people disagreeably aggressive at times.

People express their fundamental desires in many subtle ways — sometimes covered or partly covered by what they say and how they say it or by what they do not say.

### GETTING THROUGH

Here are two things to avoid and three things to do in order to offset the problems of blocked or bypassed communications.

#### Two Things to Avoid

1. Avoid frontal and/or violent attacks on the beliefs and/or habits of people.
2. Avoid arguments. "What does it mean to win an argument?" asks Dr. Rudolph Flesch in *The Art of Clear Thinking*. He answers with this explanation of the effect of life experience on one's nerve patterns: thinking is the manipulation of memory traces in your brain. Your thinking is the fruit of your life experience; the patterns in your brain are your own and no one else's.

"When you argue with someone you pit your organization of nerve patterns against his. Your

## CUB BADGES

you can choose to earn



Other badges shown are:

Two of 47 Interpreter Badges you can earn:  
The Religion in Life emblem to help you to  
gain a better understanding of your faith.

## PROFICIENCY STARS

you can choose to earn

THE CUB BOOK tells you how to earn  
badges and stars.



**WOLF  
CUBS  
OF CANADA**

# YOUR UNIFORM



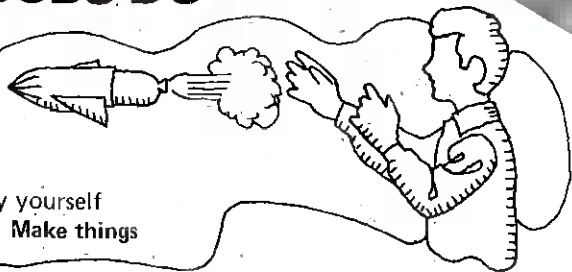
This is your uniform —  
designed especially for Wolf  
Cubs of Canada. It is smart,  
distinctive and hard-wearing.

Wear your complete uniform  
proudly. It shows you belong to  
the world's largest youth organ-  
ization — that you are trying to  
live by the Cub Law and  
Promise and that you are  
always ready to help. Badges  
and stars worn on your uniform  
show others what you have  
achieved as a Cub.

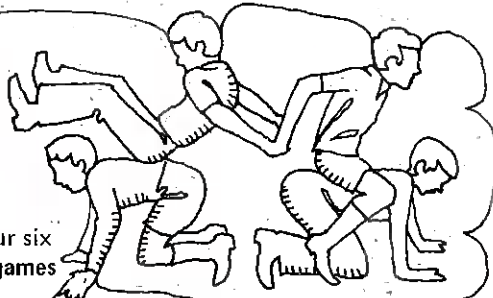


# SOME THINGS CUBS DO

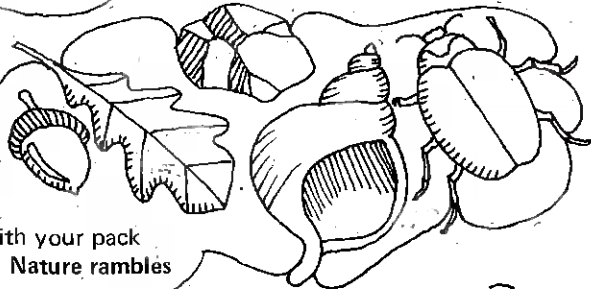
By yourself  
Make things



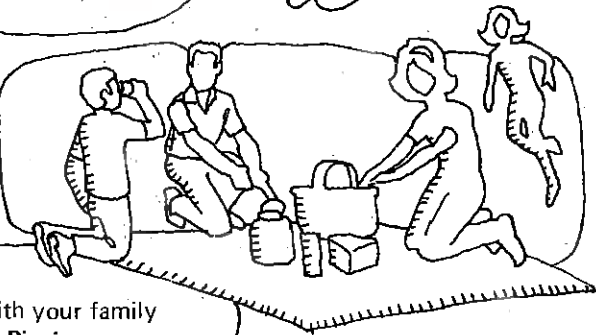
With your six  
Play games



With your pack  
Nature rambles



With your family  
Picnics



These and many more ideas are listed in  
**THE CUB BOOK**  
There's lots of activity and lots of fun

# A NOTE TO PARENTS

## CUBBING IS A FUN PROGRAM:

- designed for boys of 8-10;
- based on a mixture of games, crafts, music, stories, acting, outdoors;
- allowing its members a chance to work and play and grow together.

## CUBBING HAS A PROMISE:

"I promise to do my best,  
To do my duty to God, and  
the Queen; To keep the  
law of the Wolf Cub pack,  
And to do a good turn to  
somebody every day."

## CUBBING PROVIDES ADVENTURE:

- through appealing activities designed to match the vivid imaginations of its members.

## CUBBING EXTENDS INTO THE COMMUNITY:

- to such exciting places as fire depts., planetariums, zoos, fish breeding stations, libraries, look-outs, farms and so on.

## CUBBING ALLOWS BOYS TO WORK TOGETHER:

- through membership in the pack and six, through projects, through working with pairs and trios, Cubs learn how to share in worthwhile group activities.

## CUBBING HELPS BOYS TO DEVELOP HOBBY AND HANDICRAFT SKILLS:

- through the wide variety of activities carried out in the pack — swimming, gardening, modelling, toymaking, camping, drawing.

## CUBBING EMPHASIZES FAMILY ACTIVITIES:

- such as family camping, house orderly work, cooking, home-safety check-up, music, handi-man projects and so on.

## A FINAL WORD

We welcome your son as a member of the pack. Working with you and the school and church, we hope to help him become a better member of his community.

**PROFITS FROM THE OPERATION OF SUPPLY SERVICES ARE USED IN THE PROMOTION OF THE PROGRAMS OF BOY SCOUTS OF CANADA**

## UNIFORM ITEMS

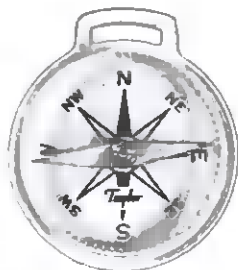
cap  
neckerchief slide — leather  
jersey  
belt  
neckerchief — your leader will  
tell you how to get it  
shorts  
trousers  
stockings  
garter tabs

Use these items for safety  
when carrying your flashlight:  
compass, knife and money  
and other valuables.

## OTHER SPECIAL CUB ITEMS

T-Shirt  
Swim Trunks  
You'll need these at your  
summer camp.

Feel snug on those chilly  
evenings or around the camp-  
fire in a Cub windbreaker.  
Find your way with a Cub  
compass.



For birthday, Christmas or  
other special occasion, select  
from these neat Cub gifts.  
cuff links      \*Kub Kar Kit  
tie bars      Good Turn  
and sets      keychain  
\*embossed ring      \*book mark  
                         \*shown below



Make your presents yourself.  
Mum will love a **coaster set**.  
How about a **key case** for Dad?  
and for brother, sister, a  
special buddy (or yourself)  
**link belt kit**, \* **billfold kit**,  
**comb case kit**.

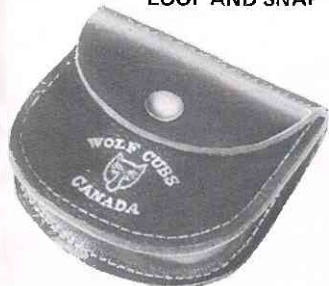
\*shown below

## LOOP AND SNAP

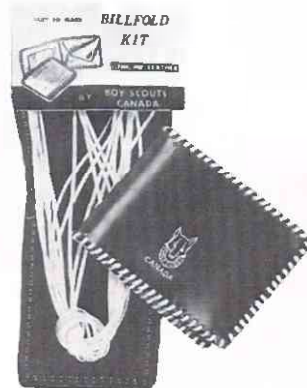
Cub flashlight —  
a must for night  
safety, games  
and fun.



## MONEY POUCH



Sleep out in your  
own Cub sleeping bag.

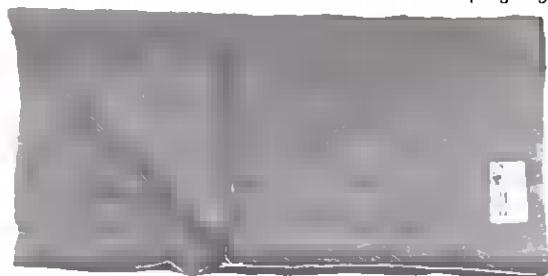


These and many other items are shown in Supply  
Services' catalogue — ask your Cub leader for a copy.

You may get them all from your local Scout  
dealer — your leader will tell you who he is — or from

**BOY SCOUTS OF CANADA**  
Supply Services  
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OTTAWA K2C 3G7

Each order must be accompanied by a money order  
or cheque.





# WHERE STARS AND BADGES SHOULD BE WORN

Group Flash, World Badge, Provincial, Regional, District Emblems worn as directed by the appropriate council.



Check with your leader and other Cubs, or read in **THE CUB BOOK**, about how to choose and earn stars and badges.

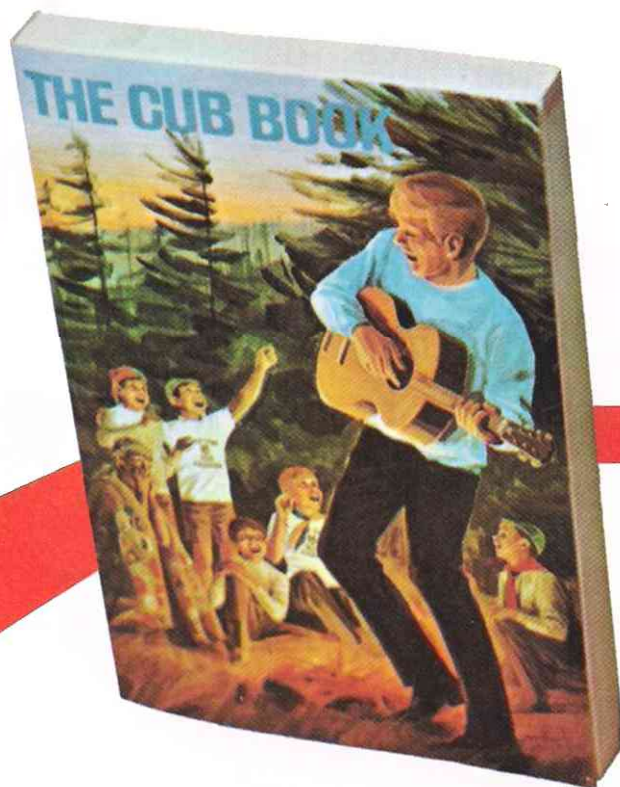
*Your leader will get them for you.*

## YOUR CUB BOOK

320 pages and many pictures tell you what you should know about Cubbing.

Making things, doing things, games to play, stunts, crafts, stories, outdoor activities, songs, ideas on how to earn stars and badges are all in **THE CUB BOOK**

Every Cub  
should have a copy



opinion is the result of past experience; so is his. If you win the argument, it means that your opponent has to realign his nerve patterns so that they parallel yours. This is unpleasant for him. Everyone's opinions are as comfortable as an old shoe; they have acquired exactly the right shape and form through continued use in all sorts of conditions. If you are forced to accept a different opinion, it means getting used to a new pair of shoes; the change may be for the better but it's always a somewhat uncomfortable experience. Winning an argument is, therefore, doing something unpleasant to someone else."

Dr. Flesch goes on to point out that an opinion changed under forced circumstances is not likely to remain changed very long. It usually falls back into the same old pattern.

However, opinions can be changed, although it is a slow process; but they cannot often, if ever, be done by forceful, frontal presentation of "facts" or arguments. A mild suggestion is usually more effective, as people are "suggestible."

### THINGS TO DO

Let us develop these approaches to build, or to clear, blocked channels of communication:

- 1) an understanding of human nature;
- 2) the art of persuasion;
- 3) the art of listening.

### UNDERSTANDING HUMAN NATURE

With reference to human nature, we need to remind ourselves constantly to think in terms of people's personal desires, interests and life experiences. We should strive constantly to increase empathy, which is the ability to project yourself into other people's thinking and feeling. We should give people a "say" in the making of decisions or plans that affect them. Without such a say, full cooperation is always difficult and may be impossible.

We should always remember that asking questions is one of the most effective ways of getting through to other people, provided, of course, we listen to their answers. Let people talk, get points of tension off their chests, express their opinions.

Emotions may, and all too often do, shut a person's mind so that facts and factual "know how" do not get through to the part of the person's mind that makes decisions regarding what actions will be taken. Physical arrangements, leading to a good emotional atmosphere, are most important. Important decisions are often made following a drink or a meal or just having a pleasant, informal chat.

For agreement, we need to ask and talk it over rather than tell, and always consider the basic drives, needs and life experiences of the people we are dealing with.

Consider the art of persuasion. It is interesting that listening is considered the first step to persuasion, as it is one of the most obvious ways of recognizing and showing appreciation of the other person's worth as an individual. Here we need to keep an open mind as the other person talks. Of course, we risk having our own attitude changed, as the other point of view may bring out weak points or faulty reasoning in our own point of view. This, of course, is another way of saying communication is a two-way process.

We also need to develop a favourable emotional situation or atmosphere before bringing up serious,

practical matters for discussion. The informal, casual manner is usually most agreeable and effective in modern talks to groups. Think of the people in the group as much as the subject under discussion.

As already mentioned, physical arrangements for any group setting are important. Good ventilation, proper temperature, not too humid, ash trays, paper and pencils, should be considered.

It is interesting to note how much of our time is spent listening. The proportion is as follows — writing is only 9%, reading 16%, speaking 30% and listening 45%. In other words, 75% of our time is spent speaking and listening or in talking-listening situations.

## TRAINING TECHNIQUES

### GETTING ACQUAINTED

**GOAL** To facilitate the involvement of people in a newly formed group.

**GROUP SIZE** Unlimited.

**TIME REQUIRED** 15-30 minutes.

**PHYSICAL SETTING** Small groups separated from one another as much as possible, to avoid influence of outside noises.

**PROCESS** Groups are formed. Threes are best, but can be flexible, considering size of group and accommodation. Participants choose whom they wish to group with but it is suggested they group with people they do not know or know the least.

**PHASE ONE** In groups, each person talks about himself for three minutes. Subjects are not specified and are generally wide-ranging. Full group reassembles and lists on flip chart or blackboard every subject that was mentioned in all groups.

**PHASE TWO** Groups are sent back for an additional 5-6 minutes but are told they cannot discuss any subject on the list they have just compiled. List will generally contain subjects that people usually talk about when they first meet: name, occupation, family, marital status, hobbies, etc. Second time round, people have to search for subjects to discuss and generally get involved in discussing their feelings about other subjects. The exercise ends here and the group reassembles to carry on with the next activity.

**ADVANTAGES** — a quick exercise.  
— breaks the ice and lets people get to know each other better.  
— all can participate.  
— only equipment: flip chart or blackboard.  
— works well with any size of group.



# MICRO COLLEGE

| TIME       | ROOM 1  | ROOM 2   | ROOM 3   |
|------------|---|--|--|
| 9:00-9:15  | JOHN SMITH<br>DEMONSTRATION OF<br>CASUALTY<br>SIMULATION        | JANE TURNER<br>DISCUSSION ON USE<br>OF JUNIOR LEADERS          | BILL EDWARDS<br>DISCUSSION ON<br>GROUP FINANCING               |
| 9:15-9:30  | JEAN BROWN<br>FILM SLIDES OF A<br>PACK RAMBLE                   | BOB CRAWFORD<br>DISCUSSION ON MY<br>ROLE AS A TROOP<br>SCOUTER | HELEN TROY<br>LECTURE ON HOW I<br>INVOLVE PARENTS              |
| 9:30-9:45  | STEVE AXLE<br>DISCUSSION ON<br>GROWTH IN OUR<br>GROUP           | TOM RANDALL<br>FILM ON OUR SUMMER<br>CAMP                      | JIM MURRAY<br>LECTURE ON TEACHING<br>TECHNIQUES                |
| 9:45-10:00 | SHIRLEY POTTS<br>DEMONSTRATION OF<br>HOW TO MAKE<br>FLIP CHARTS | WAYNE DUNLOP<br>DEMONSTRATION OF<br>ALUMINUM FOIL<br>COOKING   | PAT LUXTON<br>DISCUSSION-DISPLAY<br>ON KNOTS AND THEIR<br>USES |

**GOAL** To allow participants to share their knowledge and skills.

**GROUP SIZE** Will work with a group of any size, but time to complete increases with size of group.

**TIME REQUIRED** Based on time set for presentations, 5, 10 or 15 minutes each, and on number of presentations going on at the same time.

**PHYSICAL SETTING** Best done where each presentation can be in a separate room or a room large enough for groups to be well separated. Check to see if flip charts, blackboards, etc. are needed for any presentations.

**PROCESS** Before first meeting participants are asked to come prepared to make a 5-, 10- or 11-minute presentation on some knowledge, skill or technique they have used and are familiar with. During first meeting each candidate writes a brief outline of subject and method of presentation on a small card. Cards are posted on a board showing location of each presentation and what presentations will be made at the same time. Participants select which topic interests them and attend that presentation. Course staff check on time and warn groups two minutes from end of allotted time. Candidates reassemble, check board again and select presentation for next time period.

**ADVANTAGES** — All participate in a presentation on a subject of their own choosing about which they

have some skill or knowledge.

— Participants make attendance selection based on their own interests.

— Potential resource people or trainers can be observed, based on knowledge of subject and skill in presentation.

**CAUTION** Course staff should observe numbers attending each presentation and be prepared to attend any session when it becomes obvious that interest is low in a particular presentation. Feedback can determine if interest is very high in a particular area. The participant could be asked to repeat the presentation at some other time.

## EACH ONE TEACH ONE!

Keith Jelinski, PFE, Southeast Saskatchewan, has passed on one approach being used in this largely rural region to overcome a problem of too few service Scouters. An experienced section Scouter is encouraged to "reach out" to a newcomer and take on the task of helping him to get oriented to this Scouting job. Called "Each One Teach One," the idea would seem to have merit for many councils.

## GILWELL TRAINING

A number of Canadian Scouters, who plan to travel abroad, have inquired about the possibility of participating in Wood Badge training in the United Kingdom. Because of differences in programs, it is advisable that Scouters complete their Wood Badge in Canada before participating in other associations' courses. The Scout Association (British) will accept candidates and the dates and places of courses are available through Boy Scouts of Canada, P.O. Box 5151, Postal Station "F", Ottawa, Ontario, K2C 3G7. Candidates must have the approval of their local council.

# An Astronomical Adventure

By J. A. Craig

This is the first of a series of articles on astronomy.

The star chart, diagrams of constellations and activities are keyed to stars best observed during summer months. An article in the August/September issue will cover the stars best observed during the winter months.

Other articles are planned on the planets and the rest of the solar system, as well as sky photography.

Look! Up in the sky! Is it a plane? Is it a satellite? No, it's Orion, Ursa Major, Cygnus, Pegasus or any of the other 84 constellations, twinkling in the sky as they have done since our universe was born.

Astronomy (the science of the stars and other heavenly bodies) is one of man's oldest sciences and has affected man's beliefs and ways of life since time began. Ancient peoples wondered what stars were and marvelled at their order and constant movements across the night sky. They worshipped them, envisioned the shapes of animals and birds in their ordered appearance, and gave the ultimate honour to their legendary heroes of placing them in the sky and naming stars after them. For eons the simple evidence of his eyes was all man knew of the heavens above him.

Learned men, in their search for knowledge, studied the heavens and asked: What are stars? What makes them shine? How far away are they? How big are they? Do they rotate or does the earth rotate? The Greco-Egyptian Ptolemy evolved a rational theory of earth, sun and stars which was accepted for hundreds of years until Copernicus questioned it with a theory of his own. Galileo's mighty telescope (See story page 29.) proved Ptolemy wrong. Later scientists — Brahe, Kepler, Newton — gradually evolved a lucid explanation of the behaviour of the stars and the solar system.

Man still strives to advance his knowledge and understanding of the heavens. Each landing on the moon or satellite orbiting a planet adds a bit here and a bit there to our storehouse of knowledge, or confirms or denies some scientific data that are known or suspected.

And so, a science as old as man himself has leaped back into prominence and importance as mankind rockets into the Space Age.

You can introduce the fascinating world of astronomy to your boys through a little reading and observation on your part.

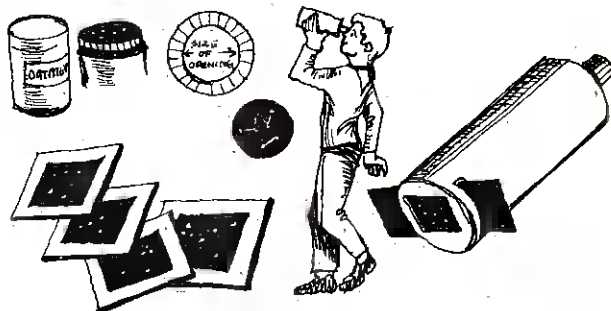
- Learn the basic constellations from the charts of the summer and winter skies, looking both North and South. There are quite a number, so start with one or two of the better-known constellations and build on this.
- Take your star chart outside on a clear evening and see how many of the constellations you can find and identify.
- Check your local newspaper. Many publish an astronomy column, showing local star charts, times of rising and setting of the planets and facts about eclipses and space events.
- Stimulate interest in your group by asking your boys if they saw the latest moon shot or the pictures taken by orbiting satellites.

- Introduce star games (see page 29) during game periods, particularly at camp where city lights won't interfere with good observations.
- Suggest to your boys that they make some of the items listed under GADGETS YOU CAN MAKE.
- Troop Scouters can promote astronomy as a Troop Specialty Badge or suggest the constellation or famous men (astronomers) series of patrol emblems for patrol names. (See Supply Services Catalogue.)
- Visits and tours of observatories or planetariums are fascinating and arouse interest in further knowledge of astronomy (see page 21).

## GADGETS YOU CAN MAKE

### MAKE A "STARSCOPE"

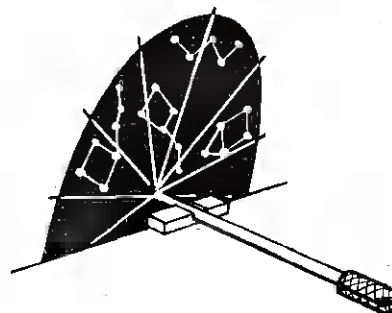
Cut out the base of a plastic bleach bottle. One-half inch above the base, cut a slot about three quarters of the way through the bottle. A series of cards on which the patterns of constellations have been pricked out can then be inserted in the slot. The shape of the constellation can be seen by looking down the neck of the bottle while it is held toward a light.



or OATMEAL BOX CONSTELLATIONS  
or use OLD SLIDES

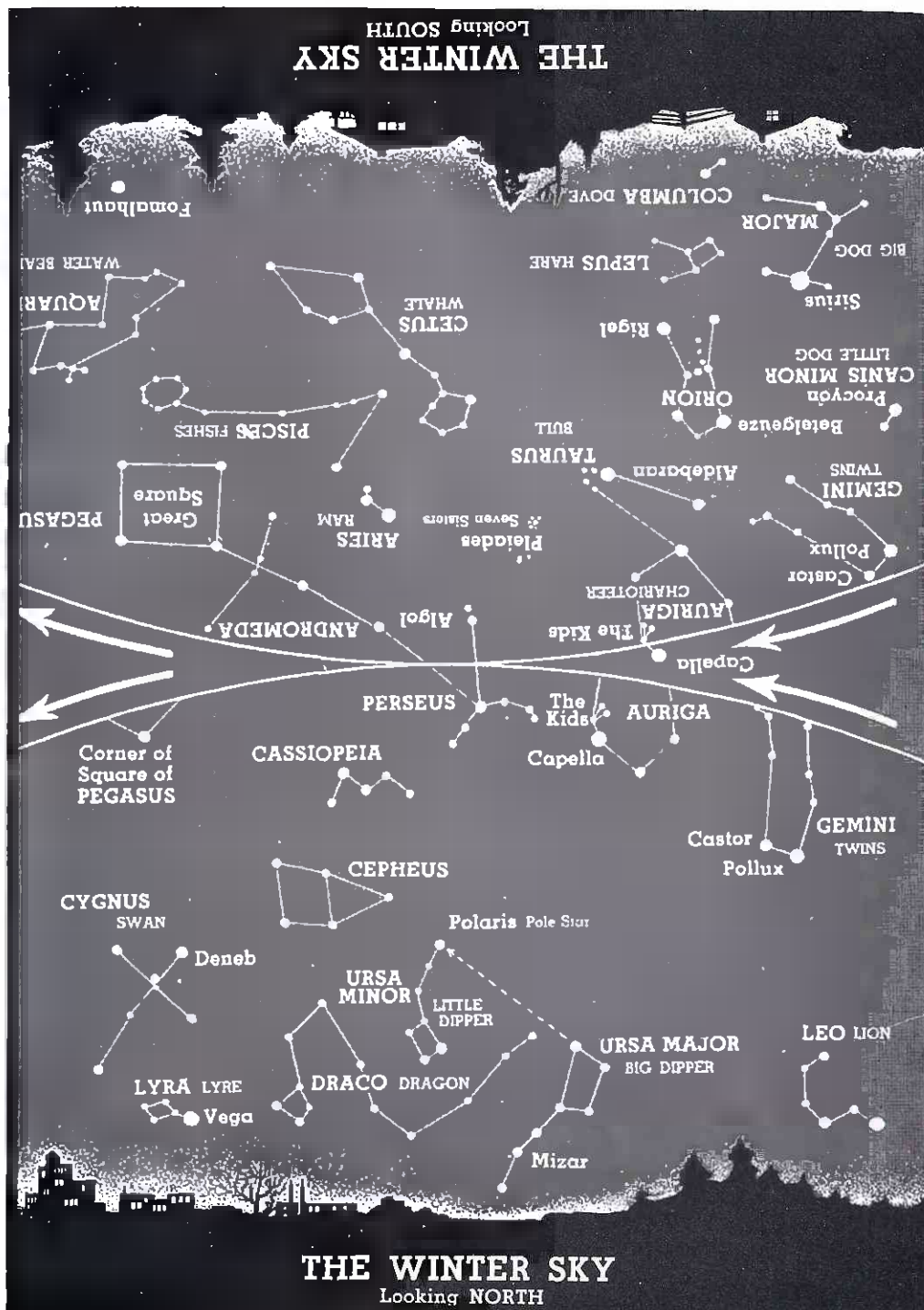
### UMBRELLA SKY

Use the inside of an umbrella and paste cut-out star-shapes in the appropriate locations. The North Star is at the point where the handle joins the cover of the umbrella. The umbrella can be rotated, counter-clockwise, to show star movement.



(Continued on page 20.)





LYRA



CYGNUS



AQUILA



SAGITTARIUS



HERCULES



CORONA



BOOTES



SCORPIO



VIRGO



LEO



### TELL THE LEGEND . . .

. . . of the constellations to help boys identify them. A visual link with the legendary figure can be made by sticking adhesive stars in the correct pattern onto a sheet of acetate or other transparent material. Draw the outline of the legendary figure (swan, bear) on a piece of card and slide it behind the acetate and establish the link between the legendary figure and the constellation.

Here is a list of most of the constellations and their legendary names along with the shapes attached to them by ancient peoples.

### STUDY OF ASTRONOMY IS RELATED TO:

#### 1. CUB

- Woodsman Badge — Item No. 7
- Black Star — Item No. 13
- Green Star — Item No. 11

#### 2. SCOUT

- Photography Challenge Badge — Sky Photography
- Science Challenge Badge
- Astronomy as a Troop Specialty Badge

### RESOURCES TO HELP YOU

*Pack Scouters Series No. 6*

*Star and Badge Activities* Pages 65, 66 and 67

*The Cub Book* Pages 21, 22 and 23

*Canadian Scout Handbook* Pages 84 and 85

*Pack Program Planning Guide* Pages 12 and 13

*Scout Program Planning Guide* Page 17

*The Cub Nature Book* Page 27

## BOOKS ON ASTRONOMY

**ASTRONOMY SIMPLY EXPLAINED FOR BEGINNERS**  
by Fred W. Murray; Brown, Son and Ferguson  
Limited, 52 Darnley Street, Glasgow, Scotland

### DISCOVER THE STARS

by Gaylord Johnson & Irving Adler; Sentinel Book  
Publishers, Inc., 112 East 19th St., New York 3, N.Y.

### THE SUN AND ITS FAMILY

by Irving Adler; Signet Science Book, 501 Madison  
Ave., New York 22, N.Y.

### THIS IS OUTER SPACE

by Lloyd Motz; Signet Science Book, As above

### NEW HANDBOOK OF THE HEAVENS

by Bernhard, Bennett and Rice; Signet Science  
Book, previously listed.

### FIELD GUIDE TO THE STARS AND PLANETS

by Donald H. Menzel; The Riverside Press, Cam-  
bridge, Mass.

**MAPPING THE MOON** — Pamphlet, Queen's Printer  
(now Information Canada), Ottawa, Ontario

**THE MOON — GOLDEN LIBRARY OF KNOWLEDGE**,  
Golden Press Inc., Rockefeller Center,  
New York 20, N.Y.

**ATLAS OF THE UNIVERSE**, by Patrick Moore;  
Rand McNally & Company

The first 21 pages of the Canadian Almanac and  
Directory contain a wealth of information on Astron-  
omy in Canada including Solar and Lunar Tables and  
Quarterly Star Maps.

## OBSERVATORIES IN CANADA

Dominion Astrophysical Observatory  
near Victoria, B.C.

Dominion Radio Astrophysical Observatory  
near Penticton, B.C.

David Dunlap Observatory (University of Toronto)  
Richmond Hill, Ont.

University of Western Ontario, on campus; the Hume  
Cronyn Observatory — another 15 miles north of  
London, Ont.

Queen's University, Kingston, Ont.

York University, Toronto — research telescopes

University of Waterloo, Waterloo, Ont. — research  
telescopes

Spring Hill Observatory, near Ottawa, Ontario

Algonquin Radio Observatory, Lake Traverse, Algon-  
quin Park, Ont.

Dominion Observatory, Ottawa, Ontario

Centres of the Royal Astronomical Society: Montreal,  
Que., and Winnipeg, Man.

University of Saskatchewan Observatory, Saskatoon

## THE ROYAL ASTRONOMICAL SOCIETY IN CANADA

National Headquarters, 252 College St., Toronto, Ont.  
Centres are maintained at St. John's, Nfld.; Quebec  
City, Montreal and Centre d'Astronomie de Montreal;  
Ottawa, Kingston, Toronto, Hamilton, Niagara Falls,  
London and Windsor, Ont.; Winnipeg Man.; Saskatoon,  
Sask.; Edmonton, Calgary, Alta.; Vancouver and Vic-  
toria, B.C.

## PLANETARIUMS IN CANADA

### VANCOUVER

H. R. MacMillan Planetarium  
1100 Chestnut St., Vanier Park

### CALGARY

Calgary Centennial Planetarium  
7th Avenue and 11th Street Southwest

### EDMONTON

Queen Elizabeth Planetarium  
13831 — 114 Avenue, Coronation Park

### WINNIPEG

Manitoba Museum of Man and Nature Planetarium  
Main and Rupert Streets

### TORONTO

McLaughlin Planetarium, Royal Ontario Museum  
100 Queen's Park

### MONTREAL

Dow Planetarium, 1000 St. James St., West

## INTEREST AROUSERS

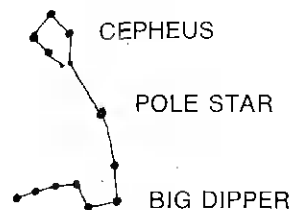
### THE EYE TEST

Arabs used the stars to test their eyesight.

The centre star in the handle of the Big Dipper  
is really two stars. A small star to the left of and slight-  
ly above the main star. The Arabs called them Mizar  
(Horse) and Alcor (Rider). The Arabs also had another  
name for the "rider" — Saidak — or "the test." See if  
you can spot them. Try it on your group.

### FIND THE CEPHEID

From the Big Dipper sight onto the North Star,  
through it to the constellation Cepheus which is shap-  
ed like a house.



One of its stars changes brightness in a regular  
four-day cycle because it pulsates and alternately  
grows larger, then contracts again. Since this first  
pulsating star was discovered in the constellation  
Cepheus, all pulsating stars are now called Cepheids.  
Can you find it?

### COLOUR IN THE SKY

Not all our heavenly friends twinkle with white light.  
Even with the naked eye, the distinctive colour of some  
stars can be seen.

Look for — Vega in Lyra: bluish-white  
— Arcturus in Bootes: golden yellow  
— Capella in Auriga: yellowish  
— Spica in Virgo: pure white  
— Antares in Scorpius: distinct red  
— Aldebaran in Taurus: reddish (a winter  
star)

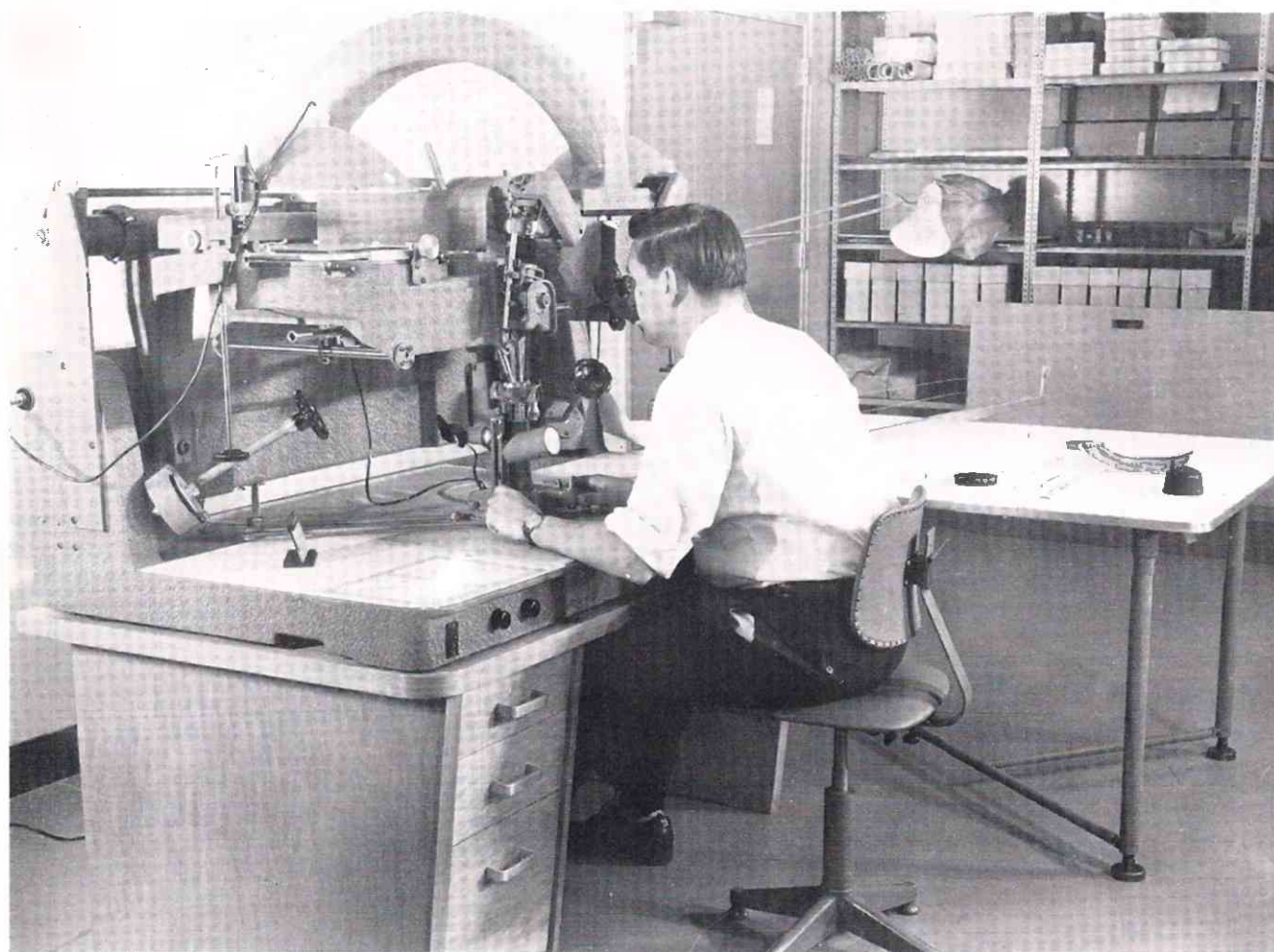
Stars, like iron when it is heated, glow with different  
colours, depending on their temperature.

### TAKE A SHINE TO THESE

There are about 20 stars that can be classed in  
the first magnitude as far as brightness goes. Only 14  
of these dazzlers are visible in the northern hemi-  
sphere. During the summer, in order of brightness,  
they are:

Arcturus, \*Capella, \*Vega, Antares, Altair, Spica,  
\*Pollox and Regulus.  
(\*Summer and winter stars.)





Department of Energy, Mines and Resources photo of photogrammetrist plotting a map from air photographs.

22

**By L. M. Sebert**

Many of the uses of topographic maps will already have been inferred. Possibly one of the first that may occur to the reader is that they would make interesting road maps. This is true to a point, but it must be remembered that topographic maps cannot be revised as often as small-scale maps and hence may not show all of the latest road construction. On the other hand, because of their large scale, topographic maps show sideroads and tracks that never appear on road maps. In addition, the contours on a topographic map allow the steepness of hills to be estimated and, if heavy loads are to be hauled, this is a matter of considerable importance. Of course, during an extended trip on a high-speed autoroute, the inconvenience of having to change from one topographic map to the next every few minutes would almost certainly lead one to use the road map prepared expressly for motorists. But when a set of good topographic maps is available and where speed of travel is not paramount, the added interest of following one's progress on a detailed map more than compensates for the disadvantage of having to use a number of maps. The wealth of detail on the topographic map is the source of its interest. A school house, a copse, a creek or little lake, all are shown in their correct location. Picnic grounds can be forecast and historic sites, often passed at high

speed, can be selected for stop-overs and educational visits.

For younger school students (as well as Cubs and Scouts) the most important use of topographic maps is in the study of geography. Maps are the heart of geographical training, and what better way of learning to appreciate maps is there than studying the topography of the area in the immediate vicinity of the school or meeting hall. Map reading affords excellent training for careful and accurate observation. With a topographic map, particularly in a rural area, the teacher or Scouter can make geography a fascinating subject, and the boys will be eager to pick out on the map their school building, pack or troop meeting hall, their own and the neighbours' homes, the farms, orchards, churches and other features of local interest.

When studying a map it is preferable to take your group outside and have them locate their position. First it is necessary to spread out the map correctly with respect to direction, with the top pointing north. In addition to being able to find one's position on the map, the Cub or Scout should be able to locate all the topographical features within his range of sight and to look for and identify all other topographical features indicated on the map. It is necessary here to ensure that the group is familiar with the abbreviations and conventional symbols used. A very good exercise in studying the meaning of contour lines is to have the group judge from the map which features can be

seen from their present position and which will be hidden by hills and ridges. Another good exercise as part of the course is to ask the boys to draw a cross section of a map or the profile of a railway line or a highway. Suitable horizontal and vertical scales may be chosen to show the results of their study; and the leader might close the exercise by commenting on the cleverness of the railway engineers in keeping grades to a minimum.

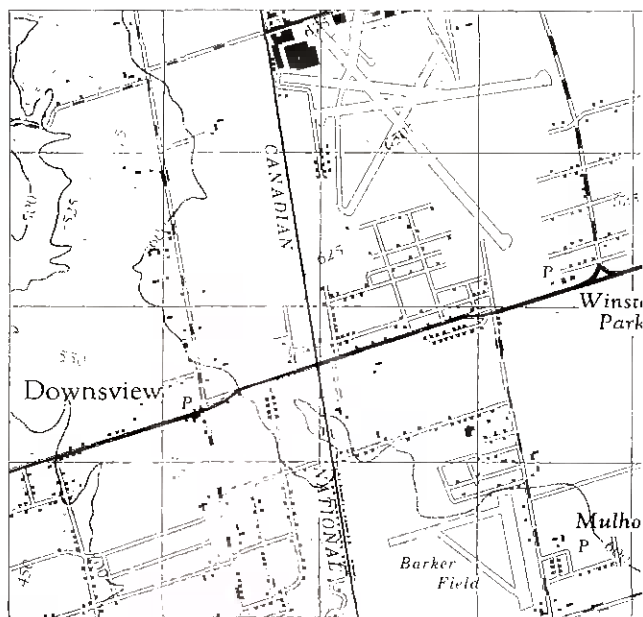
In the field, the idea of the scale used may be taught by having the boys estimate certain distances and then checking these against the map. After the group has studied their local maps, they should be tested on maps of areas with which they are not familiar, so that the leader may be better able to judge whether they have grasped the essential ideas of map reading.

If a topographic map is available, it should always be taken on a trip or hike. If one leaves the roads in wooded areas, a compass is also useful and can be used in conjunction with the map. A comparison may be made of what is found on the ground with what is shown on the map. From the top of a hill or tower overlooking a wide stretch of country, a comprehensive test of one's ability to read a map and to observe

become a real adventure when the boys are travelling by map and compass.) The map can be used to locate a new camping area and the best means of access to remote areas.

In recent years, sports-car enthusiasts have organized rallies (Ontario Rover Car Rally) which require a high degree of ability in map reading. The detail shown on topographic maps is of immense help to drivers and navigators once they leave the main highways shown on the road maps. Group competition in the form of map reading combined with cross-country running (orienteering) has long been practised in Europe. A growing number of Canadians have adopted the sport and are deriving much pleasure from the use of maps, while at the same time increasing their knowledge of the topography of their country.

Proficiency in map reading, as mentioned previously, comes only by practise in the field. After one has gained this proficiency, it is then quite possible to obtain from a map a comprehensive idea of an area which one has never seen. There will be a great many minor features that are not shown, but the country as a whole can be visualized. In time, a map will represent to anyone properly versed in reading it, not a mere piece of paper with marks on it but a



Changes in the Toronto suburb of Downsview from 1949 — 1960 illustrate the problem of keeping maps up to date.

accurately may be made. The lot boundaries, houses and as many of the natural features as possible may be located. Here it should be noted that the very rapid urban and industrial development of Canada within recent years has, at an ever-increasing rate, altered the appearance of some of the countryside. Because of this, the maps require constant revision and the user should feel free to make penciled amendments to the sheets, either from his own observations or from information gleaned from other sources such as road maps or airphotos. (Vertical airphotos are available for all parts of Canada. Though each photograph covers only a small part of the map, they are often more up-to-date than the map. They may be ordered from the National Air Photo Library in Ottawa.)

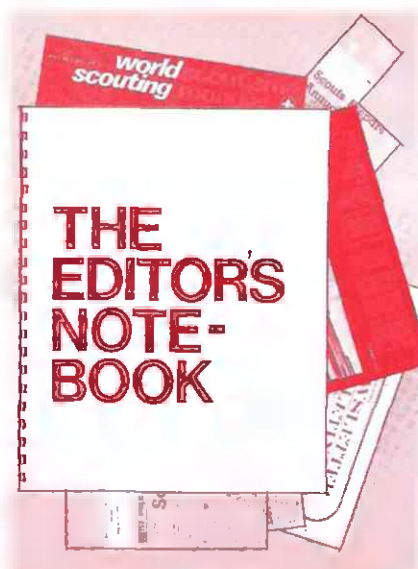
To those many Canadians who are interested in outdoor activity, the intelligent use of a good topographic map will add greatly to the sport and pleasure of their choice. (A routine, pack or troop hike can

sort of miniature landscape that can be folded and carried in the pocket. If a map can be supplemented by a series of photographs of typical areas, then one may become quite familiar with a district without actually seeing it.

**Topographic maps are a "must" for every section. Maps are fun and every boy should know how to use one properly.**

Copies of all sheets of Canada's National Topographic System may be obtained from the Map Distribution Office, Department of Energy, Mines and Resources, 615 Booth Street, Ottawa, Ontario. A complete catalogue of all maps may be obtained for \$2 from the same office. Individual maps are 50¢ each. For the full story of Canadian topographic mapping, purchase the Department's book, "Every Square Inch," by the author of our article, L. M. Sebert.





Some years ago (more than I care to remember), I was editor of *The Group Gazette*, official publication of the 1st Armdale (Nova Scotia) Scout Group. Along with a couple of fellow Scouts, I laboured each week to produce this four-page effort which, through the kindness of a Scout father, was run on his company's Gestetner. Of course, the newsletter was our pride and joy. Because of this early association with journalism, I feel a real kinship with the efforts of today's Scout and Venturer editors. Some of their efforts are first rate and it is a shame that their circulation is limited to a relatively small readership. *Panorama*, the official newsletter of the Baie d'Urfé (Quebec) Venturers, is a good example of such a publication. Chief Editor Rod Stilwell recently sent along a copy of their special, 20-page Christmas issue that was in digest size, two colours and contained fact, fiction and poetry. His company publishes two newsletters: one exclusively for the company, with a circulation of about 50, and a regional newsletter for all sections, including Guides and Brownies, which is read by over 300 families. They own their own Gestetner and spirit duplicator and in this way keep down production costs. How about a newsletter for your group?



In Port Colborne, Ontario, spring clean-up starts at home. So it was that these boys from the 6th Port Colborne Group did their part to shine up the area surrounding their district headquarters.



**VENTURING** — Preview '72 in our March issue contained a reference to a new award for Campcraft.

Since then, the Venturer Task Group has had second thoughts about this title being too restrictive for the activities which will take place in the outdoors. Thus, the award originally called Campcraft now will be called the Outdoorsman Award.



B.C.-Yukon Provincial Council bulletin, *Venturer Jottings*, reports that when the congregation of Vancouver's fire-devastated St. Hellen's Church met in the Christian Education building for morning service following the fire, they were amazed to hear the tolling of the church's bell that had crashed from the tower during the fire . . . the church-sponsored Venturers had searched the debris, found the bell and set it up in the ruins so it could be rung.



Boy Scouts gambling! Never! Well . . . hardly ever. Anyway, this time it's for a good cause . . . the 2nd Hamilton Troop have been holding regular bingos for senior citizens at the Downtown Convalescent Centre and, to quote the *Hamilton Spectator*, "The atmosphere isn't exactly Monte Carlo but they are having fun at the bingo tables." The 2nd took on the Convalescent Centre as a special project four years ago and make regular visits to entertain the elderly residents. Our photo, courtesy of *The Spectator, Hamilton*, shows a winner and her friend.



And a number of interesting items from World Scouting's monthly *Newsletter* . . . In *Ceylon*, a group of Scouts have undertaken to build a house for a family of seven, with a paralyzed father, who have lost their house. Their school has offered to provide the materials for the roof and all students have been asked to help the Scouts . . . In *Ethiopia*, Scouts spent 774 man-hours clearing blocked sewers and repairing wooden bridges in all parts of the city of Debras Marcos . . . A report on the development of land granted to the *Philippine Scout Association* for agricultural and other training, growing needed food and association income, tells of a typical area which now contains a commercial rubber plantation of 570 acres; 5,000 acres of coconut; 25 acres of citrus; and 190 acres of corn and bananas; plus a new school building, Scout camping and training facilities.

It is now estimated that one in five persons has a medical problem of some kind that, if easily identified, would save worry, suffering and life where the victim is unconscious, delirious or in shock. *The Canadian Medic-Alert Foundation*, a Canadian non-profit organization, will provide, at a reasonable price, a bracelet or necklet that specifies the condition from which the person suffers, as well as a special serial number and an international emergency telephone number. For more information, write to 174 St. George Street, Toronto 5, Ont.



This summer a group of Scottish Venture Scouts from Greenock, Renfrewshire, will visit British Columbia as part of an *Explorer Belt Expedition* (Scout Leader, March 1970). The Explorer Belt scheme was started in Britain in 1958 as an international adventure in discovery and friendship for older Scouts, with a specially designed belt to be won for high achievement on the expedition. Since that time, British Explorer Belt Scouts have travelled in Europe and Africa but this is the first such trip to North America, to our knowledge. Their "out" trip will take them into wilderness country on the west coast and involve hiking from 50 to 70 miles. We hope to have the full story in a fall issue.

With the amount of heavy construction going on across the country, Cubs of the 2nd Kimberley Pack recently had a timely instructional session on explosives. Past Cubmaster and retired explosives man Red Foster told the Cubs of the dangers of dynamite and caps and showed them the real thing. Photograph by Stewart B. McClure, *Kimberley Daily Bulletin*.

There still seems to be a degree of confusion regarding the boy publications, *Canadian Boy*, *New Trails* and *Now*. As stated in the message from the National President and Deputy Chief Scout on page 2 of the November issue of *The Canadian Leader*, these three magazines ceased publication with the November-December issues. If you require further information, contact your local Scout office.

We apologize to the 2nd Meaford Scout Mothers Auxiliary for the error in the photo caption, illustrating the article about Ladies Auxiliaries, contained in our March issue. The 2nd Meaford Mothers Auxiliary should have been credited with the car wash (not Owen Sound) and they were justifiably irritated as their efforts helped to raise funds to send four Meaford Venturers to the 13th World Jamboree in Japan last summer.

A Grace from South Africa's *Veld Lore*: "For Understanding" — For food, fun and fellowship, we thank Thee, O Lord. Grant us, too, the precious gift of understanding that we may share Thy bounty with brother Scouts throughout the world. Amen.

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# How to Build a Storage Locker

Used by Permission of the Board of Christian Education, The United Church of Canada

Many a Cub pack suffers from lack of adequate space to keep its records and store its equipment. This is particularly true where a pack shares its meeting quarters

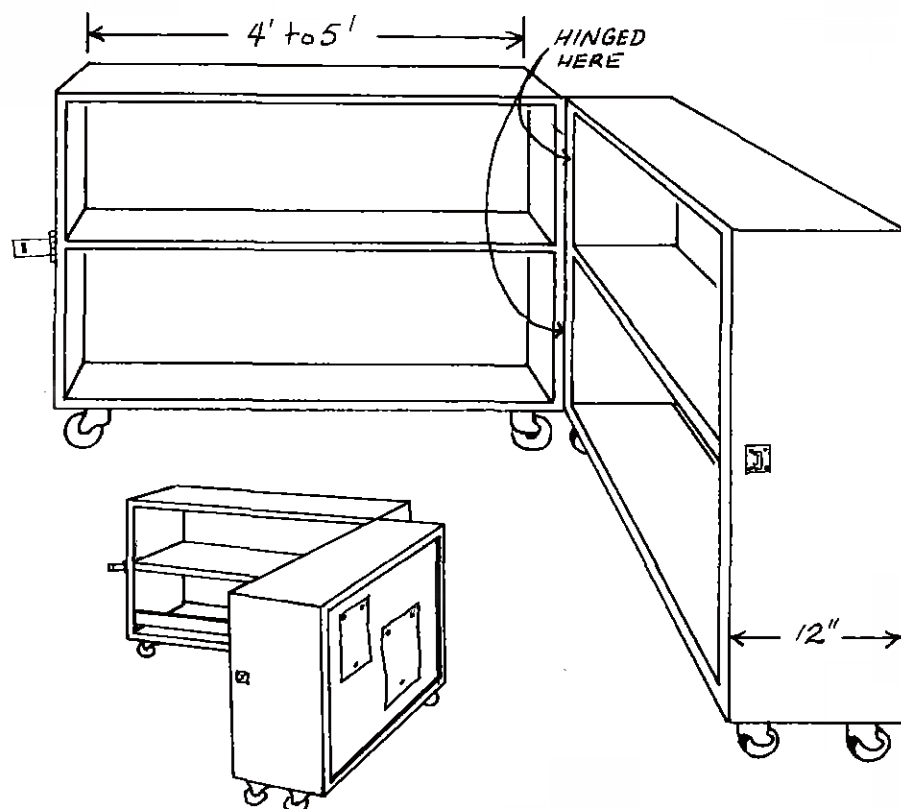
and where storage space is limited. Thus we were immensely interested in a suggestion for a storage locker that came to us from the 1st Waverley Pack in Nova Scotia.

Howard Maclean, District Commissioner for Bedford, Nova Scotia, spotted the locker during an investiture. He examined it, photographed it and, later, learned that the idea had come from the Christian Education Department's *New Curriculum* of The United Church of Canada.

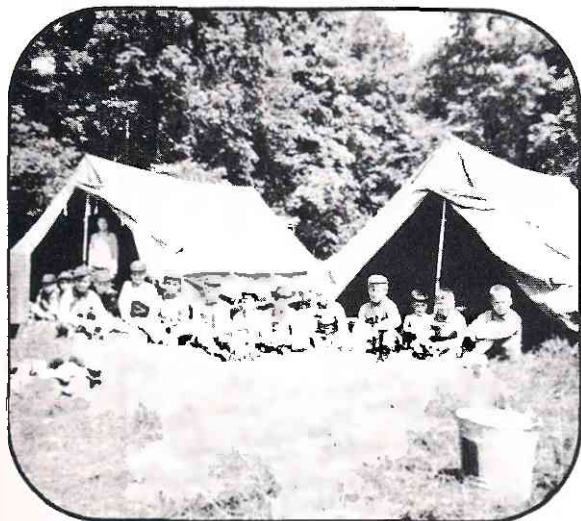
This storage locker is made up of two sets of shelves on casters which are hinged together at one end. The back of the shelves is a piece of wallboard that can be used for a tackboard. When opened, the shelves will provide a divider for separate activities. Progress charts are kept on the back of the front board, which lifts out to disclose the shelves where equipment is kept tidy and accessible. When closed, there is a hasp and padlock to lock it. The top is used as a stand-up desk where record books are kept available to make necessary notes during the meeting.

The Group Committee for Waverley Packs, A and B, built their storage locker from  $\frac{3}{8}$ -inch plywood, and figured the total cost was about \$45.

We felt this was a tremendous suggestion to pass along. Interested fathers might feel inclined to have one of these ready for pack opening in the autumn.



26



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# parent

## PARENT INVOLVEMENT IN THE PACK — A CHALLENGE

Do you accept the "fact" that the majority of parents just don't seem interested in the efforts of the pack? Have you really thought about getting them involved? A New Zealand pack accepted this as a challenge and went all-out to get over 90% parental involvement in a practical way, leading to a marked improvement in pack operations and a tremendous feeling of team spirit between leaders and parents. Here are ways in which that pack tackled the problem:

**A MONTHLY NEWSLETTER** • Each month a newsletter was sent home with a boy. It contained details of badges presented, trips planned during the next period, thanks for any assistance given, requests for transportation, a reminder of how parents could help their sons in their current work. This kept the parents informed, and feedback suggests it was appreciated.

**MOTHERS' CLUB** • This was formed from a morning tea organized by the leaders. All mothers (with their preschool children) were invited. Transport was arranged where necessary. At the first tea, held at the leader's home, everyone got acquainted and, in a relaxed manner, the leader explained Cub work and how it assisted their sons in their overall growth. About 50% attended the first meeting. A month later about 75% attended and, from there, it grew and became organized by the mothers themselves. Details of each meeting were put in the monthly newsletter. From this club have come instructors and resource people, par-

ents to do the typing and duplicating, and 16 "parent-help" used on a roster system. All parents read their son's Cub Book and discussions were very practical. The Club also worked with the boys to raise money for an inter-pack visit.

**USE OF PARENTS** • As much as possible, all parents were used. There was at least one parent at each pack meeting. Usually they worked for three or four weeks with one six or a group to complete a part of the Cub program. This was done under the general supervision of a Scouter. Before they arrived, they were advised of their responsibilities, the details for the period and the work in which they would be involved. All books and equipment were made available. (A thank-you note from the boys involved has always been much appreciated.)

Parents' transport was used on all trips. Other parents agreed to assist in any way and were used at least once, as soon as possible after a boy joined. Joining in somewhere to become part of the pack **was the purpose**. **VISITS TO MEETINGS** • If any boy was to receive an award, or become a sixer or second, or have his progress marked in a tangible way, a personal invitation to attend was made to his parents. Many who dropped in for a moment were still there at closing time.

All parents were invited to any pack meeting, outing or activity and one leader always made sure they were welcomed and, where the program permitted, were not left sitting alone. If

numbers were uneven, they were often invited to join a game, much to the boys' delight.

**NEW BOYS' PARENTS** • This was the most effective time for achieving parental involvement. Before a boy came to a pack meeting, one or two leaders visited the parents and discussed what would be required of them in all ways, financially and practically.

**INTEREST IN EACH BOY** • Leaders made parents aware of their interest in each boy.

**PRACTICAL ITEMS** • Supporter Badges were presented to parents who were constantly involved in the pack and Certificates of Appointment to regular instructors and examiners. These were much appreciated and encouraged others to participate.

— adapted from an article in the  
**New Zealand Scout News**

## SOME NOTES FOR CANADIAN PACK SCOUTERS

There are many ideas on parental involvement in the **Pack Scouters Series** (check index) and in the film-strip, "Partners in Action." The ideas include these expectations that parents have for their sons:

- to learn worthwhile things;
- to grow strong and be physically fit;
- to develop health and good habits;
- to develop self-respect;
- to have confidence in themselves and their buddies;
- to have fun;
- to gain new experiences by going places, making things, doing things;
- to be good sports, honest and fair;
- to feel some responsibility for others;
- to learn to do some things for themselves;
- to learn to get along with others by developing their own standards and making their own decisions.

Now have a look at parent involvement in your pack. If it is really working, good for you. If not, it's up to you.



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# stories & games



## THE GENIUS. — GALILEO

Astronauts of today, as they rocket away from Mother Earth to great achievements in space travel, are using laws of science that were first discovered, proven and given meaning by a genius who lived over 400 years ago—Galileo Galilei, born 1564, died 1642.

His explanation of the laws of motion, acceleration and gravity are just as valid today as when he wrote them in his book, "Dialogues on the Two New Sciences." Fifty years after the publication of this book, using Galileo's book as a basis, Sir Isaac Newton developed his famous three laws of motion. He was born the year Galileo died and lived at a time when he could benefit from the outstanding research Galileo had done.

As a youth in Pisa, his birthplace and the site of the famed Leaning Tower, Galileo earned the nickname of "The Wrangler" because he disputed everything. His inquisitive mind challenged the statements of the learned men of his day and he asked, "Why?"

At the age of 20 while in the Cathedral of Pisa he noticed the regular swinging of a huge chandelier. Checking the time of each swing against his own pulse, he discovered the chandelier took the same number of pulse beats in each swing even though the length of the swing was shorter each time. This set Galileo to thinking. At home he set different weights swinging and timed their motion. These observations led him to formulate the laws of the pendulum.

Five years later, his searching mind set him to dropping different weights from various heights. His searching paid off and he proved that gravity acts on all objects alike, regardless of their shape, size or density. This was in direct opposition to the teachings of the famous Aristotle, which said that different falling bodies moved at

## GAMES TO STAR AT!

### CONSTELLATION RELAY

(Thanks to Florence Pearce, Claremont, Ontario)

Cut out a half-moon cardboard disc for each team playing. Drawn on this disc is the map of the northern summer sky. (Page 65, *The Cub Book*.) Cards are placed on the floor, 10 to 20 feet in front of each team.

Teams are given a supply of small, plastic discs, beans or other small objects to place on cardboard disc. Run as a relay, each player runs up and covers one star on a designated constellation. First team finished wins. As skill develops, several constellations can be designated each time.

This relay teaches recognition of the constellations, their names, makeup and position. As proficiency develops, cards can be discarded as teams will remember where the constellations are and their shapes.

An excellent way to teach requirement No. 11 of the Green Star.

### STAR FLASH

Punch out the shapes of the main constellations on cardboard. Mark them in some way so you can tell in the dark what constellation is on each card (number of slots, luminous tape) or have them in a definite order. Darken the room. Hold cards on a table in front of a strong light that can be flashed on and off (a flashlight is ideal) and project onto a wall. Ask the group, a team or an individual to identify the constellation. Points are awarded for a correct answer or deducted for a wrong answer.

To introduce variety, vary the sequence or order; ask for the common name or the historical name of the constellation; or ask for the name of a specific star in a constellation.



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**GROUND SHEET GAME**

Best done on a clear night away from other distracting sources of light. At camp is an ideal time.

Each player has a groundsheet and a flashlight. All players lie on ground on their groundsheet, flashlight out, but at the ready. Everyone should be facing the same direction.

Ask individuals or teams to outline shape of a named constellation with the beam of their flashlight. Or, call out name of a star and ask a player to point it out with his flashlight.

Variety can be introduced by asking "Name and outline the constellation shaped like a . . . ." or "Name and outline the constellation with the giant red star in the top, left corner." (Orion)

**STYROFOAM SKY**

Each player (or team) is given a square of styrofoam, painted a distinctive colour and through which ordinary pins have been pushed. Heavy cardboard, cork or any other suitable material may be used.

When a constellation is named, each player (or team) must push the star cutouts into the board in the correct position, run outside with the board and verify if all the stars are in the right position and report back the position of the constellation in the sky. (Low, in the East; overhead in the South, etc.)

Points given are based on speed and correctness of the stars positioned on the board.

You better make sure it's a clear night; the constellations you name are visible and know their relative position in the sky at that time.

As skill develops, two or more constellations can be named and points given for correctness of positioning in relation to one another.

different speeds. Galileo certainly wasn't very popular in his day but, despite the ridicule heaped on him, he carried on staunchly in his search for reasons and truth. By this direct observation, Galileo started the methods of experimental research that would one day release the power of the atom and lead to man's conquest of space.

Galileo then gave up the study of medicine and devoted his life to other sciences; but he didn't abandon his questioning of age-old theories.

Turning to the heavens with the newly invented telescope in 1610, Galileo discovered the craters and mountains on the moon; proved the Milky Way was a mass of uncountable stars; found that Venus went through phases as the moon does; discovered four moons orbiting Jupiter; and was first to reason the sun turned on its axis by observing the dark spots on its surface. We know these spots as gigantic storms in the sun's atmosphere and call them sun spots.

Fascinated by the group of stars in Taurus known as the Pleiades (Ply-a-dees), or the Seven Sisters as only seven stars were visible to the naked eye, Galileo turned his crude instrument on this group and discovered this unique star group was made up of 36 stars.

Galileo's discoveries did much to reinforce and prove the theories of Copernicus who was the first scientist to challenge the theory of Ptolemy who had stated the earth was the centre of the universe and all other planets revolved around it.

Denounced as a heretic and slowly becoming blind, Galileo still insisted his theories were correct until his death in 1642.

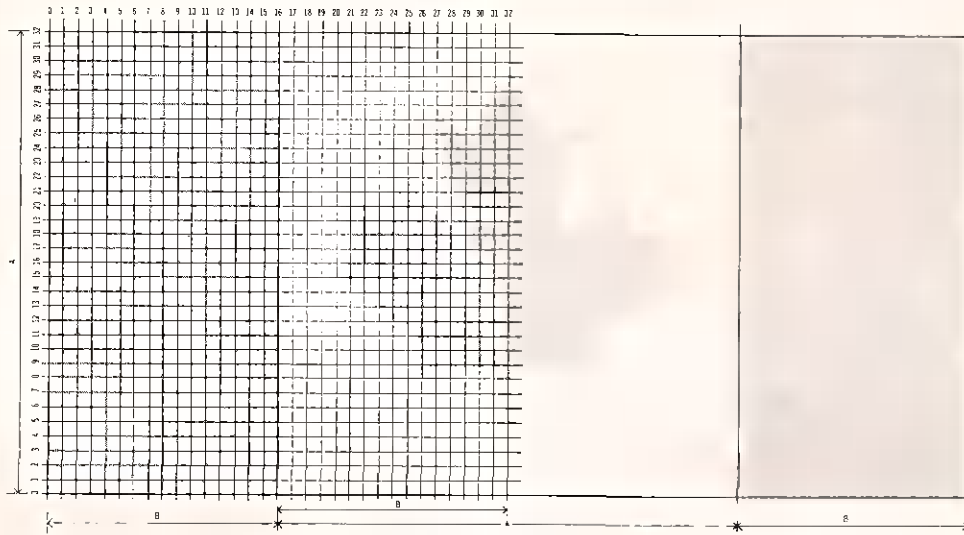
A monument to this great scientist and searcher for truth stands in the Church of Santa Croce in Florence, Italy.

# Canada's Flag

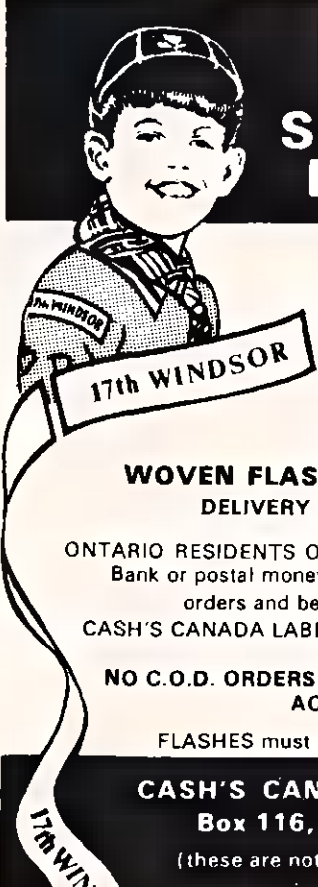
continued from page 9

## DESIGN OF THE CANADIAN FLAG

1. Technical description — A red flag of the proportions two by length and one by width (or 64 units in length and 32 units in width (depth) as shown in the accompanying diagram), containing in its centre a white square the width of the flag, with a single red maple leaf centred therein.
2. Colours — The colours red and white in the Canadian Flag are the same as those that were used in the Canadian Red Ensign and are found in the Union Jack.
3. Heraldic Description — Gules (red) on a Canadian pale argent (white) a maple leaf of the first.



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# PRINCE ALBERT FESTIVAL

By Al Wurst, District Commissioner

Photos: Prince Albert Daily Herald and Bill McGill

At forty degrees below zero biting winds bowled down the North Saskatchewan River as the biggest, howling dog show in Canada was about to begin. Dogs whined and strained at their harnesses, crowds were restless for the flag to drop and kids had cotton candy frozen to the hoods of their parkas.

Five minutes before the race was due to start, a flurry went through the crowd as the Right Honourable John G. Diefenbaker arrived to start the World Championship Dog Derby at the Prince Albert Winter Festival. As the flag dropped in Mr. Diefenbaker's hand, the dogs swept down the ice, snarling at each other's heels. Tails waved in the biting wind as teams strove for the lead. Musher yelled directions and encouragement and the crowd cheered the teams to greater efforts. Everyone was enjoying life.

The Festival opened February 19 with an ecumenical service which was attended by over six hundred Guides, Brownies, Scouts, Venturers, Cubs and the public.

On February 24 Cubs and Scouts took part in a torchlight parade, winding their way through the down-



town section of Prince Albert and onto the ice of the River, which flows through the city. Here they set off a giant fire to signal the opening of the outdoor events. Scouts had built the fire from old Christmas trees they had collected throughout the city.

Just a snowball-throw away from the dog track was the scene of a winter camp attended by some sixty Scouts and Venturers, their entry in the Festival which coincided with Scout-Guide Week.

The camp was open to all Scout troops and Venturer companies in northern Saskatchewan, and representatives came from as far north as Lac La Ronge. The 15th and 18th Prince Albert Troops shared top honours for their camps and, as a result, were required to set up camp again on March 4th to determine first and second place winners.

After long deliberations, Deputy Chief Scout Wally Denny and President John Sharp, who were visiting Prince Albert at that time, declared the 15th Prince Albert Scout Troop had the top camp.

For all participants it was a great experience in winter survival one that will be retained for many a day.



How about a canoe ride in sub-zero weather? President John Sharp was dumped just before the photo was taken and Deputy Chief Scout Wally Denny is shown still hanging on.



The camp under construction.