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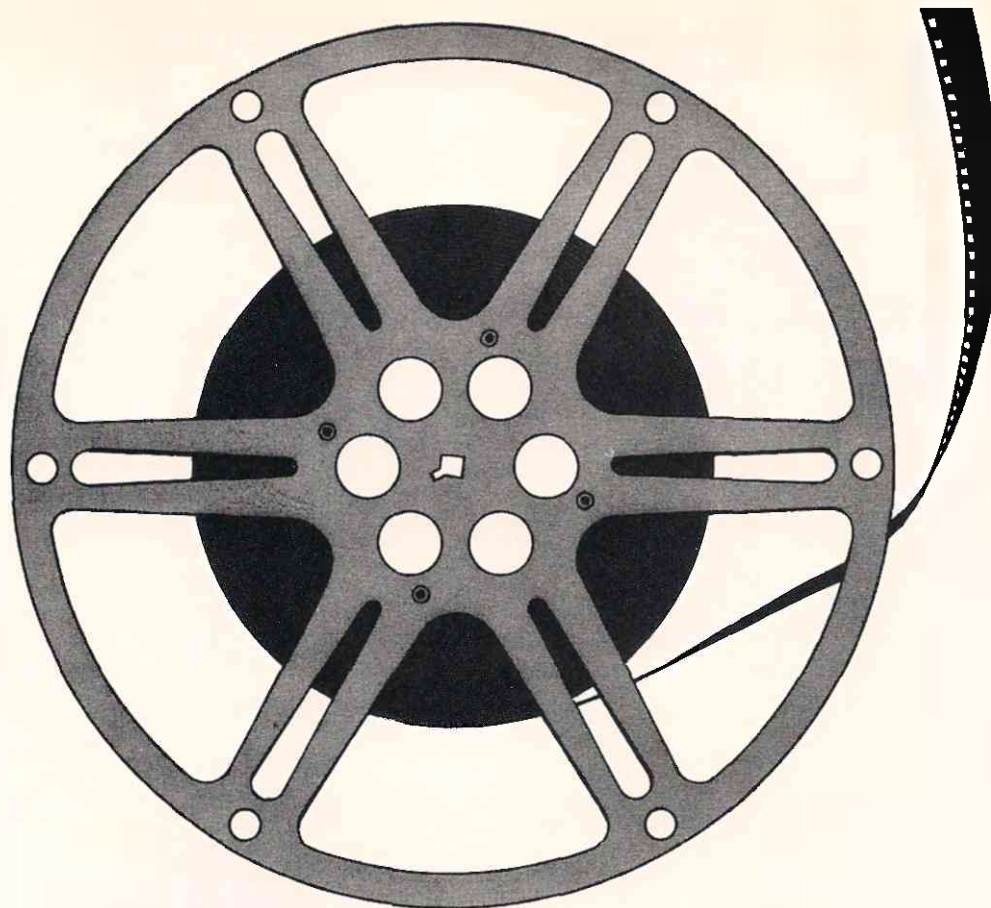
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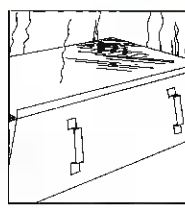
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THE CANADIAN leader

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COVER

With major street renovations going on around the Lahr headquarters of Canadian Armed Forces in Europe, Sea Scout Jeff Flood and Scout Mike Hilchie get the best of safe treatment from German policeman Harold Gutting and Canadian Corporal Michael Ross. Jeff and Mike are only two of the over 600 adults and boys who are involved in the Canadian Scout program in Europe, and you can read their story on page 4 of this issue.

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Canadian Scouting . . .

"Everyone agrees that the finest scenery in Germany is to be found in the Black Forest, this mountain plateau rising from the lovely valley of the Upper Rhine, in places to a height of nearly 5,000 feet. It is a countryside of green meadows and gentle, pine-clad hills, of mysterious mountain lakes in remote valleys and comfortable, shingle-roofed houses where hospitality is a byword."

This quote from a German National Tourist Office brochure aptly describes an area of Germany that is also famous for the manufacture of cuckoo clocks, for its fertile vineyards and fine wines and, strangely enough, a Canadian Scouting region.

The administrative headquarters of the Maple Leaf Region, Boy Scouts of Canada, which supervises the 600-plus boys and leaders involved in Canadian Scouting on Canadian Forces Bases in Europe, is located in the ancient Rhine Valley city of Lahr and operates under the direction of Regional Commissioner Frank Kohler and his staff and the regional committee, under the chairmanship of Lieutenant-Colonel R.G.A. Clare.

Frank Kohler, a long-time Scouter in Canada and Europe, retired from the Canadian Forces a number of years ago but elected to remain in Germany as editor of *Der Kanadier*, official weekly newspaper of the Canadian Armed Forces in Europe. Art Clare is Senior Staff Officer, Construction Engineering, in Canadian Forces Europe.

From their offices in the complex of buildings that house the headquarters of the Canadian Forces in Europe, Frank and Art maintain contact with the five locations in Europe that operate the programs of Boy Scouts of Canada — in Lahr, Baden, Heidelberg and Ramstein, in Germany, and in Brunssum in Holland.

Canadian Scouting has been active in Europe since the early 1950's but, unfortunately, very little recorded history is available of those early days and, with the transient nature of Forces' personnel, only a few of the 'originals' are still in Europe. The few I did locate gave me what information they could but there seemed to be conflicting memories, which is only natural after this length of time.

When the Canadian Army and the Royal Canadian Air Force set up shop in Europe in the early 1950's, as part of this country's commitment to the North Atlantic Treaty Organization, they took with them from Canada more than just the tools of their trade. Included in the move were many wives and children.

With the inclusion of the youngsters came the need for such special support services as schools that could teach a Canadian curriculum, and recreational facilities and programs. Responsible senior officers were anxious that the children should have as normal a childhood as possible, despite the fact that they were some 3,000 miles from home and familiar surroundings, and they looked to programs such as Scouting and Guiding to help meet the need.

Scouting has always been strong on Forces' bases in Canada and has received maximum support from all ranks. As a result, a number of the service personnel who founded the Canadian communities in Germany, England, France and, later, in Sardinia in the '50's were trained Scouters, fully capable of organizing packs, troops and crews and training new Scouters. So success-

ful were their initial efforts that a need soon was seen for a more structured operation to coordinate and support the groups. As a result, two regions were formed: the Red Patch for Army Scouting and the Maple Leaf for the Air Force groups.

When the political situation within NATO in the late 60's required Canadian Forces to move out of France, the major portion of our commitment was re-situated in the Black Forest region. About the same time, the Canadian government made the decision to discontinue the maintenance of a separate navy, army and air force and unified the military forces under one formation with sea, air and land elements.

With the closing of some bases and the relocation of many of the personnel in the more central location, it was decided that Scouting should do some unifying itself, so Red Patch Region was closed and Canada's European Scouting operation became known as Maple Leaf Region, with its headquarters in Lahr.

Today, the Canadian military community in Europe numbers approximately 17,000, of which 4,600 are dependent children. They live in Forces' housing (permanent married quarters) and in off-base, German-owned housing. All youngsters attend Canadian schools and are taught by teachers from school boards in Canada, on loan to the Department of National Defence for two-year tours.

LAHR

The largest concentration of service personnel is located in and around Lahr and, because of this, it is natural that the Lahr Scout group should be the largest in the Maple Leaf Region.

The group shares a large building on the Base with the Girl Guides, the base library and the regional Scout shop. Even with this sharing, each section has its own meeting room and there are also offices and a Scouters' Lounge. In addition to the headquarters building, the group has its own campsite which is located close to Lahr and thus is available for year-round camping.



Visit to the Lahr Rover Den — (l to r) Peter Bouchard, Larry Werring, Jim Mackie, Elmer Akerley.

in Europe

By Jim Mackie

Group Commissioner Fred Genest and Group Committee Chairman Bob Crouch were my hosts the evening I visited the Lahr headquarters and I was impressed by the amount of activity going on throughout the building. I was able to visit for a few minutes with each of the sections that were meeting and saw boys playing games and being instructed in the use of map and compass, knotting and first aid. A Forces' group is not short of resource people and the boys were receiving instruction from experts.

The Lahr group has three sections that are unique in the Maple Leaf Region: a French-speaking Cub pack, a Sea Scout troop and a Rover crew. My visit to the Rover Den was most enjoyable and three Rovers and two Scouters were on hand to answer my questions. The three Rovers are returning to Canada this year to enroll in university.

The Cubs of Lahr have a reputation for exciting summer activities and, in addition to regular summer camps, visited London for five days last year. The full story of their visit will appear in a later issue of *The Canadian Leader* magazine.

BADEN-SOELLINGEN

The Scout group at Baden was chartered in January, 1955, and since that time has operated an active Scouting program. The present strength of the group includes two packs, a troop and a Venturer company on the station, and a pack and troop in a housing unit located eighteen miles from the base.

The number-one activity of the station troop during my visit was rappelling, which is defined by Webster as "the descent of a cliff by means of a double rope passed under one thigh, across the body and over the opposite shoulder." Prior to hitting the hills, the Scouts were taught the use and care of nylon rope and the principles and safety practices of rappelling. Their first descent was down a 20-foot face and, when this was completed to the satisfaction of the rappel master, it was on to a 65-foot face! Troop Scouter John Baxter told me that, after

the first careful descent, the boys were bouncing down like professionals and running back up the hill for more. On successful completion of the 65-foot face, the Scouts are presented with a white lanyard which they wear, with justifiable pride, on their right shoulder. When I visited the troop they invited me to stay over and join them on the cliffs but, fortunately, my schedule gave me a graceful way out.

This year the troop's program also includes special courses in first aid, map and compass, back packing, overnight hikes and highway safety.

Baden has a wooded area called *Baden's Green* that has been assigned by the station commander for the exclusive use of Scouting. Here the various outdoor crafts can be practised and carried out. The Green had to be moved recently and the new area is now being cleaned and prepared for summer activities.

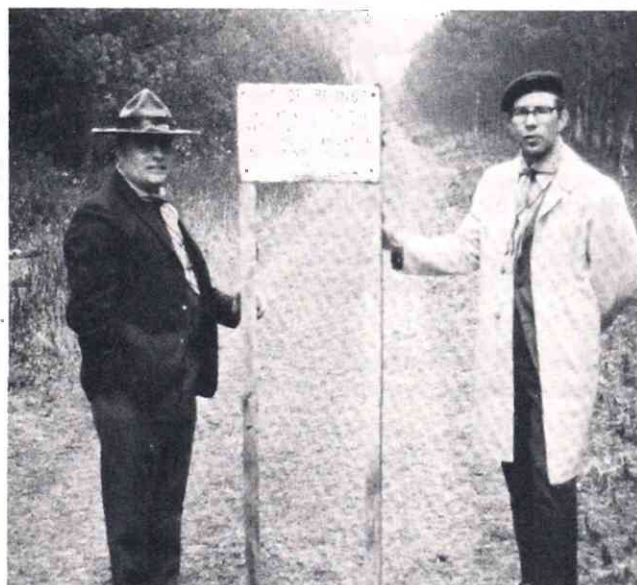
Other Baden Scouting activities include: Klondike Derby (in cooperation with Boy Scouts of America troops and European associations); church parades; a Cuboree; winter carnival (a station enterprise); Scout-Guide Week activities; father-and-son banquet; Intercamp and summer camps.

RAMSTEIN

To visit the Ramstein Group I had to drive some 2½ hours along the Autobahn from Lahr. The Ramstein base is very large but the Canadian community is small. Because of this, the group committee, under the chairmanship of Lt./Col. Al Holmes, is a unique, combined operation responsible for both the Scouting and Guiding programs on the base.

One of the major jobs of the committee is to raise money for the very busy group operation. Fund-raising projects include: apple day (the apples are flown from Canada and there just aren't enough to meet the demand); Scout-calendar sale and the yearly Christmas-tree operation. In cooperation with the Boy Scouts of

(Continued on page 30)



Andy Anderson and Willy Williams at the entrance to Baden's Green.



Major Max Widtfeldt, U.S. Army, teaching leathercraft to Ramstein Cubs.

The Route of the

By Donald H. Swanson
Director, Scout Program

Voyageur, a name that conjures visions from Canada's past...fur-laden canoes shooting boiling rapids, masculine voices raised in rousing songs, trail-hardened muscles straining under heavy packs and, always, the fellowship of a meal around a fire...

The *voyageur* is reported to have been a man of skill, courage and intestinal fortitude. He was cheerful, polite and sang while he worked. One account of the *voyageur* on snowshoes indicates that he considered himself as travelling well if he made two fires a day, at which he drank tea, and slept every night thirty to thirty-five miles nearer his destination.

A worthy example for boys, twelve to thirteen years of age in the grade-seven level at school? Sure, with some modifications to allow for age and physical development. The silver-stage badges of the achievement-award scheme are designed for this age group.

A patrol working at the silver level will likely have a slightly different make-up than a bronze-level patrol. Where the bronze-level patrol will be boys who are all new to the Scout section, the boys in the silver-level patrol will range through those who have just joined Scouts to boys who were in the troop the previous year and who have earned their Pioneer Award. Despite this, the approach to planning a program is much the same. Using the tips and information outlined in the April *Canadian Leader*, "The Way of the Pioneer," let's plan a program for a patrol moving along the route of the *voyageur*.

Keep in mind: (a) the patrol is composed of boys twelve to thirteen years of age, in the grade-seven level at school;

(b) we will deal only with the patrol's program;

(c) patrol meetings may take place on troop-meeting night and/or a separate night, as decided by the individual troop;

(d) the *Voyageur* award requires the earning of five achievement badges at the silver stage. The Citizen Badge is compulsory and so is one of three outdoor badges (Anchor, Campcraft or Exploring).

The troop has met twice and patrols have been formed. Our silver-level patrol has chosen a name and elected a patrol leader and assistant patrol leader for a three-month term of office. The first patrol meeting is held during the second troop meeting. The meeting is a quiet one with discussion around what the boys want to do in the next year of Scouts. The "pioneer Scouts" suggest activities and badges they want to tackle. The new boys tend to talk more about activities.

The Scouter working with the patrol notes the comments and suggestions of the boys. Later he sorts out their interests in much the same way as was done with the bronze-level patrol.

A portion of the list follows:

Boy Interest	Badge & Requirement
swimming	Swimming Badge
first aid	Safety #1 (b) #2 (a,b,c) First Aid Badge
hiking	Citizen #2 (a & b)
camping	Exploring Badge Campcraft Badge Winter Scouting Badge
how to lead a patrol	Arrowhead Badge
visits	Citizen #4 (a) #5 (a & b) #6 (c)

The Scouter's next step would be to phone the patrol leader and suggest that each patrol member should look over the requirements for the badges listed. These would be discussed by the patrol during the patrol meeting period at the next troop night.

In preparation for the patrol meeting, the Scouter would suggest that the patrol leader or his assistant phone St. John Ambulance regarding first-aid courses and check planned swimming courses with the YMCA and the local recreation association.

At the patrol meeting, the PL reports that arrangements could be made for a first-aid course commencing in January. The assistant PL reports that a swimming class, based on Red Cross requirements, will be starting in two weeks. Badges and their requirements are discussed. The patrol arrives at the following decision.

The Scouter would contact St. John and arrange for a first-aid course starting in January. Five of the seven patrol members would sign for the ten-week swimming course. The other two would take swimming instruction at the YMCA. The patrol would tackle an Achievement Badge as a project and complete that badge before starting another. As the year is just getting underway, they would start with the Arrowhead Badge, followed by the Safety Badge, First Aid, Citizen and Winter Scouting would be tackled after Christmas. The Exploring Badge would provide a spring project and the Campcraft could be a summer-camp focus.

Because of the swimming instruction, the patrol decided patrol meetings basically would be restricted to the troop-meeting night. The patrol's program from the fourth week of September to Christmas would look like this:

Meeting 1 September Arrowhead Badge — Requirement 3 (d)

Patrol planned a cook-out for the following Saturday. Each member was assigned a specific portion of the day's activities which included a short yarn on the use of charcoal; a demonstration on wrapping food in foil for cooking; two games; a wide game; practise in lighting a charcoal fire; cooking over charcoal; a demonstration on finding North without a compass.

Transportation was arranged by one of the Scouts with two of the parents.

Voyageur

Arrowhead Badge — Requirement 1

The patrol divided into three teams. Each team undertook to research one of the three leadership, small-group methods, and prepare a five-minute talk on their subject. Talks must be accompanied by a visual aid. Pages 248, 249 of *The Canadian Scout Handbook* to be used as reference.

Meeting 2 September Arrowhead Badge — Requirement 3 (d)

The Saturday activity.

Meeting 3 October Arrowhead Badge — Requirement 1

The teams presented their five-minute talks. On completion, the patrol spent some time on evaluating each presentation. The Scouter used questions to see how well the material presented had been understood.

Arrowhead Badge — Requirement 3 (e)

The Scouter led a discussion on the difference between voting and arriving at a consensus. A blackboard was used to list the pros and cons of each method. The C.S.H. (page 235) provided one resource and the Scouter had brought one or two other books to the meeting. The Scouter encouraged the boys to find the information in the resource books. In each case, the material was not read but was presented, in his own words, by one of the patrol members.

Swimming

Swimming course to start Saturday.

Meeting 4 October (extra meeting) Arrowhead Badge — Requirement 2

A twenty-minute demonstration for the group committee and the sponsor was arranged by the Scouter. The patrol divided into teams to prepare flip charts on:

- (a) how the badge scheme works;
- (b) areas covered by badges;
- (c) specific skills learned.

Each team prepared a brief talk covering their assigned area.

Meeting 5 October Arrowhead Badge — Requirement 2

The patrol presented their talk at the group committee meeting. Hot chocolate and donuts were served afterward.

Meeting 6 October Arrowhead Badge — Requirement 3 (b)

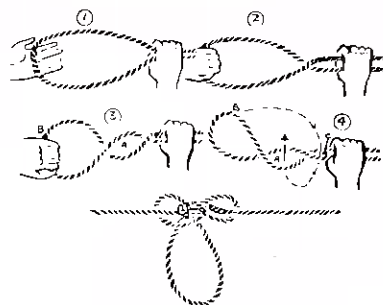
Arrangements were made for the patrol to miss the troop meeting. The Scouter met them at the public library. Louis Riel had been chosen as the leader they wished to research. An hour was allowed for research; a half hour for discussion, and the remaining half hour for a trip to a drive-in restaurant.

Meeting 7 October Arrowhead Badge

Badge presented to each of the patrol members at the troop meeting.

Safety — Requirement 3 (d)

Each boy was given a 10-foot length of 3/8-inch rope. The Scouter demonstrated how to tie the butterfly knot.



The Butterfly Knot — This knot provides a loop that will not slip and which may be tied without using the ends of the rope. It is used for providing a harness for hauling heavy loads and for climbing.

Pick up a bight of the rope in one hand and hold both parts in the other (Fig. 1). Twist the bight once to cross the two parts (Fig. 2). Twist again to produce hole 'A' (Fig. 3). Fold bight back over rope, passing tip down between the two parts at 'C' and up through 'A' (Fig. 4). Now pull bight through and tighten knot.

The Scout Handbook (page 103) provided each boy with a diagram and instructions for tying the bowline.

The patrol split into two and a tug-of-war game was played. Each boy tied a butterfly knot for himself with the "anchor man" tying bowlines.

Meeting 8 October Safety — Requirement 3(b & d)

The patrol staged a mock emergency for the troop and demonstrated the knots learned at the last patrol meeting.

Meeting 9 November Safety — Requirement 1 (a)

The patrol visited the local, electrical-power supply and discussed the need for safe wiring and what to do in a power failure.

A tour of the facilities was also undertaken.

Meeting 10 November Safety — Requirement 1 (c)

Large cardboard replicas of each of the traffic signs were made by the patrol.

A flip chart was prepared listing the rules of the road for cyclists and itemizing the dangers of sneaking rides, hitchhiking and crossing a street or highway.

All the visual aids produced were presented to the Cub pack for teaching the Cubs highway safety.

Meeting 11 November Safety — Requirement 1 (e)

Half the patrol visited the police and half visited the fire hall. While there the boys discussed the preventive work carried out by the respective service and the cost to the community. When they returned to the troop hall, each group gave a brief report of their findings.

Meeting 12 November Safety — Requirement 2 (a)

Each boy made himself a model for practising rescue breathing (page 340, CSH).

Prior to the meeting, the Scouter had obtained eight photocopies of page 289 of *The Cub Book*. This page il-

(Continued on page 35)



Did you ever wish you could do something different with your Venturers, like maybe a trip to the moon or build a submarine or something else quite out of the ordinary? Well, recently I noted a clipping in *The Guelph Mercury* and, after some checking around, was able to come up with the story that follows. It isn't quite a moon shot or an undersea voyage but it is different, it is exciting and it is what some Venturers decided they would like to do and went ahead and accomplished it.

As Don Mullen, Venturer advisor, tells it, this is how it happened.

When the 1st Guelph Venturer Company was organized, members wanted to do something different.

"Something we didn't do in Scouts," one of the 14-year-olds said.

"Yeh. We like camping and all that jazz but we're older now and we'd like to do something we haven't done before," commented another.

"Something no other group is doing," added a third.

"How about television?" I asked.

"Television?" came back a puzzled chorus. "What do you mean, television?"

"Just that," I replied. "We'd plan a program, take over a television studio, do all our own camera, audio and visual work, then show the production over the air."

"Come on, Scouter, get serious," came back the answer of a very unbelieving 15-year-old.

"But I am serious," I laughed. "Dead serious."

"But television equipment is expensive," came the reply from another 15-year-old. "They won't let a group of Venturers mess around with all that stuff."

"You're right," I answered. "They won't."

"See...then you weren't serious."

"Oh, but I was...and I still am," I replied. "You said, 'mess around,' and I said, 'you're right.' They won't let us mess around. But they will let us use the equipment if we use it right."

Thus, something different in a Venturing program was born! And to say the boys were enthusiastic would be putting it mildly. They ate it up, never missing a meeting.

We decided to do a Scouting-in-Action marathon, running about six hours in length and, through the cooperation of the MacLean-Hunter (Guelph) Cable Television station, Channel 8, we arranged to have it aired from 9 a.m. until 3 p.m. in connection with Guelph's Boy Scout Apple Day, October 28, 1972.

First, the boys had to learn how to operate the equipment, and the manager and technicians at the studio were very helpful, patient and understanding.

The boys took to it like fish to water; it wasn't easy but it was much easier than they thought it would be.

Every Wednesday night we would meet at the studio and, when the boys became used to what they were doing, we started putting on shows for real.

With the telethon slated to run six hours, we felt we should get at least three hours of programming on tape so we could run taped segments between live presentations. We decided we would like to involve all aspects of Scouting and lined up representatives from various Cub packs, Scout troops, Venturer companies and Rover crews to be on hand for interviews and demonstrations. We invited Brownie and Girl Guide participation, although in a rather limited way, to remind people that there are comparable organizations for girls.

One troop brought its pet raccoon; a Cub pack, its soap-box-derby cars; a Rover crew, a scale model of a large dome the Rovers plan to build as a den.

Representatives of a stamp club came to talk stamp collecting with some Cubs; the shelter manager of the local Humane Society came with some animals (everything from a guinea pig to a skunk, along with dogs and cats) and talked with some Scouts about the role of the Society; and city officials, including the chairman and director of the county board of education, dropped by to

Venturers Take



Guelph Mercury Photos.

salute the Scout Movement, and to reminisce about their boyhood days in the organization.

Going a step further — and to really push the international aspect of Scouting, and forthcoming, area-Scouting trips to both the U.S.A. and England — we invited an American Scout troop for the weekend of the telecast and they joined in various segments of the live programming.

They were members of Troop 11, from Charlevoix, Mich., under the direction of Scoutmaster Lewis Edwards, and they had a real ball. Our boys billeted them at their homes and, the day after the show, we all went to Maple Leaf Gardens in Toronto to see a Major OHA, Junior "A" hockey game — for most of the Americans, the first real game of hockey they had ever seen.

"It was great," said Scouter Edwards. "Well worth the 750-mile round trip."

Everything went remarkably well. We were able to use our three hours of taped segments and we went live for three and a half hours, making it a six-and-a-half-hour presentation.

We got excellent audience response, too. We ran a contest inviting viewers to phone us at the studio and leave their names and addresses. These were deposited in a drum as they were received and every so often during the show we would make a lucky draw — awarding to winners prizes that ranged from OHA, Junior "A" hockey tickets to a home game of the Guelph Biltmores, double guest passes to a local theatre, free skating passes to Guelph arenas and free bacon Barnies at the new Red Barn Drive-in.

The Red Barn people went further in their cooperation, arriving at the studio around 1 p.m. with free bacon Barnies, french fries and milkshakes for all.

"My thanks for a tremendous show," said Red Barn manager Ernie Lapalme.

Everything went off so well, the Wellington District

Boy Scouts of Canada asked the Venturers to plan another marathon for Boy Scout Week in February.

And the management at Channel 8 was delighted to have the boys return to do just that, "and any other shows they might like to come up with."

The boys are in agreement — "the show must go on."

Something different? I would say so, and all as a result of Venturers being imaginative enough and adventurous enough to see it through. Oh, yes, it also required an advisor who had a good idea and the enthusiasm to help the Venturers make it work.

The side benefits to this company's program are many and all worthwhile: the opportunities to meet so many new people and from all walks of life; the public-service aspects, such as promoting the Humane Society, and the Girl Guides, to mention just two; the great amount of public goodwill generated in the community and the credit to Scouting for a job well done. And by no means least, the opportunities for the members of the company to learn new skills in a prominent area of our technology, and to work together in an exciting undertaking.

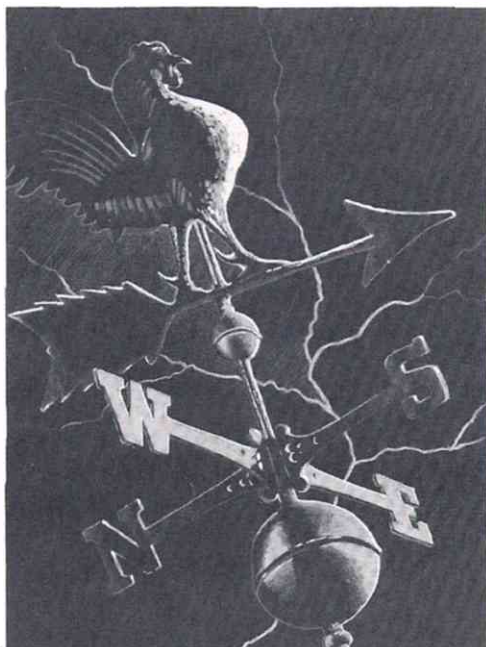
Not every company will have the opportunity to be TV stars or technicians and not everyone would want to be but, for those who do, check your local TV station, particularly the cablevision stations. Many, I believe, would be happy to provide the same opportunity as was offered to the 1st Guelph Venturers.

What about your company, what are they doing by way of programs? Write to me and let me know of your activities and perhaps we can share them with Venturers across Canada.

R.J. Roberts
Boy Scouts of Canada
P.O. Box 5151, Station 'F'
Ottawa, Ontario K2C 3G7

to Television

Weather Forecast Two



By J.A. (Al) Craig

In *Weather Forecast One* (April) we explained the three basic factors that combine to make up our weather (air, sun and movement of the earth).

This article will develop further the understanding of weather by delving into clouds — their formation, classification and the messages they bring to us. (See **Hydrologic Cycle** — April.)

Cloud Formation

Clouds form when the invisible moisture in the air condenses into ice crystals or water droplets that are visible. The water droplets and ice crystals are small enough to be supported by turbulent air movements and remain aloft.

As an increasing number of droplets or crystals are formed, they may be combined; and, if the air is sufficiently moist, the droplets become too heavy and fall as rain. In the case of snow, the crystals continue to enlarge until their weight is such that the air currents cannot support them, and they fall to earth.

The clouds that appear in the sky nearly every day are all formed by the same general process but, because of other aspects, may appear in many different forms.

Cloud Classification

Weathermen use rather complicated names or a set of symbols to describe clouds, but they can be classified into three basic types:

Cirrus (or prefix, *cirro*) — meaning "hairlike or curly."

Stratus (or prefix, *strato*) — meaning "layer form."

Cumulus (or prefix, *cumulo*) — meaning "heap form."

The term *nimbus* is used to describe any cloud from which rain falls, and the prefix *alto* (high) indicates cloud formations high in the atmosphere. Clouds are often described by combinations of these terms: *cirrostratus* — hairlike clouds in layers; *altocumulus* — high clouds in heap form.

Clouds are also classified by their relative position above the earth:

- high clouds — base from 20,000' to 40,000' above the earth;
- middle clouds — base from 6,500' to 20,000' above the earth;
- low clouds — base from near ground level to 6,500' above the earth;
- clouds of vertical development (*cumulus* or *cumulonimbus*) — these clouds have a base generally over 1,600' above the ground, but can extend upwards to 40,000', thus building up through the low and middle layers of cloud into the high cloud area.

CLOUD DESCRIPTIONS

Cirrus

Detached or discontinuous clouds in the form of white, delicate filaments or white patches or narrow bands. Have a fibrous, hair-like, silky appearance. Composed of ice crystals. Sometimes shaped like a comma, terminating at the top in a hook or a tuft. Sometimes arranged in broad parallel bands, converging towards the horizon.

Cirrostratus

Transparent, whitish cloud veil of fibrous, hair-like or smooth appearance, totally or partly covering the sky, and generally producing halo phenomena. Composed mainly of ice crystals. Never thick enough to prevent objects on the ground from casting shadows, except when the sun is low. Sometimes the veil of *cirrostratus* is so thin that a halo provides the only indication of its presence.

Alto cumulus

White or grey (or both white and grey) patch, sheet or layer of cloud, generally with shading, composed of rounded masses, rolls, etc., which are sometimes partly fibrous or diffuse and which may or may not be merged. Composed in the main of water droplets. Occurs most commonly as an extensive sheet of cloudlets, fairly regularly arranged. Sometimes cloudlets are in elongated parallel rolls, often separated by clear lanes. Sheets often occur simultaneously at two or more levels. Transparency varies considerably, often masking sun completely.

Altostratus

Greyish or bluish cloud sheet or layer of fibrous or uniform appearance, totally or partly covering the sky, and having parts thin enough to reveal the sun at least vaguely, as through ground glass. Thicker parts will mask the sun completely. Does not show halo phenomena. Composed of water droplets and ice crystals; also contains raindrops and snowflakes. When precipitating, is usually of the continuous type: rain, snow or ice pellets.

Nimbostratus

Grey cloud layer, often dark, the appearance of which is rendered diffuse by more or less continuously falling rain or snow, which in most cases reaches the ground. Thick enough to blot out the sun. Low, ragged clouds frequently occur below the layer. Composed of water droplets, raindrops, snow crystals, snowflakes.

Stratocumulus

Grey (or whitish) patch or sheet layer of cloud which almost always has dark parts, made up of rounded masses, rolls, cloudlets, etc. which are non-fibrous. Composed of water droplets, sometimes raindrops or snow pellets and, more rarely, of snow crystals and snowflakes. Varies greatly in transparency. Sometimes accompanied by weak precipitation: rain, snow or snow pellets.

Stratus

Generally grey cloud layer with a fairly uniform base, which may give drizzle or snow grains. When the sun is visible through the cloud, its outline is clearly discernible. Does not produce haloes. Composed of small water droplets (or ice particles at low temperatures). Base often low enough to obscure tops of low hills or high buildings. When thin, produces a corona round the sun or moon.

Cumulus

Detached clouds, generally dense and with sharp outlines, developing vertically in the form of rising mounds, domes or towers, of which the bulging upper part often resembles a cauliflower. The sunlit parts are mostly

brilliant white; the base is relatively dark and nearly horizontal. Composed mainly of water droplets; ice crystals may form in parts colder than 32°F. Cumulus of great vertical extent may produce showers of rain or snow.

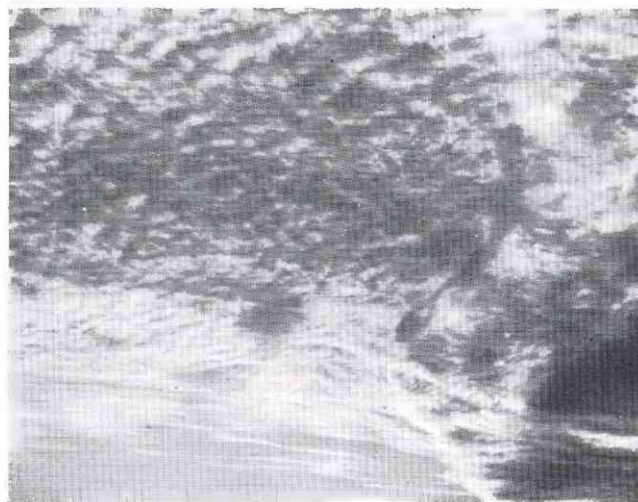
Cumulonimbus

Heavy and dense cloud, with a considerable vertical extent, in the form of a mountain or huge towers. Part of its upper portion is usually smooth, or fibrous, and nearly always flattened; this part often spreads out in the shape of an anvil or dark plume. Under the base of this cloud, which is often very dark, frequently there are low ragged clouds. Composed of water droplets and, especially in upper portion, of ice crystals. Also contains large raindrops and often snowflakes, snow pellets, ice pellets or hailstones. The size of this cloud is so great that its characteristic shape can only be seen from a considerable distance. Cloud may be isolated or one of a continuous line, like a wall. The dark, menacing or even terrifying aspect of cumulonimbus is usually enhanced by thunder and lightning and may be accentuated by intense showers of rain, snow or hail, by squalls and by hanging protuberances.

(Continued on page 12)



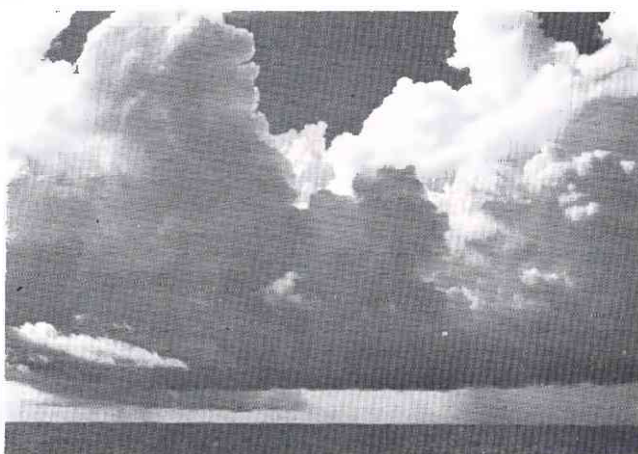
NIMBOSTRATUS



STRATOCUMULUS



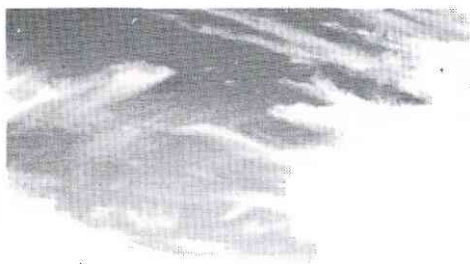
CUMULUS



CUMULONIMBUS



CIRROSTRATUS



CIRRUS CLOUDS



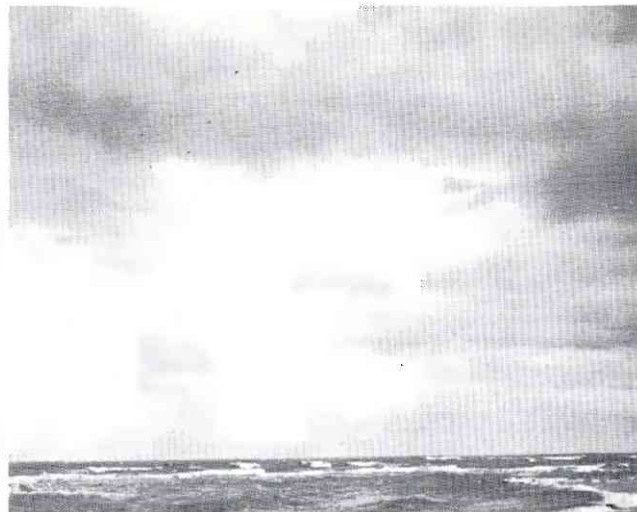
ALTOCUMULUS



ALTOSTRATUS

WEATHER FORECASTING WITH THE CLOUDS

An old truism states, "there will be no change in the weather, without a change in the winds." Since the winds bring the clouds along, the changing cloud patterns can be used for fairly reliable weather forecasting. Look for the following changing cloud patterns and see how accurate they can be:



STRATUS

- **Stratus clouds** may bring a light drizzle, but almost never heavy rain because there is so very little movement in them.
- **Stratocumulus** don't bring rain but they may develop into nimbostratus which does.
- **Cumulus**, over land, generally form by day and disappear at night. They usually mean fair weather. When they begin to develop vertically, look for rainy weather or snow.
- **Cirrus** clouds thicken and are followed by lower clouds; look for rainy weather or snow.
- Bases of clouds show steady rise to higher types: weather will generally clear.
- Night sky is clear and winds are light: temperature will usually fall.
- Wind is from the south, particularly with cloud cover at night or clear sky during the day: temperature will generally rise.
- Feathery, wind-blown cirrus appear in the sky: fair weather is over, rain is coming in 24 to 48 hours.
- A changing procession of the basic cloud formations: cirrus, cumulus, stratus and nimbus, is a sure sign of rainy weather.
- "Short notice, soon to pass; long notice, long will last." This rhyme refers to cloud formations that build up suddenly (like those typical summer thunder-showers) which will soon pass by. Cloud formations that build up slowly and gradually will stay around and affect the weather for several days or more.

CLOUDS — SIGNPOSTS OF A STORM

Some clouds follow each other in procession when a storm is brewing. First, feathery, wind-blown *cirrus* clouds, "Mares' tails," appear in the sky. They often warn that the fair weather is over; rain is coming in 24 to 48 hours. Now the clouds seem to get closer together in a layer that lies like a thin veil across the face of the sun: *cirrostratus*. The clouds come closer to the earth, the sun gets duller as *altostratus* sweeps before it like a gray curtain. Then a blanket of *stratus* covers us, completely shutting off the sun. Rain is ahead, within six or seven hours. *Nimbostratus*, black and threatening, brings it in.

Other clouds tell of fair weather. The *altocumulus* is a typical cloud of the summer sky. It looks like a flock of white sheep drifting lazily across the sky. Sometimes it is broken into smaller clouds, *cirrocumulus*, that look like the scales of a fish: Mackerel sky. They mostly in-

dictate fair weather, but may bring unsettled weather with quick showers. *Stratocumulus* are rolls of clouds of darker colour. The most beloved of clouds is the *cumulus*, huge masses of white fluff, like a woolpack in the sky. But beware of the *cumulus* when, on a hot summer's day, it gets overgrown and becomes the *cumulonimbus*, "Thunderhead." A violent drenching is apt to be upon you in a jiffy.

In the summer time, your predictions based upon the clouds may not always come true. There's an old saying: "All signs of rain fail in dry weather." The *cirrus* cloud may be swept off the sky by a hot sun. The sun may disperse the *stratus*. So you'll have to take other things, such as the wind, into consideration.

CLOUDS — AND PRECIPITATION

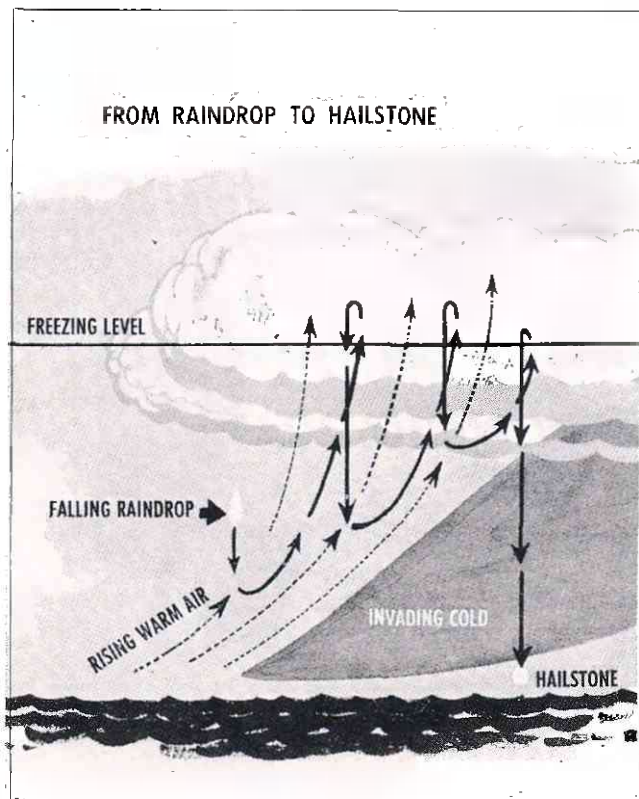
Rain is the simplest and most common form of precipitation in temperate zones. The term drizzle is applied to very small water droplets that fall lightly.

Snowfall is measured by both the actual average depth as it lies upon the ground and the reading after being collected and melted in a rain gauge. The first can be roughly figured at about ten times the second.

Snow is not frozen rain but is composed of ice crystals formed directly from water vapour. Thus, in the formation of snow — as of frost — there is no intermediate liquid stage. For snow to form, the temperature in the cloud must be below freezing. The temperature at the earth's surface may be above freezing; although, if it's very much above freezing, the snowflakes will melt and fall as rain.

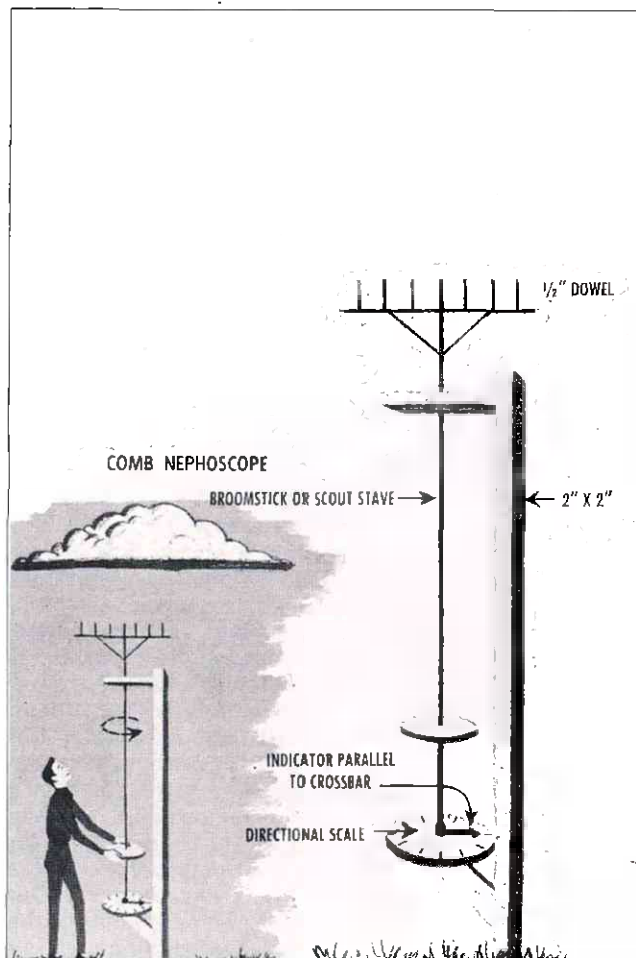
Sleet is frozen or partly frozen rain. It forms when raindrops or partially melted snowflakes pass through a cold layer of air and freeze into hard pellets. The temperature at ground level is usually below freezing during the occurrence of sleet.

If the below-freezing layer of air extends only a few feet above the ground, the precipitation may fall as rain and freeze immediately upon striking a surface object.



The resulting ice coating is known as glaze; and, when heavy, we say we've had an ice storm.

Hail is one of the most spectacular forms of precipitation. It's the result of the upward draft of air in thunderclouds. When the draft is strong enough, it either lifts freezing particles or delays their fall through successive layers of supercooled clouds. This allows the particles to accumulate layers of ice and water. When the hailstones can no longer be kept aloft by the updrafts, they fall to earth as lumps of ice. They may range in size from a small pea to, in rare cases, a baseball.



DIRECTION OF CLOUD MOVEMENT

An instrument called the nephoscope is used to tell in which direction clouds are moving. The meteorologists usually have a mirror-type instrument. It has a dark, shiny, circular mirror into which the observer looks with a magnifying eyepiece. Around the edge of the mirror is a directional scale, so the cloud movements can be watched with respect to compass directions.

The kind of nephoscope that you can make and use effectively is called the comb nephoscope. It is built like a wooden garden rake standing on the end of its handle, but with the tines or prongs turned straight upward toward the sky. The end of the handle is made so it can turn in the centre of a small circular platform on which the compass directions are indicated.

By sighting upward toward the cloud to be observed and getting the centre spike of the crossbar lined up with it, the operator can watch the cloud move parallel to the crossbar. Then, by glancing at the indicator point, he can tell the direction in which the cloud is moving.

Fort Garry's Frontier

By **Vernon L. Dutton, Scouter**
87th St. John the Baptist Troop, Winnipeg

North of the ball diamonds at Fort Garry's Ray Fennel Recreation Centre, last August, Frontier Days' celebrations involved boys just up from Cubs, more experienced Scouts and Venturers in a four-day camp-within-a-city.

A major purpose of the camp was to come to grips with real cooking — and only two cans were opened in four days. The new Scouts looked after breakfasts, older Scouts handled the noon meals and the Venturers produced the suppers.

We brought in pioneering poles and these were put to good use in a variety of structures. The outstanding attraction to the boys was the pulley block (see illustration); the boys attached it to the top of a tripod and someone was forever hoisting himself or another Scout. When they first tried this, they simply tied a knot at the end of the rope. "Why not make a loop for your foot?" I asked. "Can anyone tie a bowline?"

In no time, one of the recent ex-Cubs was going through the rabbit-tree-hole routine, and they were heard discussing whether it was "up the hole" first or "down-the-hole" first. I doubt if any of those boys will forget the bowline.

Our evening programs brought a steady flow of visitors. On Thursday evening two entomologists brought their equipment and demonstrated how to catch, poison, spread and mount grasshoppers and cabbage butterflies, which were in abundance around the camp. Darkness finally brought their instruction to a close.

Saturday evening's bread baking was not a success. The yeast was good and it had been a scorching day, but Manitoba's evenings cool quickly and we believe the dough was not kept warm enough to rise. Next time we'll have a tiny fire around a Dutch oven (see diagram) while the dough is rising, and then we'll build up this fire for the baking. A six-cup batch of flour makes three loaves of bread and three pans fit the oven perfectly. Our bread-baking consultant, Scouter Michael Smith of the 1st St. Norbert Troop (and a sous-chef at our community's Victoria Hospital), made a Dutch oven of slab rock when his troop was camping last July and successfully baked bread in it. We want to try to build a genuine,

rock-and-clay Habitant/Polish oven. Field stones are hard to find in the Red River valley so we'll have to bring a few back with us from each canoe trip until we have enough for this project. If any troop has built such an oven, we would appreciate details about how they did it.

The Dutch oven is a dandy for roast beef, which the Venturers did to perfection — what we didn't eat on Friday went into the stew on Saturday. The real problem is to convince young Scouts that very little wood is required to produce a tremendous heat inside the oven.

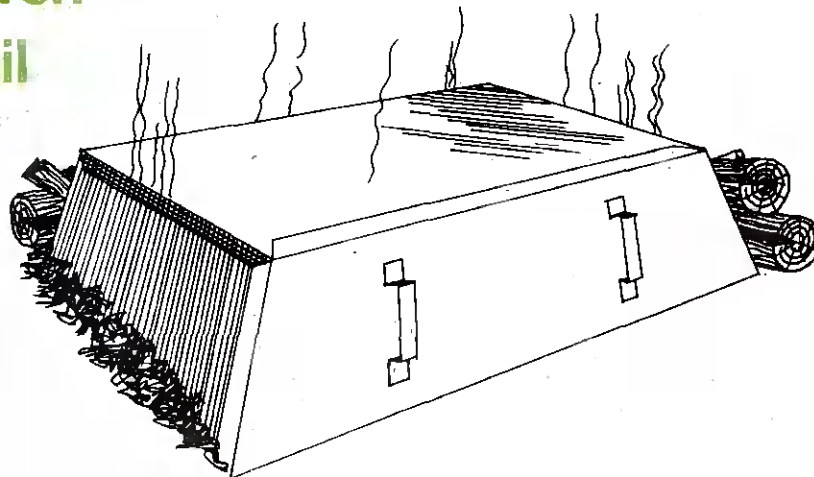
Picking up Scouter Swanson's suggestion for a trail fly (see "Most of Canada Beckons," *The Canadian Leader*, April 1972, page 18), I asked each Scout to make his own. One Scout rigged his in a "lash up" where he slept for four nights. I was amazed at the number of our visitors who were intrigued by this structure and the idea that they could make themselves such inexpensive tarpaulins. Another feature of these tarps is that, when each boy in a patrol has his own, the patrol can produce a relatively dry cooking-eating-standing area for rainy days. On the Saturday when the Venturers were preparing their Rhubarb Brown Betty and their biscuit dough we learned, too, that a plastic tarpaulin around the cooking table provides excellent protection from Manitoba's hot-weather winds (would you believe gusts to 50 mph?). Without that plastic tarpaulin our Family Supper would have blown to James Bay. As it was, our only mistake was to follow a recipe for Apple Brown Betty which did not warn us to add extra sugar for rhubarb — result: a slightly tart, but otherwise excellent, dessert.

Camping in the middle of a city has certain advantages. I was able to take sick boys home in a hurry (nervous fatigue, lack of sleep and the heat ultimately pulled down two boys), families were able to visit us any time (and did), and the grocery store is handy. Some teen-agers who could have given us a nasty time at night, proved to be amenable to reason and we had no vandalism.

A most satisfying feature of the camp was that the boys were well fed, and families and friends were fed on Saturday evening, for just under \$1.25 per boy per day.

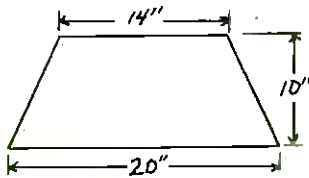
Should any Scouters be visiting Winnipeg in early August, come out to Fort Garry's Frontier Days. I have a feeling you'll see us there again.

A Dutch Oven for the Trail



Days' Celebrations

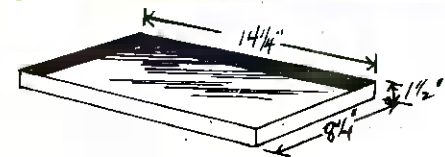
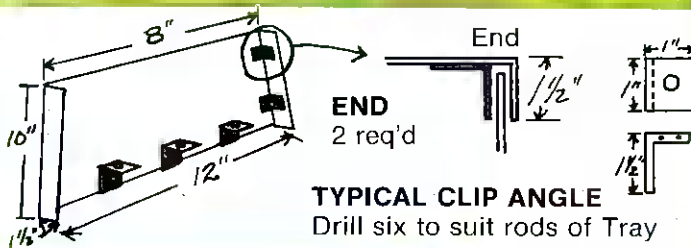
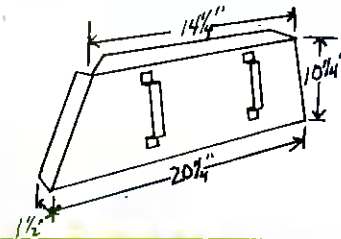
BACK — 1 req'd



FRONT — 1 req'd

Bend over on sides and top only.

Clip angles and handles attached by spot welding, or drill holes and use short stove bolts. Rivet bolts after assembly.

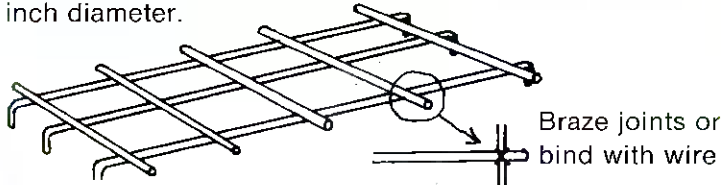


TOP

(Shown upside down) — 1 req'd

TRAY — 1 req'd

Assemble from rods about 3/16-inch diameter.



To assemble, place back in ends. Then place tray in its clips. Set top on. Build fire around oven.

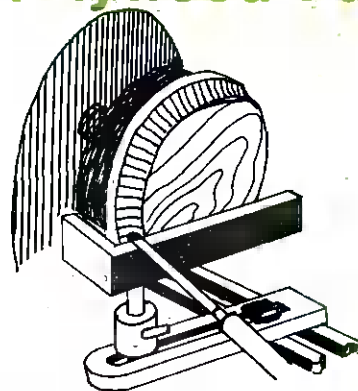
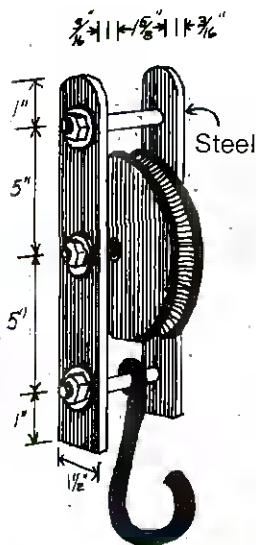
MATERIAL

1. Thin sheet metal. If painted, sandpaper off where spot welds will be.
2. Rods — about 3/16

TOOLS

A shear and a brake produce neatest work. Or use tin snips and bend in a vice. If a spot welder is not available, use short stove bolts:

A Plywood Pulley-Block



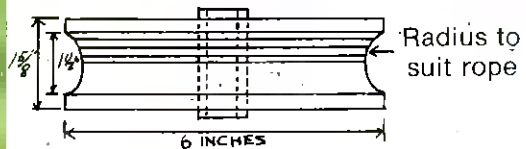
A PLYWOOD PULLEY-BLOCK

Screw disc to face plate of wood lathe and turn with a gouge. Check frequently with your template.

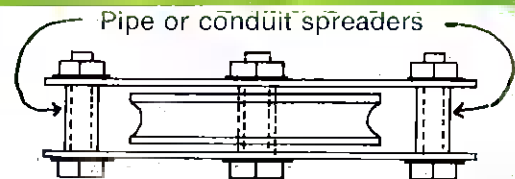


Template — cut from tin, cardboard or thin plywood.

Pulley halves made from 3/4-inch fir plywood glued together..



Pipe or electrical conduit pressed into pulley for hub.



Grind the two spreaders and hub of pulley to same length before pressing hub into pulley.

(Continued from page 15)

PROGRAM SCHEDULE

0730 hours cooks arise
0815 troops arise
0830 breakfast
0930 flag break & inspection
1000 litter sweep of grounds
1030-1145 programs: 1-1, 2-1, 3-1, 4-1
1100 dinner cooks go into action
1200 dinner
1230-1300 clean up
1300-1430 quiet hour; program 4-2
1430-1530 programs: 1-2, 2-2, 3-2, 4-3
1530-1630 programs: 1-3, 2-3, 3-3, 4-4
1630 supper cooks on duty
1630-1730 games time
1730 supper
1830-1900 clean up
1900-2130 evening program
2130 mug up
2215 Now I lay me...

PROGRAMS

1-1 — camp improvement
1-2 — estimating
1-3 — trail signs
2-1 — pioneering — tripods
2-2 — mapping
2-3 — axe and knife sharpening
3-1 — pioneering — derricks
3-2 — tent striking and pitching
3-3 — knot work
4-1 — Scouts' Own
4-2 — written portion of Campcraft Badge — bronze stage
4-3 — strike camp; site clean-up
4-4 — awarding of Campcraft Badges

MENU SUGGESTIONS

Breakfast, day 1 — apple juice
porridge
bacon and eggs
toast, jam, milk
Lunch, day 1 — vegetable soup
grilled cheese sandwiches

fresh oranges
lemonade
Supper, day 1 — hamburgers with broiled
onion and tomato slices
potatoes baked in tin cans
canned peaches on rice pudding
cinnamon rolls
lemonade
Breakfast, day 2 — stewed prunes
cream of wheat
pancakes and sausages
milk
Dinner, day 2 — hot western sandwich on rye bread (toasted)
tossed salad
baked apple
lemonade
Supper, day 2 — roast beef
roast potatoes
boiled new beans
rhubarb pie
lemonade
Breakfast, day 3 — porridge
bacon and eggs
toast, jam, milk
Lunch, day 3 — hunter's stew on baking powder biscuits
stewed apricots
B.P. biscuits and honey
lemonade
Supper — for families and guests
pigs in blankets
potato and egg salad
sliced cucumbers
rhubarb brown betty
lemonade, tea, coffee
Breakfast, day 4 — grapefruit halves
cream of wheat
boiled eggs
toast, jam, milk
Lunch, day 4 — meat pie
stewed rhubarb
oatmeal cookies
lemonade

For each patrol, one cook and two cookies were assigned to breakfast; one cook and one cookie to lunch and supper, except for the family supper when two cooks and two cookies were on duty for each patrol.



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Training Talk



FOR TRAINERS / SERVICE SCOUTERS

Edited by Al Craig for the

No. 11

ADULT TRAINING SUBCOMMITTEE

SLIDING INTO A THOUGHT

by James Taylor and Marjorie Smith

This article is reproduced with the kind permission of the Canadian-Girls-in-Training Committee and appeared in their magazine, *The Torch*.

It is presented verbatim and, of course, is written for groups working with girls. It has not been edited or rewritten to make it fit the Scouting scene.

Trainers, I'm sure, can adapt this article to their particular situation and apply its message whenever they are planning a slide presentation.

James Taylor is an intermediate church-school superintendent from Don Mills, Ontario, and his colleague, Marjorie Smith, of Scarborough, Ontario, is a member of the National CGIT Leadership Program Committee.

Think of a Play: People reciting lines plus lights to emphasize certain effects plus sounds plus props to remind people of real things to touch and taste plus settings, scenes, timing — all these combined to increase the play's impact on the audience.

Think of a Speech: What does a speaker offer the eyes of an audience? Dress plus actions plus lighting to show expression on face or in eyes plus exhibits to feel, touch, smell. Speakers often think only of their voices and ignore the other influences on the audience — often resulting in boredom.

THINK OF POETRY, PRAYERS, PSALMS, SONGS AND SLIDES!

THINK OF JOY, LOVE, FREEDOM, CELEBRATION, SPEECHES AND SLIDES!

A MESSAGE IN SOME FORM ILLUSTRATED WITH SLIDES.

First — THINK HARD ABOUT THE MESSAGE.

What do you want to say?

or what was the author really trying to get across?

Try to condense the message into a single sentence.

Be ruthless — Get rid of the digressions, the extras.

Keep only the things that relate directly to the message.

Second — SELECT THE SLIDES CAREFULLY

Don't use any you have to apologize for because they are badly exposed or focussed.

Some may be beautiful but irrelevant to the message — don't use these, either.

Slides are easy to gather. Choose the theme, then ask the girls to bring in slides from home. Don't forget to initial them so they can be returned!

OR Make your own abstracts by drawing with coloured felt pens on clear acetate.

OR Mount your own with the following recipe:

Buy "contact" paper.

Find appropriate magazine pictures the same size as a slide.

Stick the "contact" paper over the picture — press to get all the bubbles out.

Place in warm water for five minutes — usually contact paper will peel away from picture — but at times you may need to scrape off the paper or some of the glue. (Carefully!)

Stick another piece of "contact" paper over it — place in slide mount, and you've made your own slide!

Slide mounts are available from any photo shop.

NOW YOU KNOW WHAT YOU WANT TO SAY, AND YOU HAVE YOUR BASIC MATERIALS.

YOU COULD STOP HERE, BUT YOU'RE TAKING A CHANCE!

MANY OTHER THINGS INFLUENCE AN AUDIENCE — SO LET'S GO ON!

Third — HAVE PEOPLE WANT TO HEAR AND SEE THE PRESENTATION.

THIS?

OR

THIS?

Bare room?

Display table with books?

Hard stacking chairs in rows?

Magazines about the subject?

Screen against the wall?

Cloth or carvings?

Lights glaring?

Smell of incense?

Lighting emphasis?

Fourth — SPEAKING OF LIGHTS — Don't ignore them while showing slides.

The audience may want to see the speaker's face. (Then, of course, they may not!)

Special lights may actually improve pictures.

Desert pictures — with a yellow bulb or floodlight (perhaps muted by shining through a cloth); you can spread a soft wash of colour over the wall behind the screen to make the desert look hotter and dryer.

Red can highlight anger; green can make countrysides more comfortable; blue makes ice and snow colder.

Fifth — A FEW DETAILS

Slides should fill the screen exactly.

Seating shouldn't interfere.

Electric cords are hazards to people, and have on occasion been kicked out at the wrong moment!

AND NOW THAT YOU'RE THIS FAR, WHY STOP WITH ONE PROJECTOR? TRY TWO!

Contrast — rich/poor, old/new.

Locating — map/scene; outside/inside.

Or you can use a second projector as a means of showing more slides in a shorter time without giving people a feeling that you are hurrying.

TRY THREE OR MORE PROJECTORS!

Place the projectors anywhere in the room.

Project larger or smaller pictures.

Need not use all of the projectors at the same time — someone can turn them on and off at the right time, or you can make up blank slides from cardboard or aluminum foil with slide mounts.

OR HOW ABOUT A MOVIE FILM WITH THE SLIDES?

As with the slides, be selective.

Have the movie owner use a splicer! (Cut out the blip-blips!)

Suppose you have a slide of people dancing, and the movie film has some, too — use both.

Or put a blank slide into the projector and project the movie where the slide had been. The picture comes alive!

Timing is important here.

You can use commercial movie films, too. Through the churches, the National Film Board, the libraries ...there's bound to be one film on a particular message.

Obviously you can't cut them up — but you can choose a special sequence to show.

And you need not use the sound — just turn the amplifier down.

BUT YOU CAN USE YOUR OWN SOUND —

your voice, other voices, sounds of the city, birds, ocean, music, a few sentences from other people's talks...

These have to be carefully chosen and placed in the right order.

They have to last the right length of time, too. Cassette tape recorders make it possible for you to arrange sounds any way you want them. And you might have several recorders coming from a number of projected pictures.

NOW LOOK AT WHAT'S HAPPENED TO THAT SIMPLE MESSAGE READ OR SAID BY ONE PERSON! Pictures plus a slide projector or two or three plus a home movie or a 16mm. with a rented film plus a variety of voices — some live, some taped, plus sounds and special lighting effects, plus a small army of people preparing and running all this! AND IT ALL STARTED WHEN YOU BEGAN THINKING ABOUT HOW YOU COULD MAKE THAT

POEM — "Speak to us of Love," *The Prophet*, Kahlil Gibran.

"Take a World," *Worlds of Youth*, Herbert Brokering.

PSALM — Paraphrase on Psalm 142: *Good Lord, Where are You?*, Brandt.

SONG — "Everything is beautiful..." folk songs...

JOY — Paraphrase on Psalm 96: *God Is Here. Let's Celebrate!* Brandt.

LOVE — I Corinthians 13, reflections on the meanings of love...

FREEDOM — sentences from persons like Dag Hammarskjöld, Martin Luther King...

CELEBRATION — relate the themes of Easter, "Crucify Him" and "Hallelujah, He is risen!", to today.

SPEECH — What is CGIT? Who am I? Travelogue...

MORE EFFECTIVE. (And the above lists only a few examples — your girls will have lots of other ideas.)

But a couple of warnings:

1. The more complicated your presentation, the more chances there are for things to go wrong.

A helper may get sick or flustered.

A fuse can blow or a lamp burn out.

Not enough rehearsals.

2. And this one is even more important.

The more complicated your presentation, the more likely you are to get carried away by the special effects and forget your message.

The HOW becomes more important than the WHAT and the WHOM.

SO AFTER YOU'VE DREAMED UP ALL THE WAYS YOU CAN ADD IMPACT, GO BACK TO STEP ONE. LOOK AT THE MESSAGE AGAIN.

Prune out the projectors, the sounds, the music that detract or interrupt —

USE THOSE THAT INVOLVE THE AUDIENCE IN THE MESSAGE! MULTI-MEDIA IS POSSIBLE — EVEN FOR YOU AND YOUR GROUP! and WHAT A FANTASTIC EXPERIENCE IN PLANNING AND PRESENTING!

TRAINING TECHNIQUES LISTENING GROUPS

Goal

To understand the necessity of listening to each other with comprehension as opposed to merely hearing words.

Group Size

Unlimited groups of three.

Time Required

Approximately forty-five minutes.

Materials Utilized

1. Topics-for-Discussion sheets for each group.
2. Questions-for-Discussion sheets for each group.

Physical Setting

Groups will separate from one another to avoid outside noise interference.

Process

1. Groups are formed.
2. Participants in each group number themselves A, B or C.
3. The trainer distributes Topics-for-Discussion sheets.
4. In each group, one person will act as referee and the other two as participants in a discussion of one of the topics available for discussion found on the sheet. One will be the speaker and the other the listener.
5. The following instructions are given by the trainer:
 - A. The discussion is to be unstructured except that, before each participant speaks, he or she must first summarize, in his own words and without notes, what has been said previously.
 - B. If his summary is thought to be incorrect, the speaker or the referee is free to interrupt and clear up any misunderstanding.
 - C. Participant A begins as speaker. He or she is allowed to choose a topic from those listed.
 - D. Participant B will begin as listener and participant C as referee.
 - E. The discussion progresses as follows:
 1. After about seven minutes of discussion by the speaker and the listener, participant B becomes the speaker, participant C the listener, and participant A the referee. The new speaker chooses a topic.
 2. After another seven minutes, C becomes the speaker.
6. After another seven minutes the discussions are halted.
7. The trainer distributes Questions-for-Discussion sheets and conducts a discussion based upon the questions.

Topics For Discussion

The choices here are unlimited as the topic is only the vehicle used to develop a basic communication skill. A wide variety of questions on current issues may be used, or different viewpoints on some aspect of Scouting can be developed into questions.

BUILDING TEAMS

Goal

To divide a large group into workable subgroups in such a way as to increase group identity.

Group Size

The example will be based on thirty-two participants who are divided into four groups. It is adaptable to other-sized groups.

Time Required

Approximately thirty minutes.

Physical Setting

Participants should sit on movable chairs to facilitate the formation of small groups.

Process

1. Participants are asked to number themselves off using "one, two, one, two," etc., in order to form two large groups.
2. Participants labeled "one" are asked to stand on one side of the room and those labeled "two" on the other side.
3. Number ones will successively invite a number two to form a pair. They are asked to invite someone whom they do not know, or, if they know all participants, someone whom they do not know well. The pairs will move to a neutral location until all the pairs have been formed.
4. The pairs will then form themselves into two groups of eight pairs and relocate on opposite sides of the room.
5. Pairs will, after a brief consultation, invite another pair from the opposite side of the room to join them in forming a quartet. The consultation phase should take no more than three minutes. Pairs may not decline an invitation to join another pair.
6. The newly formed quartets will now sit down together.
7. The quartets will have three minutes to discuss and decide with which quartet they would like to join.
8. Quartets will successively ask another quartet to join them. Invitations to join may be declined. If an invitation is declined, the next group will make its offer. This will continue until all quartets have been chosen.
9. The groups of eight are now ready to work. They will have gained a degree of identity through mutual decision-making and a feeling of belonging, through accepting an invitation or having their invitation accepted.

WHO AM I?: GETTING ACQUAINTED

Goal

To allow participants to become acquainted quickly in a relatively secure way.

Group Size

At least ten participants.

Time Required

Approximately thirty minutes.

Materials Utilized

1. One 8½ by 11-inch sheet of paper for each participant, with the question "Who am I?" written in one-inch letters at the top.
2. Pencil and straight pin for each participant.

Physical Setting

Large room in which participants may move freely.

Process

1. Participants receive the materials and are allowed ten minutes in which to write five key facts about

themselves. The trainer should stress legibility as participants must be able to read those facts in order to become acquainted with other participants.

2. The completed sheets are pinned to the front of each participant.
3. The participants circulate as they would at a party, but without speaking.
4. The trainer asks participants to move on to another person every two minutes for five to eight "meetings."
5. After this silent phase, the participants are told to return to two or three different people they thought would be interesting, based on their previous encounter. They may now speak to each other. They may be encouraged to ask questions which they ordinarily would not ask.

BROKEN SQUARES

Goals

1. To analyze certain aspects of cooperation in solving a group problem.
2. To identify for the participants some of their own behaviours which may contribute toward or obstruct the solving of a group problem.

Group Size

Any number of groups of six participants each. There will be five participants and an observer/judge.

Time Required

Fifteen minutes for the exercise and fifteen minutes for discussion.

Materials Utilized

1. Chalkboard, chalk, eraser.
2. Tables that will seat five participants each.
3. One set of instructions for each group of five participants and one for the observer/judge.
4. One set of broken squares for each group of five participants.

Physical Setting

Tables should be spaced far enough apart so that the various groups cannot observe the activities of other groups.

Process

The trainer may wish to begin with a discussion of the meaning of cooperation; this should lead to suggestions by the groups of what is essential in successful group cooperation. These may be listed on the board, and the trainer may introduce the exercise by indicating that the groups will conduct an experiment to test their suggestions. Basic suggestions which the trainer may want to bring out of the groups are as follows:

1. Each individual must understand the total problem.
2. Each individual should understand how he can contribute toward solving the problem.
3. Each individual should be aware of the potential contributions of other individuals.
4. There is a need to recognize the problems of other individuals, in order to aid them in making their maximum contribution.

Instructions

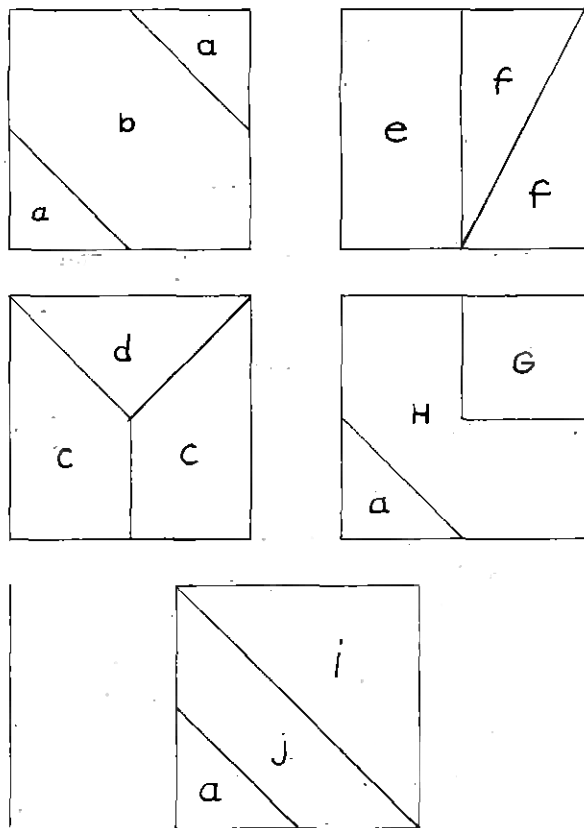
- A. When the preliminary discussion is finished, the trainer chooses an observer/judge for each group of five participants. These observers are each given a copy of their instructions. The trainer then asks each group to distribute the envelopes from the prepared packets. The envelopes are to remain unopened until the signal to work is given.

(Continued on page 20)

- B. The trainer distributes a copy of the instructions to each group.
- C. The trainer then reads the instructions to the group, calling for questions or questioning groups as to their understanding of the instructions. It will be necessary for the trainer or his assistants to monitor the tables during the exercise to enforce the rules which have been established in the instructions.
- D. When all the groups have completed the task, the trainer will engage the groups in a discussion of the experience. Discussion should focus on feelings more than merely relating experiences and general observations. Observations are solicited from the observer/judges. The trainer may want the groups to relate this experience with their "back home" situations.

This exercise is adapted from *Communication Patterns in Task-Oriented Groups*, by Alex Bavelas.

DIRECTIONS FOR MAKING A SET OF SQUARES



A set consists of five envelopes containing pieces of cardboard which have been cut into different patterns and which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares of equal size, approximately six-by-six inches. Place the squares in a row and mark them as below, penciling the letters a, b, c, etc., lightly, so that later they can be erased.

The lines should be so drawn that, when cut-out, all pieces marked a will be of exactly the same size, all pieces marked c of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares,

but only one combination is possible that will form five squares six-by-six inches.

After drawing the lines on the six-by-six inch squares and labeling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark the five envelopes A, B, C, D and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces	i, h, e
B	a, a, a, c
C	a, j
D	d, f
E	g, b, f, c

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

INSTRUCTIONS TO THE GROUP

In this packet there are five envelopes, each of which contains pieces of cardboard for forming squares. When the trainer gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise:

1. No member may speak.
2. No member may ask another member for a card or in any way signal that another person is to give them a card.
3. Members may, however, give cards to other members.

Are the instructions clear? (Questions are answered.)
Trainer gives signal, "Begin working."

INSTRUCTIONS TO THE OBSERVER/JUDGE

Observer:

Your job is part observer and part judge. Make sure each participant observes the rules:

1. No talking, pointing, or any other kind of communicating among the five people in your group.
2. Participants may give pieces to other participants but may not take pieces from other members.
3. Participants may not simply throw their pieces into the centre for others to take; they have to give the pieces directly to one individual.
4. It is permissible for a member to give away all the pieces to his puzzle, even if they have already formed a square.

-Do your best to strictly enforce these rules.

As an observer, you may want to look for some of the following:

1. Who is willing to give away pieces of the puzzle?
2. Did some finish the puzzle and then somewhat divorce themselves from the struggles of the rest of the group?
3. Is there anyone who continually struggles with the pieces but yet is unwilling to give any or all of them away?
4. How many people are actively engaged in mentally putting the pieces together?
5. Periodically check the level of frustration and anxiety — who's tearing his hair?
6. Was there any critical turning point at which time the group began to cooperate?
7. Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?



Ask any Scout which is the best knot for joining ropes of equal thickness and he will reply without hesitation, "the reef."

He will, in our opinion, be wrong. However, do not tell him we said so. Let him find out for himself. Invite him to join two ropes with a fairly loose reef and then shake the ropes violently. He should then repeat the performance with a loosely made sheetbend. If that doesn't convince him, nothing will.

Mark out a circle of about forty feet in diameter out of doors. Provide your patrol with the bits and pieces shown in the diagram and invite them to erect a beacon of maximum height in the exact centre of the circle and, when it is secured with guylines in position, to light it. All this to be accomplished without setting foot inside the circle.

A highbrow friend of ours, much given to profound utterances, remarked recently that the first indication of a state of decadence in any society becomes apparent when the critics gain ascendancy over the creators. We are about to make an observation of equal profundity about our own Movement.

It is this: the efficient running of a Scout troop depends on effective teamwork by a man-boy consortium. The man contributes experience of life, wisdom (or cunning), technical know-how and his adult sense of responsibility. To this, the boy adds drive, dynamism, energy, imagination, intelligence and the spirit of do-and-dare. It follows from this that if everybody plays his proper part, it will be the leader who has to be chivvied into action — not the other way round. The red light begins to glow when the roles are reversed, the Scouter crying, "Come on!", and the boys hanging back.

Yet how often does this happen in the life of a Scout troop!

What's the remedy? Somehow or other, the moral ascendancy — and the initiative — must be returned where it belongs, to the patrol leaders. But how to do it? That's the problem.

This feature will be glad to hear from any leaders who have been faced with this situation and conquered it, especially if they can offer some advice which might be helpful to other sufferers.

FORGOTTEN GAMES NO. 5 THE AUSTRALIAN STICK GAME

The first competitor is handed six short batons and lays them out on the ground like the rungs of a ladder at any distance apart to suit himself. He then runs down, stepping between the rungs, and takes a flying leap. Other players follow suit, trying to out-jump him without interfering with the arrangement of the batons. The first man then jumps again to see if he can do better, and so on, until all players have had a go.



TROOP ROOM PROBLEMS NO. 5 ON THE ZAMBESI RIVER

Two parties were sent out to reconnoitre enemy territory and, having completed their mission, met by arrangement on opposite banks of the narrow but turbulent river just as impenetrable darkness fell with a sickening thud. Party A were on the same side of the river as the main body of the army but it was Party B who had gathered the vital information. For reasons we need not inquire into now, this information would have to be passed across the river from B to A and then transmitted **verbally** to army HQ by fast native runner. The river could not be crossed and the air above the water was filled with drenching spray from the rapids, the unending roar of which made verbal communication impossible.

Party A had with them writing materials, a length of cord rather more than twice the width of the river — and one match. Party B had nothing.

The problem: how did the two parties make use of these materials so that Party A could brief their native runner?

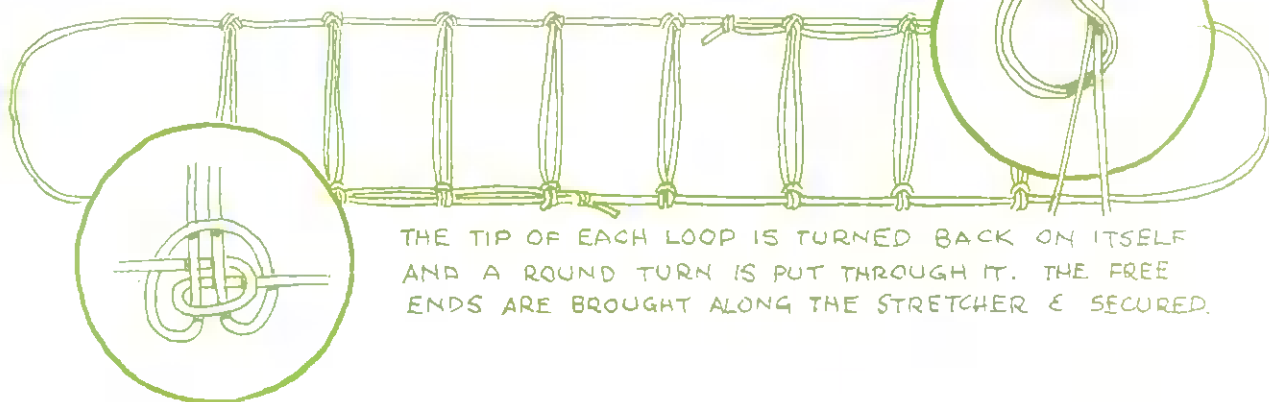
One solution is on page 23.

You never can tell. Your patrol leaders might like to know how to improvise the climbing rope stretcher, as shown in the diagram.

Having constructed their stretchers, they could then compete in a mountain rescue race over obstacles created by themselves with Scouters as passengers.



NOTE THAT THIS STRETCHER SHOULD NOT BE USED WHEN INJURY IS SUSPECTED OR AFTER A FALL BUT IT CAN SAFELY BE USED IN CASES OF ILLNESS OR EXHAUSTION.



THE TIP OF EACH LOOP IS TURNED BACK ON ITSELF AND A ROUND TURN IS PUT THROUGH IT. THE FREE ENDS ARE BROUGHT ALONG THE STRETCHER & SECURED.

While they are about it, your boys might like to enroll in our EXPERIMENT AND RESEARCH DEPARTMENT. Here are a few projects to start them off.

- Borrow a spring balance and use it to determine the pull required to raise the same load through the same distance, using a variety of tackles. Tabulate the results, including the actual length of the pull, and let us have it without delay by carrier pigeon, smoke signal, floating bottle, or equal.
- Try mixing glycerine with soda-free, soapy water to produce bouncing soap bubbles. In hard frost conditions find out whether it is possible to produce crystallized soap bubbles or, if not, why not? (There must be some scientific explanation. The science teacher at school might know.)
- Carry out an experiment to find whether coloured lights produce coloured shadows and, if so, whether it is possible to mix two colours to make a third.
- Assemble as many mirrors as possible and find out whether it is possible to light up an entire room with a single candle.
- See how far you can jet propel yourself backwards by standing on roller-skates and throwing a brick forward.
- Try pulverizing an ordinary builder's brick to make a fine flour and mix it with various fluids (water, turps, spirit, linseed oil, etc.) to make red paint. Send us a few samples.
- Try making leaf skeletons by soaking leaves in rain-water overnight and then peeling off the pulpy tissue. Spray with mother's hair spray and mount on card of contrasting colour covered with cellophane.
- Capture spiders' webs by the same delicate process. Spray first with white enamel and float onto card while still wet, before cutting the anchor lines with nail scissors.
- Try waxing leaves by dipping in melted candle wax and hanging up by stalks to dry in the cool.
- Using the well-known, taut-string-and-pillbox principle, invent a field telephone that will go around corners.

More subjects for experiment and research will be given if and when they occur to us. Meanwhile, please keep us posted.

EIGHT LOOPS 36" LONG ARE MADE AT 10" INTERVALS IN THE CLIMBING ROPE, STARTING 18 FT. FROM ONE END

I don't know whether you have had the same experience, but whenever we have tried to improvise a magnetic compass by rubbing a needle with a toy magnet and then floating it in a saucer of water, the whole enterprise has come to naught because the needle has insisted on floating off to the side of the saucer where it has become firmly anchored. We are now informed that the way to overcome this is to add a drop of detergent to the water. This not only increases the surface tension but discourages the lateral tendency. Your patrol leaders might like to try this during patrol time on troop night. At the same time you could challenge them to improvise a magnetic compass without the use of water. One idea would be to impale a slip of very thin paper with the magnetized needle and then suspend the whole thing in a small bottle, as per diagram; but you will leave them to discover this for themselves, of course.



Owing to an inborn reluctance to clutter our personal think-tank with masses of unrelated facts and figures, we have never shown up well in those quiz-type competitions which rely heavily on one's ability to remember.

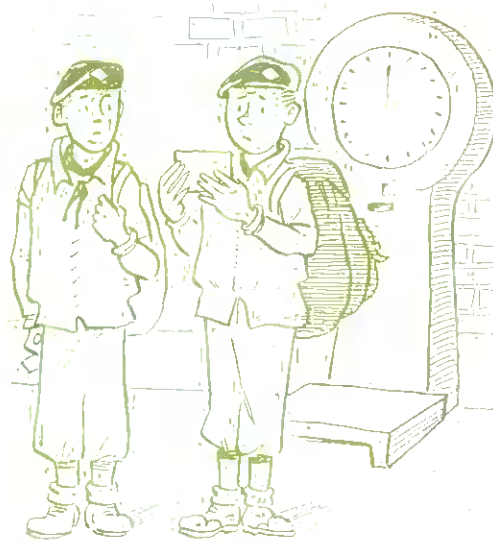
Nevertheless, you might like to lay one on at the end of your next patrol leaders' meeting. Here are the questions. You will see that we have included one or two which call for intelligence rather than mere memory and, out of a fellow-feeling for other dreamy types, we have allotted those questions a higher point value.

1. What is the formula for estimating the distance of a thunderstorm you can both hear and see? 10 points
2. Simple machines are divided into six categories, of which the lever is one. Can you name at least three others? 10 points
3. Which planets, if any, are nearer the sun than we are? 5 points
4. How would you use a powerful spring-balance to determine the pulling power of a dog-team on a loaded sledge? 20 points
5. What is a cable-laid rope? 10 points
6. What is an isobar? 5 points
7. How would you cut a plain postcard so that you could open it out to make a hoop through which you could pass your own body? 20 points
8. What, in the literature of the world, is without doubt the most famous story of a good turn involving first aid? 20 points
9. What was the terrible event which caused universal distress in the bird world? 10 points

The answers are at the end of this article.

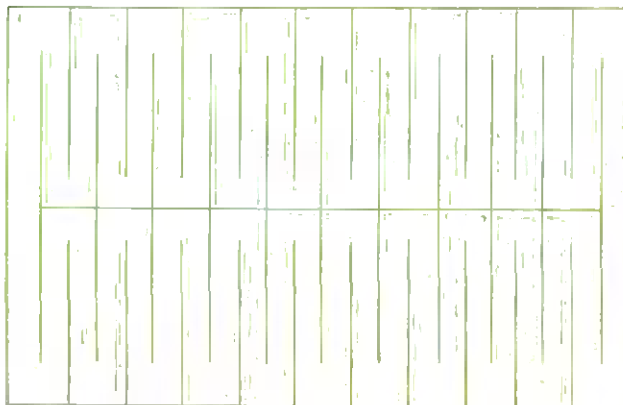
ANSWERS

1. Count the number of seconds between seeing the flash of lightning and hearing the thunder. Divide by five and call it miles.



"MINE JUST SAYS 'ouch'."

2. The five other simple machines are: pulley, wheel, inclined plane, wedge and screw.
3. Mercury (36,000,000 miles). Venus (67,200,000 miles). The Earth is 92,900,000 miles from the sun.
4. You would use the spring-balance (and nothing else) to connect the dog team to the sledge.
5. A cable is three right-hand (hawser) laid ropes laid up together left-handed.
6. An isobar is a line on the weather map connecting places having the same barometric pressure at the same time.
- 7.



8. The parable of the Good Samaritan.
9. The death of poor Cock Robin.

ON THE ZAMBESI RIVER

Party A would join the free ends of their cord together and attach a weight of some sort to the middle of the line, which could then be thrown across the river. Party A would open the lay of the cord and slip some — **but not all** — of their writing materials through, so that they could be passed across to Party B. Working in the dark, one member of Party B would write their message in large black letters, placing the words as far apart as possible to avoid overlapping. (This is quite a simple matter.) The message would then be passed back in the same fashion to Party A who, moving well back from the river bank (and the spray) would strike their one match to light a paper torch in order to read the message and brief their runner.

SPRING ACTIVI

By Beatrice Lambie

Nature is everywhere around us, wherever we look, always; but May especially is outdoor time. It is at this season that we become more aware of the beauties of nature, appreciate it more and feel an urge to understand it better. Because of the awakening world around us, there is no better time to introduce youngsters to the details of nature that abound — wherever we live.

Numerous projects might be planned for May that would involve many outdoor activities, and some indoor, too, while the boys research and prepare for a nature ramble, a bird-watching expedition, a trip to a zoo or a nature treasure hunt in a park.

...Before an expedition, plan a discussion about plants, the edible and the poisonous (see *The Canadian Leader*, March 1973, "Some Edible Plants"). The local library will have some books on this subject. We can remind our youngsters, too, that birds require flowering trees and shrubs for food and shelter.

A nature expedition requires containers for transporting the treasures home. Old nylons are good for collecting rocks; paper bags will take plant life and small plastic containers will carry bugs, beetles and other livestock.

...From this discussion and a nature ramble, a bird-watching expedition would be another project with great appeal. Field guides to birds will be found in the local library. Field glasses must be borrowed. All going on the expedition will need to make a list of the birds seen, with descriptions for those that must be identified later or checked against a bird book.

...An egg-carton garden makes an on-going project. Vermiculite or packaged potting soil offer growing mediums that are relatively easy to manage for those who are meeting in church or school basements in cities, far from a source of earth. Many seeds, including lemon, orange, grapefruit, apple, tomato, green pepper and budgie seed offer interesting experiments.

...A treasure hunt requires a planned layout and this necessitates a committee to plan it and to lay it out well



TIES FOR CUBS

ahead of the hunt. Size and exact details will depend on the sort of park or area available for the adventure. Participants can be divided into sixes or teams, which must be started on course at five-minute intervals. Each Sixer or team leader would be given a score card on which to record details of findings at each stop along the course. Make the course as challenging as seems appropriate for the youngsters involved. A treasure hunt isn't nearly as much fun if it's too easy. Remind the participants, too, that this is not a speed contest.

Each clue will be under a rock. A note will tell where to go next and what to do or what to find. Close to the location of each clue it would be wise to station an adult helper who could provide minimal, necessary assistance and who would ascertain that clues with directions are replaced by each group moving along the course.

Clue 1...Within seven paces of this spot there is an insect home. Find it and write the name of the insect.

Go west to the first, very tall tree you see.

Clue 2...You are standing under a tall tree. Write the name of the tree.

Go northwest about 50 paces to the park entrance. Look around a bush on the left side.

Clue 3...Within a radius of five paces some flowers are growing. Are they poisonous? Write their name.

Go south 20 paces to a park bench.

Clue 4...Look along the strip of grass behind the bench and list all the things of nature you see.

Now go east for 50 paces; you will arrive at the picnic grill.

Clue 5...A large bush is growing about ten paces behind the grill. Do you know its name? Write it, if you do.

Fifty yards southeast you will arrive at a similar type of bush. Pick one of its leaves from the ground and toss it in the air. From which direction is the wind blowing? Write it on your score card.

One might continue in this fashion for as many clues as space and imagination allow. Eventually, at the last clue, the instructions should tell the boys to return to the starting point of the hunt, where they will turn in their score card.



Practise Whatand Preach Good

By Glenn Gardner

In August, 1907, Baden-Powell took twenty London boys to camp at Brownsea Island. Scouting was taking shape. During the sixty-five years since then Scouting has crossed barriers of geography, race and creed to unite thirteen million men and boys around the world in the adventure of being prepared for life. Camping has played an integral part in that growth and continues to attract boys to Scouting in Canada in the 1970s. Camping is part of the image of Scouting held by the community at large. Who would deny that Scouting has been in the forefront of the development of camping as a recreational activity in our society? Being in the limelight carries with it the responsibility of setting a good example.

In November, 1972, the National Council approved a statement of policy and objectives regarding camping and outdoor activities. It begins by saying, "Boy Scouts of Canada believes:

- that the outdoors provides an ideal setting for personal growth and recreation;
- that responsible citizenship imposes upon man an increasing obligation to live in harmony with his natural environment."

To us, Canadian Scouters, is given the charge of translating this policy into action — action which must be carefully planned and executed. Let's explore a few of the demands placed upon us as Scouters as we guide our boys in camping and outdoor activities.

First, let us recognize that the environs in which we will be moving are different from those experienced in the early days of Scouting. Urban sprawl has swallowed many local recreation areas, and those left close to the majority of Canadian youth have extremely heavy demands placed on them. When we go farther away from home we find easily accessible areas in public and private parks swallowed by the "home-on-wheels" crowd. When we venture even farther off the old beaten track we find congested hiking trails, and what used to be an isolated trout pond, dotted with overused campsites. Even those of us who have access to private property are bound to be close to evidence of the civilizing presence of man. At best, we can maintain only an illusion of the wilderness that was a large part of the environment of the early years of Scouting. In this context we carry out programs of camping and outdoor activities. On Scouting have been placed new demands in the way in which we conduct ourselves outdoors. We can no longer afford to promote the camping skills of the pioneer, but must strive to promote wise use of our resources in all respects.

Many years ago our Founder expressed an ethic of camping in the words, "Leave nothing but your thanks."

Translate this into the context of the environment now and we have a great challenge to meet. To build a safe fire with economical use of fuel and to erase the evidence of that fire the next morning can be a more demanding task than the construction of a large fire pit with a cooking crane. The situation will dictate the technique, but let's make sure that our techniques are in tune with the environmental awareness of the 70s.

Size of Group

In planning outdoor ventures we should consider the effect our presence may have on the area we will be moving through. A troop of 30 might carry out a compass manoeuvre in a local park without appreciable damage to the appearance and function of the area. That same group of 30 might cause visible and lasting damage if they all went wading through a marsh in a bird sanctuary.

The patrol unit provides a built-in method of carrying on outdoor activities in small groups. Each patrol can be a self-contained unit in travel, cooking, sleeping and activity. In a standing camp the whole troop can be brought together for some activities in an area that can tolerate them.

Ecological awareness and common sense will help you decide the size of group that is appropriate to the activity and to the tolerance of the area in which it will be carried out.

Getting There and Back

As our society has become more and more dependent on technology, we have tended to become lazier. By minimizing the use of the internal combustion engine we will have a healthier atmosphere and a healthier group of boys. In any off-road situation, especially in undeveloped areas, consider the effect your mode of transportation will have on the area. The amount of traffic that can be carried by natural or man-made trails will be greatly increased if we all operate on the principle that no one should be able to tell that we have travelled there.

Hiking, canoeing, snowshoeing, rowing, skiing and sailing all qualify as modes of travel that will minimize any traces of our presence in an area. Lightweight gear and food can be packed comfortably so that travel by manpower need not be too strenuous, even for Scouters. Neither should the boys be pushed too hard. Travel in the outdoors is to be enjoyed, not endured. By emphasizing a "quality" travel experience rather than a quantity travel experience, the boys will benefit much more.

You Preach Practice

Setting-Up Camp

It seems that there are three basic approaches to camping. To some people camping means "roughing it" in a very primitive style. There is value in exercising independence from the pace of modern civilization, but surely to do this we do not need to make ourselves uncomfortable — and so it is that to others camping means taking along "all the comforts of home" while, for some others, camping means constructing "all the comforts of home" from materials found on or near the campsite. Camping practices vary from one region to another and from one troop to another, according to the climate, topography, age of campers, activities planned, and experience and personal preferences of the Scouters. It is difficult to make any hard-and-fast rules, but here are some general ones to consider.

We should always strive to give our boys the "best possible" outdoor experiences in every way.

Sleeping gear and shelter play an important role in a good camp experience. Climate and season dictate many of the requirements. Make sure that all of the boys have bedrolls that will provide adequate insulation from cold. Nothing dampens the camper's spirits like a wet sleeping bag and so this, too, is an important consideration. Sleeping bags can be rolled along with a waterproof groundsheet in such a way that they provide a watertight packet which can even double for a life preserver. Most modern tents provide floors which seal out ground moisture and, if pitched properly, also eliminate the need for any trenches by which some campers leave evidence that "We were here."

Life around the campsite can be made comfortable with a minimum of bother. The bough bed and other pioneer furnishings have been replaced by lightweight equipment such as foam padding. More often than not, camp furniture constructed on site is not comfortable or durable enough to warrant the energy and materials consumed. If your group really feels inclined to construct something, consider carefully the materials to be used. Many camping areas are barren of small trees and littered with the remains of past campers' projects.

Setting up a camp, whether it be short term or long term, can be kept simple and still be comfortable. It is better to educate the boys in the wise use of a few, simple pieces of equipment which can be part of their gear for a lifetime, rather than promote the practices of the pioneer which certainly are out of date. One prominent outdoorsman has said, "An ounce of technique is worth a pound of equipment."

Activities in Camp

Many books have been written about outdoor activities that are good for social, mental and physical development of boys. Many still outline activities which are not in tune with today's approach to the environment. If our organization is aimed at encouraging good citizenship, we must alter this. Every activity outdoors must be carried out with consideration and respect for the environment. We must strive to make our boys aware of their responsibility to live in harmony with the natural environment. No longer can they cut down trees for practice.

We should also keep in mind that as a group of Scouts we are conspicuous. People who observe our activities in the outdoors are forming an image of Canadian Scouting.

Breaking Camp

The appearance of your site after you have left is a good indicator of the success of your experience. Good campers know that no one appreciates cleaning up the debris of others and so everything that was carried into camp and wasn't consumed is carried out. Fires are burned carefully and completely so that all that is left is wood ash which will disappear quickly, not chunks of charcoal which will be permanent evidence of your fire. No nails have been hammered into trees and left there. Deep scars in the ground cover have been repaired. The site is ready for the next person to discover and use as wisely as you have.

Unfortunately, it takes only a few instances of bad camping practice on the part of a few Scouts and the image of the whole organization suffers. The National Council may state a policy **but we enact it** in the community.

This article was not intended as a comprehensive guide but merely as a reminder that we must be extremely careful.

"Leave nothing but your thanks!"

Happy camping!

GLEN GARDNER is an elementary school teacher in the Ontario system; much of his teaching time has been spent with 12-year-old youngsters. He has been a camp counsellor for eight years, making his specialty canoe tripping with youth. A former Scout, he is now a Scout counsellor and he serves on the Scout Subcommittee. Soon he hopes to undertake wilderness camping as a full-time job on the basis of ecological education through wilderness experience.

NOTEBOOK

THE EDITOR'S



After my recent visit to Canadian Forces' bases in Germany, I spent a few days in London with **Ron Jeffries**, editor of *SCOUTING* magazine, and **Jack Olden**, Publicity Manager of **The Scout Association**. These men, along with other friends at 25 Buckingham Palace Road, always make a visit well worthwhile and, as usual, we were able to exchange ideas and plans.

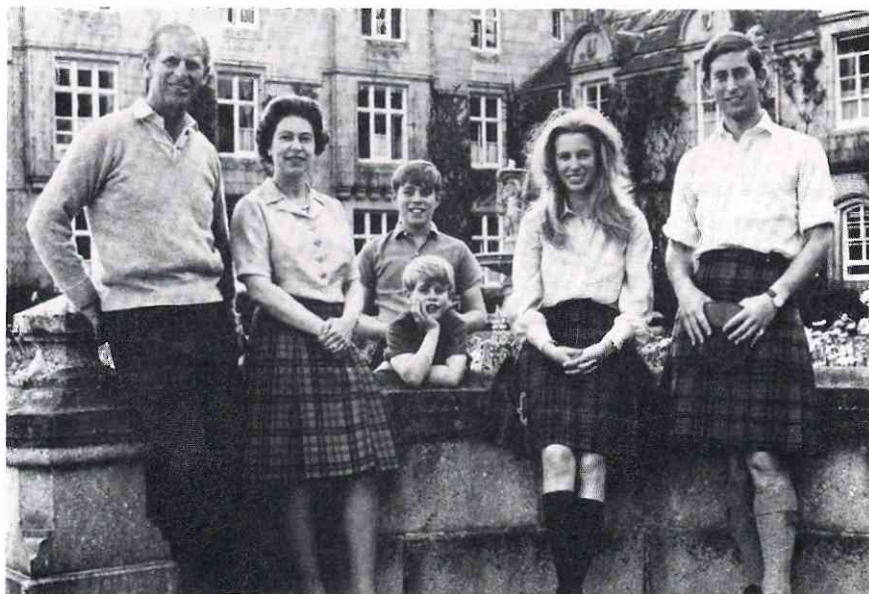
I accompanied Ron on a speaking engagement one evening and, with his assistant, **David Saint**, at the wheel, we drove to Dorking, some 30 miles south of London. At one point in the journey I felt they were giving me the scenic tour and only when we passed the Dorking Refrigeration Company for the third time, then went up a one-way street the wrong way, did I suspect that we were somewhat off course. Eventually we did arrive at the meeting place of the **Surrey Scout and Guide Mountaineering Club** which was almost as cold as the tops of the mountains they climb. However, the reception was very warm and it turned out to be a most enjoyable experience.

In the November, 1972, issue, for the information of members of the Canadian Scouting family who might be planning a trip to England in 1973, we ran a full-page ad for **Baden-Powell House**, Scouting's top-flight hotel in London. During my short visit in January, I once again stayed at B.-P. House, this time as the guest of **Reg and Heather Flower** in their apartment on the top floor of the House, and was pleased to hear from Reg that the ad has drawn a large number of enquiries and definite bookings. Remember, very reasonable accommodation is available at B.-P. House to all members of the Movement and their families.

During my visit to 25 Buckingham Palace Road, I was able to do two interesting interviews which will appear in future issues. **Lord Maclean**, Chief Scout of the Commonwealth who is now Lord Chamberlain of the Queen's Household, interrupted a busy schedule to come over from his office in St. James Palace to meet with me. I also interviewed **Ken Stevens**, Chief Executive Commissioner of The Scout Association, who was a most gracious host on my visit to his office.

It would seem that we managed to get executive staff member **Lee Inman** in trouble recently, by failing to give appropriate credit for a program idea that we received from him and expanded into a two-page article. *How to Plan Obstacle Courses*, which appeared in the January issue, was based on material and pictures supplied by **Tri-County District, Nova Scotia**. Tri County ran the event under the name of *Operation Snowshoe* and, according to all reports, had a most successful camp. We apologize for not giving credit where credit was due.

This year marks the 20th anniversary of the coronation of **Her Majesty Queen Elizabeth II** in Westminster Abbey. Our thanks go to **Mrs. Auray**, Press Secretary to the Governor-General, who sent this Royal Family photograph taken at Balmoral Castle in Scotland to mark the 25th wedding anniversary of Her Majesty and Prince Philip on November 20, 1972. Also shown, left to right: Prince Andrew, Prince Edward, Princess Anne and Prince Charles. **British Information Services** photograph.



Many products these days seem to be going up in price and down in size but not so *The Canadian Leader*. In 1970 you received ten issues with a total of 240 pages. In 1971 it was ten issues with 296 pages and in 1972 it was ten issues with **342 pages**. All at no increase in subscription price! How's that for combating inflation?

Speaking of inflation, things could be worse, according to the **Yukon Tourism & Information Branch**. It seems that during the Klondike gold rush of 1898 men paid five dollars for an onion and \$15 for an old newspaper stained with bacon grease which was used as a substitute for window glass. The owner of the Aurora saloon in Dawson City sold a mugful of milk over his bar for five dollars a shot, five times the price of a shot of whisky, and one enterprising businessman floated into Dawson City during the gold rush with a cow and achieved his ambition to be the first man to sell fresh milk in the Klondike. He charged \$30 a gallon and was nicknamed "Cow" Miller.

The **Centenary Queen Square Scout Troop of Saint John, N.B.**, celebrated B.-P.'s birthday this year with a traditional party. They invited the Girl Guides of St. Pius X Company to join them for a bowling tournament which was followed by an afternoon of games, presentations and a lunch. The high point of the program came with the cutting of two birthday cakes.

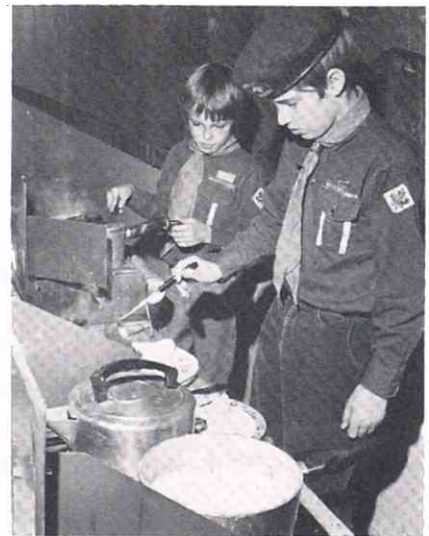
From World Scouting's publication, **NEWSLETTER**...The five-nation organizing committee for the **XIV World Jamboree** has announced

that the jamboree dates, originally August 3 — 12, 1975, have been changed to July 29 — August 7, 1975, for technical reasons...When torrential rains struck **Hong Kong**, causing landslides, the collapse of houses and other extensive damage, over 500 of the recently organized and trained Service Scouts responded. Coordinated by the Central Emergency Control Centre at Scout Headquarters, they worked out of district centres, supporting relief operations by distributing food, clothing, blankets and funds to survivors...Lacking enough leaders to accommodate the many boys who wanted to join, the Waitemata District, **New Zealand**, planned a recruiting drive. For high community visibility, a "Scout Spectacular" was staged in a central area. Displays were augmented by over 20 "live" activities by Cubs, Scouts and Rovers, including stilt-making and racing, cooking, pioneering, competitions, gymnastics and aquatic demonstrations. Members of the local parachute club jumped into the site carrying smoke flares for the finale. Intensive TV and radio publicity followed and the results: 53 leaders recruited and five new groups started...The Scouts of Lama-Kara, **Togo**, held a four-day work camp to clear a new trail through the brush. Armed with all types of hand tools and on the alert for scorpions and snakes, the brush was cleared, many large rocks moved out of the way and the trail leveled. They completed all 12 kilometers of the new, safe and direct route...As a community service, the Scouts of Goiania, **Brazil**, vaccinated more than 4,000 cattle and participated in a major, mosquito-control campaign...Emergency service is a Scout tradition around the world but Explorer Post 53 in **Darien, Connecticut**, may be setting some records. Formed in September, 1970, to specialize in "lifesaving," the group first raised \$250 to buy an old, telephone-company repair truck and then \$4,000 more — plus many hours of hard work — to convert it into an ambulance. From 8 p.m. each evening until 6 a.m. each morning, post members serve as the volunteer emergency ambulance service for Darien. The highly trained members have successfully handled over 100 emergency calls since they started, including victims of drug overdoses, auto accidents, house fires, household accidents and heart attacks. The 40 members — 13 girls and 27 boys — also serve on ski rescue patrols; give first aid and swimming instruction to Scouts and other youth groups; helped form and train

an adult, volunteer ambulance service in a neighbouring town; and have even trained police in emergency skills.

The *Sydney Cape Breton Post* of **Nova Scotia** reported recently that the Venturers of the **1st Scotchtown** like to help their younger brothers so much that they actually agreed to become lost for four days in March, in sub-zero weather. During this time they had a chance to practise winter camping with no more shelter than plastic sheets and snow huts. Using survival techniques, the Venturers effectively demonstrated ice fishing, bird trapping and small animal snaring...not for the purpose of catching anything but merely to demonstrate that it can be done. At that time of year no fish or game can be taken legally. On the fourth day, the Scouts from the **New Waterford District** went out to search for the lost Venturers, using regular search and rescue patterns and walkie-talkies. At noon the Scouts located the lost group, found out how they had lived for four days and had demonstrations of ice rescue, survival methods, first aid and cooking. After dinner, they all went home to more civilized comforts. A good project, well worth repeating in other places across the country.

These five Scouts from the **18th St. Thomas (Ontario) Troop** won the Pioneer Costume Contest at their fall weekend camporee held at Caverly Conservation Area, south of Aylmer. The vice-president of the Elgin Historical Society, Don Cosens (right), came along in costume to present the trophy to the winners. *St. Thomas Times-Journal photo.*



The **2nd Fort Victoria Scout Troop** held a cooking contest during the winter and the grand-prize winner was the Panther Patrol. Here, the patrol leader and chief cook put the final touch to the meal which included pork chops, vegetables, lemon pie and chocolate cake. *Victoria Times photo.*

The Trends in Church Sponsorship for 1972, as published on page 4 of the **CHURCH and SCOUTING bulletin** in the March 1973 *Canadian Leader*, should be revised to read — Anglican: 599 to 604; Lutheran: 99 to 101; Presbyterian: 216 to 219; Roman Catholic: 410 to 506; United: 897 to 912; Joint Churches: 64 to 66; Others: 29 to 23. Totals should then read: plus 24, loss of 88; will mean net loss of 64, rather than 185 as shown.

Canadian Scouting in Europe (Continued from page 5.)

America group on the base, trees are cut the first Wednesday in December and sold by parents and group-committee members on a centrally located tree lot. Last year the Canadian group received \$700 as their share of the operation.

The Guides and Scouts recently visited an orphanage located near Ramstein which houses parent-less, problem and retarded children. They took along ice cream, drinks and cookies as treats and spent the day entertaining the youngsters who, after some initial shyness, joined in the program. I met with six of the Guides and their leader, Mrs. Isabelle Marks, and they told me they were amazed to find they were the first outsiders to visit the institution and, therefore, the children had good reason to be shy. In the spring the groups intend to make a return visit and will put on a Canadian barbecue for the children.

This summer the Ramstein pack will host the regional Cub camp and boys are expected to attend from all groups in the Maple Leaf Region, as well as Cub-Scouts from Boy Scouts of America packs in Europe. The Cubs enter a team in the local hockey league, with the committee providing sweaters and stockings.

The Scout troop also enjoys an active program and, in addition to regular activities, takes part in Boy Scouts of America activities. In 1972 the troop visited the Scout chalet in Kandersteg, Switzerland, and Gilwell Park in England.

BRUNSSUM

When Sgt. Lester Priestley arrived in Brunssum in 1970, he found there weren't enough Canadian boys to form a troop so, with the necessary permission, he decided to form a Canadian patrol that would become part of the existing Boy Scouts of America troop. His request to BSA and Boy Scouts of Canada headquarters met with approval and, since that time, the Canadian boys have shared an exciting program with the Americans in AF-CENT Intertroop 100, while maintaining their own identity through the wearing of the Canadian uniform and the use of their own program.

Intertroop 100 is a very mobile gang and in the last few years has visited Berlin, Paris, Denmark and England. In addition, they have gone on skiing trips and taken part in camporees in various parts of Europe. Space does not permit a complete report on Brunssum Scouting in this article but we hope to have a full story, with pictures, in a future issue.

Brunssum also has a small Venturer company, and the boys of Cub age are members of a BSA Cub-Scout pack who, like their elder brothers, follow the Canadian program and wear our uniform.

HEIDELBERG

In Heidelberg a somewhat similar situation to Brunssum exists, with Canadian Scouts holding membership in an American troop. However, in this case, the boys work the Boy Scouts of America program and what tests and badges they pass are converted to the Boy Scouts of Canada program by Lt./Col. A.M. Potts. Art Potts is affiliated with the Maple Leaf regional staff and is also a member of the BSA Trans-Atlantic Council, which is responsible for American Scouting in Europe.

INTERCAMP

One of the major activities in which Canadian Scouts in Europe participate each year is Intercamp. In 1972 it was Canada's turn to host this event that brings together



The flags of Intercamp participants were added to the World Flag that flew throughout the camp.

nearly one thousand Scouts from six nations. Our International Commissioner, Jim Harvey, was asked to be on hand for the 1972 show and what follows is his report.

"What is Intercamp? I didn't know either until the invitation arrived requesting that I take part in the opening and closing ceremonies.

"I was told that annual Intercamp meetings were started in the early sixties by British Scouts whose fathers were serving with NATO forces in West Germany. Gradually, this camp grew to encompass Scout troops sponsored by the military forces of other NATO nations. In 1972 representatives attended from Germany, the United States, United Kingdom, the Netherlands and Belgium, with the Canadians as the host country.

"And so, one bright morning in May, I departed for the campsite from Lahr by helicopter, accompanied by Major Frank Kohler, Regional Commissioner, Maple Leaf Region. In a little more than an hour of passing over the neat German countryside, we approached a range of hills and there, nestled in a valley, was one of the most beautiful campsites I have ever seen. Row upon row of tents and cooking flies, with the flags of six nations fluttering in the breeze. It would be home for a long weekend to nearly one thousand leaders and boys.

"As we landed, the Camp Chief, Lt. Col. Arthur Potts, greeted us and thus began three days of a real Scouting experience for me.

"My opening message was simple, 'The main purpose of the camp is to bring together young people for friendship and through the friendship create a measure of understanding that will help you in your future role as the world citizens of tomorrow. But above all, the immediate goal is to have fun during your stay here.'

"Under the direction of Master Warrant Officer Harry Tobin and his two assistants, Cpls. Willy Williams and Andy Anderson, the program was extremely well organized and it was obviously enjoyed by all. During the evening, campfires dotted the valley, with skits and singing reflecting the national customs and character of each country. A highlight of the camp was the installation of Major-General W.C. Leonard, Commander Canadian Forces Europe, as the Honorary Field Commissioner for Canadian Scouting in Europe.



The international language — food!

"The camp closing featured a series of chariot races in which the leaders participated and it certainly demonstrated who was fit and who needed some conditioning.

"A 40-man detachment from Canadian Forces land element, commanded by Major E.L. Gollner, provided logistical support. This included communications, canteen facilities, transportation, hauling water, garbage disposal and feeding the contingent staff and guests. Cooperation was also received from local German Army units, the Red Cross and a service team of senior Scouts.

"I was deeply grateful to have been able to be there and would record the great service to Scouting done by Lt. Col. Art Clare, my guide and mentor at the camp, Major Frank Kohler who worked so hard to make it an outstanding success, Lt. Col. Art Potts, a most effective Camp Chief, General Leonard for his support, and also



Photos by National Defence

Major-General Leonard (left) being invested by International Commissioner Jim Harvey as Honorary Field Commissioner, with Major Frank Kohler, Regional Commissioner, looking on.

to those unsung and unseen heroes who provided the logistic support."

AND FINALLY

Space limitations have dictated brevity in this report on Canadian Scouting in Europe but, from time to time, we will bring you further reports on what is happening in Canada's region in the Rhine Valley of Germany. My personal thanks go to Major D.A. Hogan, Office of the Director of Information Services, National Defence Headquarters, Ottawa; Captain Gord. Hilchie, Information Officer, Lahre; and all who were so kind during my visit to Germany.

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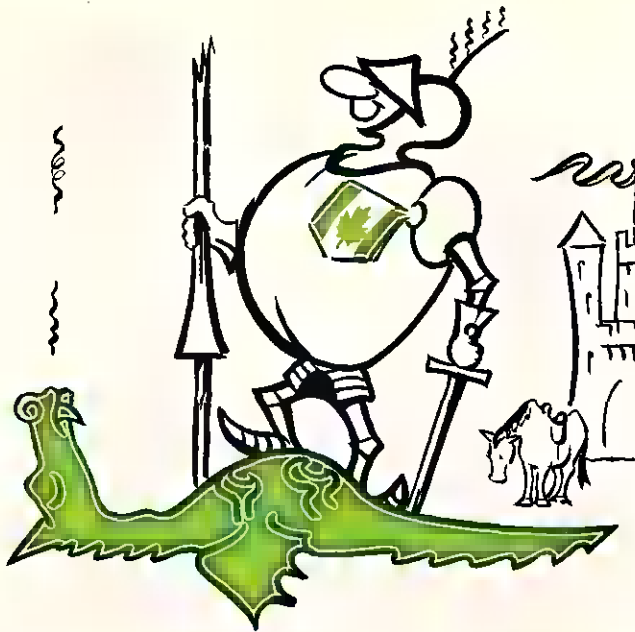


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stories & games



Over the last few years, a number of stories have appeared in this feature that were written by **Walter MacPeck**, a long-time editor of *Boys' Life* and *Scouting* magazines (USA). Walter served for some 40 years with the executive staff, Boy Scouts of America, and even after his retirement, continued to write for Scouting. He generously allowed us to use his material at any time and was always ready with advice and support.

Walter passed away suddenly in his new home in Florida in January and, although his loss will be felt by many, his influence will remain through his writings.

SOME MINUTES REALLY COUNT

“Well, of course, they can’t do very much with a boy one night a week,” a man observed, speaking of a Scout troop. If he meant a troop that was just marking time, merely keeping a boy busy or entertaining him, he may have been right.

But if in that hour or two each week a boy is making significant choices, and helping people, and thinking clean and stirring thoughts, and being friendly and considerate and helpful to other people, even sometimes making a sacrifice in order to help someone less fortunate than himself, then I say that even in ten minutes, or only five minutes, those experiences can have life-changing results.

Some minutes count more than some months. We can’t measure values by the hours it took to acquire them. Sometimes great life-changing values come to us in brief moments of contact with high-potential personalities.

METHOD

He strove with devotion in his work with youth

To show them joy and beauty and truth.

He toiled and labored, but his work seemed in vain,

He sensed in his soul there was little to gain.

He wondered why, as he tried to review.

Had his plan been faulty, his bases untrue?

Finally it came like a dawning light,

He then saw clearly his faltering plight.

He’d been trying his best, unwisely no doubt,
To pour goodness in, instead of drawing it out.

NIPPY RACE

One representative of each patrol is provided with a cup, saucer and spoon. The cup is filled to the brim with water.

The cup and saucer must then be carried to the far end of the room without touching the cup. The water then is drunk; any spilt into the saucer has to be drunk with the spoon. The return journey is made with the cup in the mouth, the spoon in the hand and the saucer, bowl upward, on the head. (Pay for your own breakages.)

STAND WALL BALL

This game requires a soft rubber or tennis ball and a high, smooth wall or very high board fence. Before starting the game, one of the players is selected to be “Thrower.”

The players stand in front of the wall and at any distance from it. The Thrower throws the ball against the wall between two real or imaginary lines parallel to the ground. As he throws the ball, the Thrower calls the name or number of one of the players who must catch the ball either on a fly or first bounce. The others try to block him just as football players block each other from receiving a forward pass, but they are forbidden to touch the ball. When the player called fails to catch the ball, the others scatter. He calls “stand” when he picks up the ball. He takes aim when they halt and tries to hit a player. If he hits an individual they exchange places. If he fails, he continues as Thrower.

CENTIPEDE

This game is best played outdoors on a flat, clean, grassy area. The group forms teams with from three to six players in each team. A starting line is marked on the ground and a second line is marked directly opposite the first one at a distance of thirty feet.

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BE "SHELF" SUFFICIENT

The players remove their shoes and go down on hands and knees. Each team forms a line and each player holds the ankles of the player directly in front of him, an ankle in each hand, with the exception of the first player on each team, who places his hands just behind the starting line. There should be a distance of about four feet between each team.

On "Go," each team races to the second line, without the players breaking the hold on each other's ankles.

Should a player lose his hold on the ankles of the player ahead, the team must stop immediately until the line is correctly formed again before continuing the race. The race can end either at the second line or the teams can cross that line, each member crawling over it in turn, and race back to the starting point, which now becomes the finish line.

For older players, the distance between the lines can be increased. It's a good idea to use two large paper plates as markers for each team, one plate placed at each end of the distance to be covered, so that each team can race around its own marker when the race returns to the original starting point.

TRACTOR PULL

The "tractor" kneels on hands and knees with a "driver" astride. The driver holds on with his legs. Two tractors back up to each other and the drivers reach back and grasp each other's hands. On signal, each tractor starts pulling in an effort to pull each other over a line or to unseat the driver. Success in either attempt scores one point for the winner. Two points out of three win the game.

THE BOY'S CONCEPT OF HIMSELF

How the boy views himself in his desire to be treated as an important person is of far-reaching significance. You can help greatly to contribute to that view he forms of himself.

Constant scolding, fault-finding, reprimands, name-calling — these are not the answer. Respecting him for what he is and what he is becoming, commending him for wholesome behavior on his level of development, and encouraging his halting constructive efforts — these reactions on your part can be a large part of the answer.

WHAT IS PEACE?

Peace is something more than a group of people not at war with each other.

Peace is groups of individuals with goodwill in their hearts, a feeling of respect for each other, a sense of common need, and a vision of the common good.

General Omar Bradley once said, "The roots of conflict flourish in the faults and failures of those who seek peace, just as surely as they take shape from the diseases and designs of aggressors."

Our faults and failures, the greed and arrogance of common people, our selfishness and thoughtlessness toward each other — from these shortcomings can grow the beginnings of conflict. It is folly for us to blame other individuals for the struggles of the peoples of the world as long as rancor and petty hatreds flourish in our own little worlds.

Peace begins with us.

All contributions to this month's **Stories** are by **Walter MacPeck**, from his *Resourceful Scouts in Action*, published by Abingdon Press, New York, 1972, and distributed in Canada by G.R. Welch Co. Ltd., Toronto, Ont.

SUPPLY SERVICES



NEWS



We are still awaiting a supply of **Gilwell Neckerchiefs** and understand that the U.K. is experiencing procurement problems. We appreciate the understanding being shown by our many patient customers.

Link Badges now are available from your Scout office for:
Scout to Venturer 01-552 (green on blue)
Venturer to Rover 01-553 (blue on red)

There has been quite a demand for these since the inception of the **Link Badge** (Cub — Scout) some time ago. Their price is 15¢.

Supply Services, because of heavy stocks, was unable to reduce immediately the prices of items affected by the removal of **Federal Sales Tax**. However, prices will be reduced at the beginning of May.

The price of the **Individual Cook Kit** has been increased to \$4.19. Because it is of **heavy-gauge, high quality aluminum and finish** (with carrying bag stowed in the plastic cup), this kit compares favourably with many cheaper styles on the market.

A new and interesting crest, designed to encourage Dad's participation in camping activities, is called the **Father and Son Campout Crest**.

With a black-and-yellow design on a red background, it sells for 40¢; its catalogue number is 03-335.

We have now introduced five **Cub Activity Crests**. These are:

	catalogue no.
Swimming	— 01-451
Rambling	— 01-452
Cyclist	— 01-453
Baseball	— 01-454
Hockey	— 01-455

all priced at 35¢ each.

We are discontinuing the **Duffle Bag** (51-114) as there has been very little demand for this item.

For crest collectors, now available is the **Scouting-in-Canada crest**. It depicts each of the five section emblems in their own colour and is very attractive. Catalogue number is 03-334; price 40¢.

The Route of the Voyageur

(Continued from page 7.)

illustrated the model. Each boy was contacted by the PL and requested to bring the necessary materials.

Meeting 13 December Safety — Requirement 2 (a)

Each boy, using his model, demonstrated his knowledge of rescue breathing.

Safety — Requirement 2 (d)

From newspaper clippings, the patrol picked an accident that had happened in the area of their troop or homes and identified the cause. The patrol discussed what might be done to prevent a similar accident from happening.

Meeting 14 December Safety Badge Swimming Badge

Patrol members were presented with these two badges as the swimming course also had been completed. The patrol participated in a troop Christmas party.

Let's look at how our patrol is doing. By Christmas they have earned three badges (Silver Arrowhead, Safety and Swimming) and have participated in a variety of activities. After Christmas the patrol will complete the rest of its planned program.

Seven happy boys will join the ranks of the Voyageurs when their achievement award is presented at the group banquet in June.

Next month we will explore programming with boys working at the gold level. Troop meetings for the three mythical patrols also will be sketched.

35



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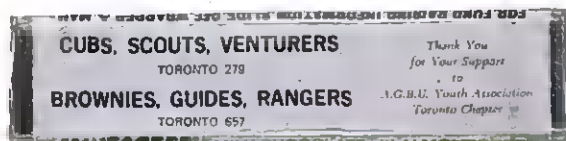
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.....dozen Peppermint Patties @ \$7.50 dozen

.....dozen Party Mix @ \$7.50 dozen

NAME.....

ADDRESS.....

CITY.....

PROV.....

NAME OF ORGANIZATION.....

Signature.....

Title.....

Phone Number.....

Date Reg'd.....

☐ Standard Wrapper

☐ Personalized (Attach Design)