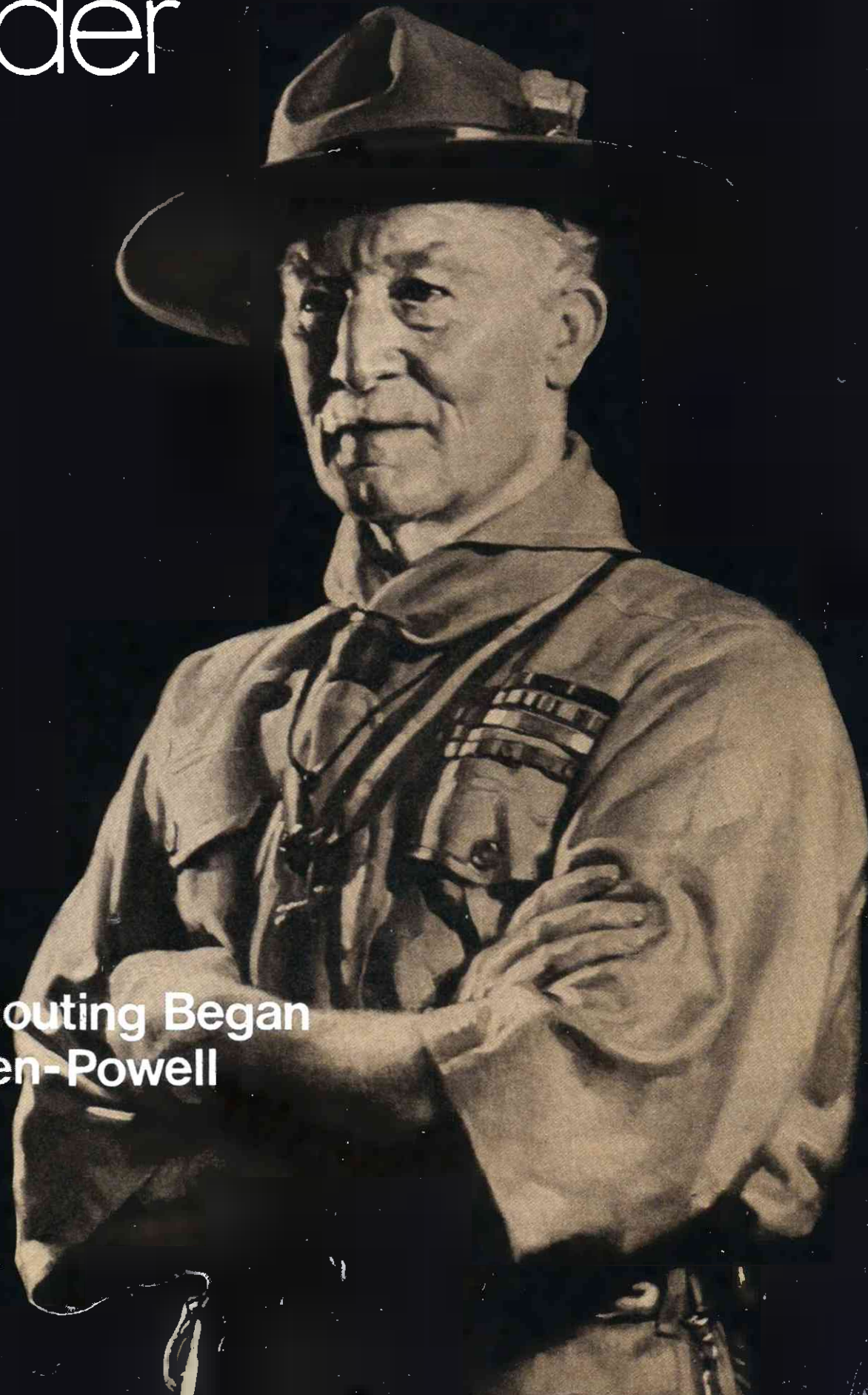


THE CANADIAN FEBRUARY 1974

leader



**How Scouting Began
by Baden-Powell
Page 4**

paksak

By Barbara Hannah Chairman
Wolf Cub Subcommittee

Following on our January article, "What's What at Pack Meetings," we have selected a number of comments in the "most asked" category and will attempt to answer them in this column over the next few months.

You will find that we have grouped a number of concerns into specific subject areas as this seems to be the best way of providing an answer. The questions you have asked appear in capital letters and our answers follow.

LEADERS SHOULD BE ASKED ABOUT UNIFORM CHANGES

Some time ago, in this publication, leaders **were** asked for their opinion regarding the change of uniform then *being considered* because materials were unavailable for the existing uniform. There was **very little** response and, therefore, it could only be assumed that no one felt very strongly one way or another.

Later, of course, after changes were made, we heard anguished complaints from some people, asking why we had done this or that, and why hadn't they been consulted.

Perhaps this is one indication of how important you and your opinions are to those involved in the "business end" of Scouting. May we encourage you to make your thoughts and ideas known to National Headquarters — simply by letting us know? It would be very much appreciated.

MORE RUGGED UNIFORMS

Wearability and ruggedness (or lack of) of the Cub uniform was discussed in an earlier publication.

It must be kept in mind that the type of activity planned for the pack will dictate the type of apparel which should be worn during a particular outing or activity. Full uniform is obviously appropriate for a church parade or a visit to the police station or fire hall. But if the pack is to go on a ramble through wet, muddy, countryside in the early spring, or take a trip to the local snow slopes for a day of fun on the toboggan run, then uniforms are probably best left at home and dress appropriate to the event should be worn.

Instructions should be clearly given at the previous meeting and/or on the telephone (by the sixer) before the meeting in question. As in all phases of the program, commonsense decisions are the best!

HAVE SASH FOR CUBS

Some suggestions along this line were received by the Wolf Cub Subcommittee and studied for their feasibility at the time. After due consideration, and reviewing many comments from pack Scouters, it was recommended that the idea not be considered. Boys of Cub age play so hard and are so active at pack meetings and general outings that sashes would need constant care by mothers to keep them presentable. There is also the matter of a sash being lost more easily by younger boys, together with all the badges that have been earned, and the problems this would cause. Additionally, it would be easy for young boys to grab hold of a sash, raising the possibility of someone getting hurt.

Finally, it must be considered that this is a distinctive feature of the Scout and Venturer uniforms and the subcommittee felt it was important that this remain so.

More in **Paksak** next month.



Hi! Welcome to Beaver Happenings. There have been many unique things happening in the Beaver ponds across Canada. Here are two:

The Twins Swim Up!

Greetings from the Winnipeg Regional Forest. I am sending you a marvelous item for the Beaver Happenings column.

On Tuesday, November 13, I had the very pleasant task of presenting our first Beaver-Cub Link Badges.

If you remember, in the story, "Friends of the Forest," the twin beavers were the ones to swim up to Cubs. Well, we presented the first Link Badges to twin boys — how's that for planning?

This magnificent event took place at Riverview United Church. We had the Swimming-Up Ceremony, the Cub investiture, and the presentation of the Link Badge and year bars on the same evening. There were several other new Cubs invested along with the twin boys.

Billy Mae Lutfiyya,
Regional Commissioner — Beavers

In the photograph, Billy Mae is presenting the Beaver-Cub Link Badge to the twins, Morgan and Christopher Robinson.



Breakfast with Santa

On December 8, Santa Claus had breakfast with 1,000 Beavers and their leaders at the Winnipeg Hudson's Bay store.

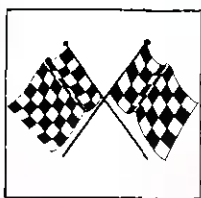
The event was easily planned and operated. The Scout office sold the tickets to the colonies and the Hudson's Bay did the rest. There were two sittings, with 500 people at each sitting.

The event was tremendous. Everyone had lots to eat and lots of fun. There were a lot of "Ho, Ho, Ho's" as well. It was an event to remember.

I wonder how many sittings they will need next year to accommodate the increase in the number of Beavers!



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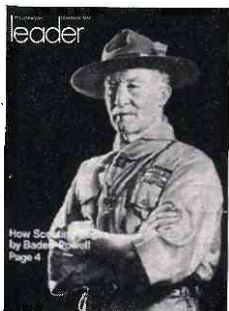
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COVER



Whenever Lord Baden-Powell was asked to describe the start of the Scout Movement, he usually replied, "I didn't actually see the start because the blooming thing started itself unseen."

This month we honour the memory of this remarkable man, whose efforts have affected the lives, in a positive manner, of so many millions around the world.

On page 4 we use the Founder's own words to describe how it all began.

Our cover is a photograph of the painting by David Jagger (1929) which was a gift from the Scouts of the World to their Chief.

SUPPLY SERVICES



NEWS



There's still time to order one of the attractive and appropriate award items, shown on pages 6 and 7 of our catalogue, for presentation during Scout Week.

The following Link Badges are now available through your usual source for badges.

May be worn by

01-550 Beaver — Cub	Cubs
01-551 Cub — Scout	Scouts
01-552 Scout — Venturer	Venturers
01-553 Venturer — Rover	Rovers

The price is 15¢ per badge.

Here are more price increases:

	Now
Scout belts (35-220) all sizes	\$2.89
Scout belt loop and snaps (35-250)	.69
Davos sleeping robe (52-612)	29.95
Cub jerseys (32-420)	5.98
Cub caps (32-100)	2.99
Scout berets — green (36-130)	4.99
Venturer berets — loden (35-400)	4.99
Rover berets — red (35-200)	4.99
Leader berets — maroon (30-100)	4.99
Water bottle (53-130)	5.98
Cub ski-matic toque (40-140)	2.99
Scout ski-matic toque (40-141)	2.99
Venturer Advisor's Training Kit (20-754)	6.95
Cub swim shorts (42-300) all sizes	2.99
Scout swim shorts (42-400) all sizes	2.99

We still have a quantity of the following jewellery items available at the prices shown — these were discontinued some time ago:

Queen's Scout rings (silver) — most sizes	\$ 9.50
Queen's Scout tie bars (gilt)	\$ 2.00
Queen's Scout cuff links (gilt)	\$ 3.65
Queen's Scout cuff links & tie-bar sets (gilt)	\$ 6.00
Rover rings (silver) — most sizes	\$ 9.50
Rover tie bars (antique copper)	\$ 2.75
Rover cuff links (antique copper)	\$ 4.25
Rover cuff links & tie-bar sets (antique copper)	\$ 6.00

Look in *The Canadian Leader* magazine next month for our full-page advertisement announcing a new, quality line of Canadian birdhouse kits and bird-feeder kits:

THE CANADIAN LEADER magazine is published monthly, except for combined issues of June-July and August-September, by Canyouth Publications Ltd., P.O. Box 5112, Stn. "F," Ottawa, Ontario K2C 3G7. Second class mail registration number 2405. Yearly subscription prices: in Canada and to Canadian Forces overseas, \$2.00; outside Canada, \$2.50. Address manuscripts to the Editor, **THE CANADIAN LEADER** magazine, P.O. Box 5112, Stn. "F," Ottawa, Ontario K2C 3G7. The publishers will take all reasonable care but will not be responsible for the loss of manuscripts, photographs or drawings. Recommended by Boy Scouts of Canada.

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In 1937 the British Broadcasting Corporation ran a series of talks called "I Saw the Start," which were prepared and presented by people who had been involved in the beginnings of what have become features of national and international life. One of the speakers was Lord Baden-Powell, then eighty years old. Here is his story . . .

As a matter of fact I didn't actually see the start of the Boy Scout Movement because the blooming thing started itself, unseen.

It started in 1908 — but the microbe of Scouting had got me long before that. When I was a boy at Charterhouse I got a lot of fun out of trapping rabbits in woods that were out of bounds. If and when I caught one, which was not often, I skinned him and cooked him and ate him — and lived. In doing this I learned to creep silently, to know my way by landmarks, to note tracks and read their meaning, to use dry dead wood off trees and not off the ground for my fire, to make a tiny non-smoky fire such as would not give me away to prying masters; and if these came along I had my sod ready to extinguish the fire and hide the spot while I shinned up some ivy-clad tree where I could nestle unobserved above the line of sight of the average searcher.

The Germ Idea

Somewhere about 1893 I started teaching Scouting to young soldiers in my regiment. When these young fellows joined the army they had learned reading, writing and arithmetic in school, but as a rule not much else. They were nice lads and made very good parade soldiers, obeyed orders, kept themselves clean and smart and all that, but they had never been taught to be men, how to look after themselves, how to take responsibility, and so on.

They had not had my chances of education outside of the classroom. They had been brought up in the herd at school, they were trained as a herd in the army; they simply did as they were told and had no ideas of initiative of their own. In action they carried out orders, but if their officer was shot they were as helpless as a flock of sheep. Tell one of them to ride out alone with a message on a dark night, and ten to one he would lose his way.

I wanted to make them feel that they were a match for any enemy, able to find their way by the stars or map, ac-

customed to notice all tracks and signs and to read their meaning, and able to fend for themselves away from regimental cooks and barracks. I wanted them to have courage, from confidence in themselves and from a sense of duty; I wanted them to have knowledge of how to take care of their own health, and how to cook their own grub; in short, I wanted each man to be an efficient, all-round, reliable individual. The scheme worked. The men loved the training, and Scouting became very popular in the regiment.

A Little Book, "Aids to Scouting"

In 1899 I wrote a little book called *Aids to Scouting* for soldiers. It taught them observation, or how to track, and it taught them deduction, of how to read the information given by tracks.

As one instance of observation and deduction, I told how my bicycle had been stolen one night in India and how I tracked it down and discovered the thief. In the early dawn I followed the track of the bike along a hard high road, not an easy thing to do if you look down on the road, but looking along the surface towards the sunrise one saw the track quite clearly ahead of one in the dew lying on the ground. The thief had led the bike by hand because the front wheel was locked and he evidently didn't know how to free it. His footmarks alongside it were those of a soldier's boot, not of a native's sandal. I observed that he passed the turning which led to the Cavalry Barracks, so I deduced that he was not a cavalryman; similarly he passed the road to the Infantry Barracks, but when he got to the Artillery road he turned up it and went into their Barracks. So I had only to tell the Adjutant of the Artillery that I believed one of his men had possessed himself of a very nice bike with a locked fore-wheel, and in a short time my bike was returned to me, having been found hidden under the bed of one of the men. That was just one incident of many in the book to show the value of observation and deduction.

The Boys of Mafeking

When we were besieged in Mafeking, in 1900, my Chief Staff Officer, Lord Edward Cecil, got together the boys in the place and made them into a cadet corps for carrying orders and messages and acting as orderlies and so on, in place of the soldiers, who were thus released to go and strengthen the firing line. We then made the discov-

ery that boys, when trusted and relied on, were just as capable and reliable as men. Also, from experience of the Boys' Brigade, I realized that men could be got voluntarily to sacrifice time and energy to training boys.

Then my idea that Scouting could be educative was strengthened also through the following incident. General Lord Allenby was riding to his house after a field day when his little son shouted to him: "Father, I have shot you, you are not half a Scout. A Scout looks upward as well as around him — and you never saw me."

There was the boy, sitting up in a tree overhead; but far above him, near the top of the tree, was his new governess. "What on earth are you doing up there?" cried the General. "Oh, I am teaching him Scouting," she said. She had been trained at Miss Charlotte Mason's College for Teachers, and they had been using my book, *Aids to Scouting*, written for soldiers, as a textbook in the art of educating children.

Then in 1907, I, as a General, was inspecting 7,000 of the Boys' Brigade at Glasgow on its twentieth anniversary, and the Founder, Sir William Smith, was very pleased because the total strength of his movement was 54,000. I agreed that it was a big number, but added that if the training really appealed to boys there ought to be ten times that number.

"How would you make it appeal?" he asked.

"Well, look at the young fellows in the Cavalry, how they enjoy this game of Scouting, which makes them into real and good soldiers."

"Could you re-write *Aids to Scouting*," he wondered, "so that it would appeal to boys instead of to soldiers, and make them into real men and good citizens?"

So I did that.

Brownsea Island

But before writing the book I planned out the idea and then tested it. I got together some twenty boys of all sorts, some from Eton and Harrow, some from the East End of London, some country lads and some shop boys, and mixed them up like plums in a pudding to live together in camp. I wanted to see how far the idea would interest the different kinds of lads. I told a friend what I was doing, and said that I wanted a quiet place, out of the way of press reporters and inquisitive people, where I could try the experiment; and she offered me the use of her property — Brownsea Island in Dorsetshire. And there we set up our camp for a fortnight. I had the late Major MacLaren and the present Sir Percy Everett to help me and we taught the boys camping, cooking, observation, deduction, woodcraft, chivalry, boatmanship, lifesaving, health, patriotism, and such things.

The results upon the boys in that short space of time taught me the possibilities which the Scout training held for boys. So I at once set to work and wrote the handbook, *Scouting for Boys*, intending it to be used by the existing boys' organizations such as the Boys' Brigade, the Church Lads' Brigade, the Y.M.C.A., and others. The book came out in fortnightly parts at fourpence a copy.

Boys Started Their Own Troops

Before many of the parts had been published I began to get letters from boys who had taken up the game for themselves, boys not belonging to the Boys' Brigade or any other association. All the following year boys were writing to me telling me how they had started Patrols and Troops and had got men to come and act as their Scoutmasters. So we had to start a Headquarters office in a tiny room to deal with correspondence and supply equipment. I remember my secretary wondering whether, if we laid in a stock of twelve Scout hats, we should be able to sell them all!

The First Scout Rally

In that year, 1909, I arranged to have a meeting of the would-be Scouts at the Crystal Palace on a certain day. And when I got there, my wig, there were a lot of them! Rain was threatening, so we mustered them inside the Palace and arranged a March Past and counted them as they entered at one door and went out at the other. There were 11,000 of them — 11,000 who had taken it up of their own accord!

That is why I say that one didn't see the start: Scouting had started itself.

The Girl Guides Came

Then, among the boys as they marched past, we found some groups of girls in Scout hats with staves and lanyards and haversacks, like the boys.

"Who are you?" we said.

"Oh, we are the Girl Scouts."

"The devil you are!"

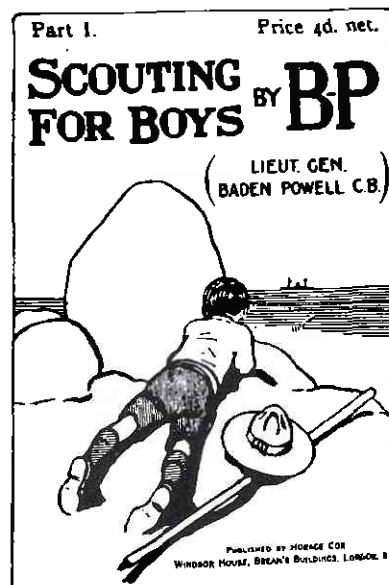
"No — Girl Scouts."

So I had eventually to write a book for them, giving them the name of Guides to distinguish them from Scouts. And that is how the Girl Guides started — on their own — and they have gone on growing ever since.

Around the World

Soon we began to hear from the overseas dominions and colonies that they were all taking up Scouting, and before long foreign countries, too, were translating *Scouting for Boys* into their languages — playing the game of Scouting.

In 1912 I had to go on a tour through America, explaining the Movement in twenty-four of the states, and I went on to Canada, Australia and South Africa preaching Scouting where they'd already started it but wanted to know more about it. It was just wonderful. Lots of people, of course, took to criticizing the rapid rise of what they called "A mushroom growth" and they prophesied that after the first excitement it would gradually decline and probably die in the fifth year or so. Well, the fifth year came, bringing the Great War, so the Movement had every reason to die then, for most of the Scoutmasters, and all the elder Scouts left the Movement to join up in the services, and of these some ten thousand never came back. But the Movement didn't die; the boys were put on their metal to carry on and do service for their country in the time of its need.



PROVIDING SUPPORT

Some Ideas for Service Scouters

By L. C. Wilcox Director of Adult Training

As a service Scouter you visit sections within your council to observe the sections in action. In addition, you have frequent contact with Scouters through phone calls, training events and get-togethers at Scouters' and other meetings. The purpose of these visits and contacts will often be to identify problems and assist in their solution. You do this to help Scouters do a better job and gain greater satisfaction from what they are doing. What follows then is designed to help you develop the skills required to provide this vital support to Scouters.

Your Approach

You seek to gain and retain the confidence of each Scouter so that he or she is receptive to you and the help you have to offer. Most of your contacts will come through meetings. On these occasions you share your observations, question and explore situations to help Scouters become more aware of problems and prompt positive approaches to their solutions. Sometimes you will find

that help might more appropriately be offered on a private, informal basis and you may have to arrange such occasions.

Always aim to help the Scouters you work with develop the skills and confidence to resolve their own problems or, ideally, to plan to avoid problems arising in the first place. This approach to providing help requires three conditions:

- *confidence* in the person giving help — in this case, you, the service Scouter.
- *an orientation* on the part of the Scouter to self-learning — a desire to develop the knowledge and skills to solve his or her own problems.
- *confidence* on the part of the Scouter to take new initiatives and try new approaches to solving problems. Your behaviour helps to bring these conditions about. Scouters need to discover through consistent behaviour that you:
 - are readily and willingly available;
 - listen to what is said and do your best to understand;
 - do not put their behaviour down as 'stupid' or 'ignorant';
 - are not pushy, and refrain from rebukes;
 - accept individuals as they are;
 - are there to help individuals solve their problems, not to impose your solutions.

SOME PROBLEM AREAS — SUGGESTED APPROACHES

Problem Area	Identified by	Possible sources of problem	Possible support to be given	Course of action or possible method
UNDERSTANDING — Scouting principles, aims, program objectives	Observation that section activity is focused on earning badges.	Scouter considers earning of badges is Scouting.	Develop understanding of Scouting as a "balanced" program of activity.	Visit other sections. Group discussion.
	Section method, e.g., patrol method, not used.	Lack of understanding. Scared to trust boys.	Develop awareness of "learning by doing" as central method.	Visit other sections. Dialogue.
	No emphasis on Promise and Law.	Scouter may be agnostic.	Develop awareness of personal example in influencing values.	Group discussion.
— of self	Rigidity of approach, insensitivity to others.	Lack of understanding of required/ desired leadership role.	Develop flexibility.	Role play.
		Personal lack of confidence.	Increased understanding of the impact of behaviour on others and of self worth.	Feedback counselling.
		Failure to realize consequences of rigid approach.		
PROGRAM SKILLS	Realized by leader himself. Use of checklist. Observed during activities.	Inability to learn. Lack of facilities. Instruction. Embarrassment.	Personal plan of training. Individual tuition. Develop confidence.	Initial contact with other leaders. Skill training sessions. Individual tuition. Visits to other sections. Part I & II Wood Badge.
PLANNING SKILLS	Chaotic meetings/ events — long gaps, ineffective communications. Last-minute action. Low numbers. Restricted activities.	Lack of skills and lack of appreciation of skills. Involved (thus others do not develop skills).	Encourage use of planning, checklists. Develop long-term, short-term, planning skills.	Comparison of others' sample programs. Construction of checklists. Guide and involve in events requiring planning. Planning exercises.
IMPLEMENTING SKILLS	Lack of resources. Failure to obtain support. Inability to instruct.	Inability to identify and obtain resources. Poor relationships. Lack of skill itself; lack of understanding of learning/ teaching principles.	Develop awareness of needs, sources of help. See "Relationship Skills" on skills. On-instruction.	Discussion. Checklists. Guided planning. See above on "Program Skills." Dialogue, observation, practise under supervision.

Skills and Methods

A summary of your job in helping Scouters is:

- to get to know your Scouters, to learn from them about themselves and their situation;
- to convey acceptance and support of each individual as he or she is;
- to assess what help Scouters require and provide support through your knowledge and skills and through other council resources;
- to encourage each Scouter to learn and develop the skills to continue his or her own self-learning.

There are various ways you may achieve this.

To get to know your Scouters:

- observe, listen, question;
- find out their interests, hobbies, employment;
- visit section meetings and view their behaviour;
- observe behaviour at training and other events.

To convey acceptance and support:

- show care, concern;
- listen, pay attention, be courteous;
- use words which recognize the feelings of others and help them to think about themselves and their situations;
- help individuals determine where they are and where they want to go.

To assess what help is required:

- analyse the knowledge you have acquired from and about the individual and the situation;
- share your views with the Scouter. Do you both see his or her needs to be the same? Is there a common view of the situation?

To encourage each Scouter to learn:

- question, explore a situation, suggest choices;
- draw out more information, more factors, summarize, relate, evaluate;
- help the Scouter to use these same techniques.

IDENTIFYING THE PROBLEM

Problems usually come from:

- the Scouter's relationships with others;
- the Scouter's own personality;
- the Scouter's lack of required skills.

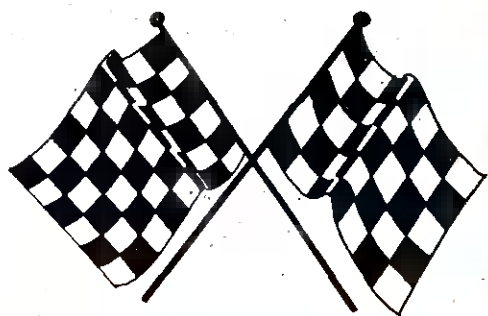
The following chart gives some possible sources of problems and suggested courses of action. Remember, though, that each situation is different and requires a solution right for the people and circumstances involved.

You can help each Scouter to develop an awareness of the situation so that, in future, he or she will be able to:

- identify problems;
- determine their causes;
- take action to avoid potential problems and resolve existing ones;
- involve others who are able to assist.

SOME PROBLEM AREAS — SUGGESTED APPROACHES

Problem Area	Identified by	Possible sources of problem	Possible support to be given	Course of action or possible method
RELATIONSHIP SKILLS				
— with other Scouters	Inadequate distribution of responsibilities between leaders. High turnover of leaders. Poor morale of leaders. Tension between leaders.	Lack of understanding of responsibility to coordinate and communicate with colleagues. Lack of understanding of the need for Scouter to develop assistants. Lack of understanding of value of differing leadership styles.	Agreement of individual responsibilities. Assist in formulating new relationships. Understanding of value of planning and coordination.	Joint problem-solving events requiring cooperation. Opportunity to observe and adopt different leadership roles. Group discussion.
— with boys	Irregular attendance. High drop-out. Fooling and attention seeking, scruffiness, unsociable behaviour. Boredom. Leader's immature behaviour (e.g. horseplay).	Failure to meet boys' needs through program activities and effective leader/boy relationship. Home problems. Lack of understanding of leader's role.	Identify boys' needs: related program, etc., through more effective contact. Greater responsibility for boys. Greater skill in observing boys' feelings. Closer contact with parents. Improved understanding of leader's role.	Individual and joint discussions, guided program planning. Film on adolescent needs followed by discussions. Serve as helper in another section with competent leadership.
— with boys' parents.	Contact lacking between leaders and parents. Lack of parental interest and support.	Failure to note mutual responsibilities. Cultural background.	Develop understanding of need for this contact and mutual benefit. Encourage developments.	Discussion — use of other leaders' experiences and methods. Encourage introduction of parent visiting, open days, parents' meetings.
— with sponsor	Contact lacking, no interest or support. Conflict-tension disputes.	Failure to note mutual responsibilities. Ambiguity of role facilities, provision, etc.	Develop understanding of need for this contact and mutual benefit. Encourage development. Production of agreed written statement.	Discussion — individual and joint. Convening of meeting by third party. Seek guidance of Field Executive.
— with own family.	Realized by leader himself. Stress, tension. Non-attendance at events, meetings. Irregular cooperation. Threats to leave.	Too many commitments. Failure to identify priorities. Personal problems (e.g., using Scouting as an escape).	Assist in making more effective use of time. Identification of priorities. Redistribute tasks. Awareness of responsibilities. Eliminate non-essential events.	Dialogue with individuals — counselling, group discussion and planning. District/Group action. Wood Badge training.



LA MOUSE 500

By Elizabeth Daniels

What in the world is La Mouse 500? I'm glad you asked! La Mouse 500 is a race on a track built for mousetrap cars. O.K., so what's a mousetrap car? Basically, it is a mouse- or rattrap on wheels, with built-in propulsion — something so simple and inexpensive that anybody can make one.

The idea for La Mouse 500 was conceived by the Scouters of the 1st Sherkston Group, Port Colborne District, Ontario, with a little help from a technical magazine called *Machine Design*. It is a real success story and, like all success stories, it is worth sharing.

But, to backtrack a bit, in May, 1973, the Port Colborne District Boy Scouts sponsored a one-day show called "Youth in Action," open to all youth groups in the area, including Scouting. All participants were required to pre-register their projects to avoid duplication. Booths and display areas were set up in the local arena, and the show was opened with appropriate ceremony following a parade through the town. An interesting variety of crafts, including soap-carving, burnt-match woodwork and a thirty-foot tower made from tree branches were on view, and demonstrations such as karate and tumbling were offered. But the hit of the show was La Mouse 500.

When the 1st Sherkston decided to enter the show, the project was discussed at a group-committee meeting, and it was generally agreed that mousetrap cars could be made and expenses covered by making up basic car kits to be sold at the booth on the day of the show. Then Cubmaster Ron Smith and Scoutmaster John Vorstenbosch offered the idea to their respective boys for their approval (quickly received) and planning in detail began. What evolved was a competition for the best Cub-made and Scout-made cars, the assembly of six-dozen, basic, mousetrap car kits, plus the designing and setting up of the booth. The booth took the form of a racetrack — the aforementioned La Mouse 500 — a display area for "La Mouse Specials" designed and built with marvellous invention by the Cubs and Scouts, and a sales area for the car kits.

The weird and wonderful "La Mouse Specials" proved to be a great attraction to the public, especially the young people; so much so that the kits sold like hot cakes, and the six dozen prepared were not enough to meet the demand. Judging of "La Mouse Specials" was undertaken by District Commissioner Larry Whitty, based on unique design and good workmanship. Greg Minor won the Cub prize for a flying-car design, and Bill Page won the Scout prize for his Rattrap Dragster.

How do you make a moustrap car? Well, here are a list of materials needed and the instructions for assembly of the basic car, after which you can get as fancy as you wish.

LA MOUSE 500 — BASIC CAR KIT

With a very limited expenditure of money, here is a way to have fun within both the pack and the troop.

MATERIALS:

- Mouse or rattrap (suggest Cubs use mousetrap only)
- Metal coathanger axles — cut to 3" lengths
- Four small threaded eyelets (screw eyes used to hang pictures)
- Six inches of nylon string (only heavy enough for mousetrap)
- Four wheels, ¼" wide, cut from 2" dowel stock
- Patience



Cubmaster Ron Smith presenting Greg Minor with his prize, a generator light for his bicycle, for the best Cub "La Mouse Special."

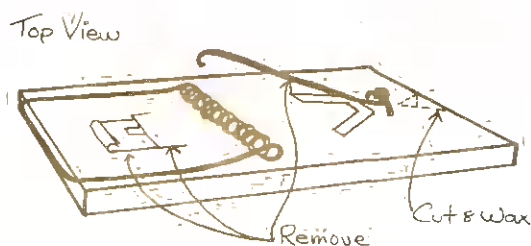


DIAGRAM "A"

- Remove cheese holder from trap.
- Remove hook/arm and its staple from trap.
- Cut small V-shaped slot at rear axle for easy winding of the string (this will be opposite end to "snapper") and the slot should be waxed slightly.

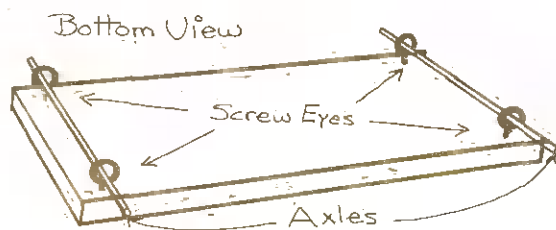


DIAGRAM "B"

- Take extreme care when screwing in eyelets at each of the four corners as trap base splits easily.
- Insert axles through eyelets and mount wheels. Wheels do not require drilling if dowel is cut from soft stock. Any rear-wheel spin can be eliminated by adding elastic bands (as tire treads), or mounting wheels from an old toy.

HOW TO MAKE IT WORK:

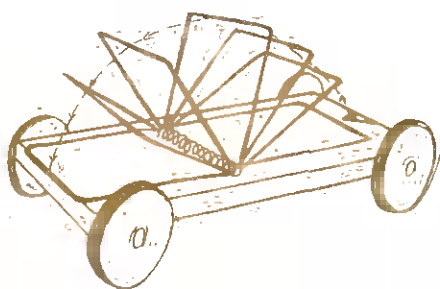


DIAGRAM "C"

- Pull "snapper" back to its full extent, and hold with thumb. (String should be knotted on "snapper.")
- Spin rear axle (counterclockwise) until string is wound tight.

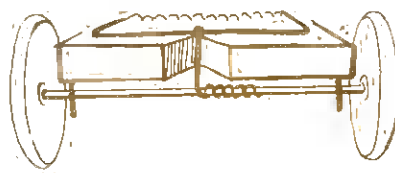


DIAGRAM "D"

Wind string counterclockwise onto axle while holding snapper with thumb.

Set front wheels on starting line — release snapper and **THE RACE IS ON...**

Caution — Wheels mounted off centre give a "funny" ride.

The directions above are for "La Mouse Jeep" — use your imagination to come up with your own designs.

Photos: The Port Colborne News



Scouts Peter Dykstra and Roy Barnhart, Youth in Action workers, receiving the Scout prize on behalf of Bill Page for his winning Rattrap Dragster.

THE TRACK

The 1st Sherkston constructed a flat track of plywood sheets, with painted lanes, and start and finish lines, but it could be as simple as chalk marks on a floor or an elaborate design of your own choosing.

This is a project with lots of possibilities for all Scouting sections. It could be handled as the 1st Sherkston group did — as an exhibit at a community show, county fair, or as a promotion with public appeal during Boy Scout Week. It could be used as a section activity, as a means of fostering group sharing and interaction by friendly competition between groups, or as a fund-raiser through the sale of mousetrap car kits. It could even become an annual district event, with the top cars from all groups entered in one grand La Mouse 500, with classes of entry (including one from section Scouters) with boy-made trophies for the fastest car, best or wildest design, etc. in each class. You can take it from there. One thing is certain — it could be great fun for you as well as the boys, and what could be better than that?

If you do run an event such as this, please let us know how it went. Just drop a note to Wolf Cub Subcommittee c/o this magazine.

WINTER SCO

On the Way of the Pioneer

During a patrol meeting on troop night, the Oomingmak (Eskimo for muskox) Patrol decided to tackle the Bronze Winter Scouting Badge.

This decision didn't happen by accident. The Scouter raised the question of camping and hiking in winter weather. This led to the need for special skills and equipment. A short discussion and the Handbook launched a patrol program.

The Oomingmak Patrol consists of five boys — one: ten years old, three: 11 years old and one: 12. All the boys are in the sixth level or grade at school. Their Scout counsellor is a 16-year-old Scouter-in-training.

It was decided that three patrol meetings during the troop meeting, plus two Saturday patrol meetings, should meet the requirements for the Winter Scouting Achievement Badge (bronze stage).

While the first requirement of the bronze-stage Winter Scouting requires knowing how to deal with two out of seven — the patrol agreed to tackle this requirement as the counsellor suggested. Each Scout selected one of the items and during the week would prepare a report. The counsellor would cover the two items left over. The patrol leader would check with the patrol two days before the meeting to ensure each Scout would have his task completed. One reference source to be used would be pages 385 to 416 of *The Canadian Scout Handbook*.

The detailed program worked out at the Scouter's meeting looked as follows:

Patrol Meeting (during troop meeting)

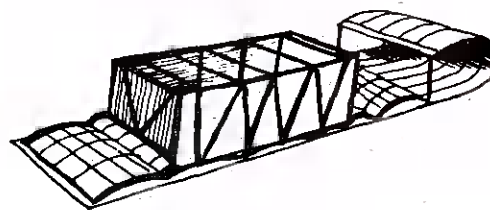
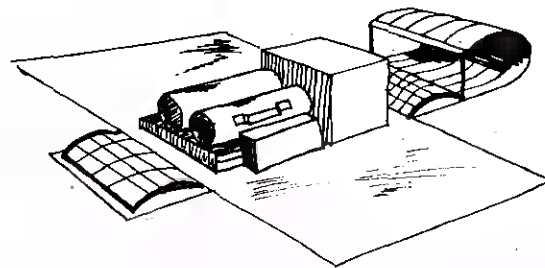
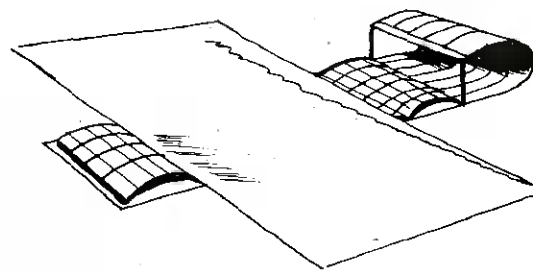
Five-minute presentations by Scouts on selected topic from first requirement. 30 minutes

Discussion led by Scouter on the two topics not covered by Scouts. 15 minutes

Game to test listening: large circle drawn on floor with one Scout to sit in the centre. Patrol to effect a "rescue" demonstrating what they have learned. 10 minutes

Patrol Meeting (during troop meeting)

Each Scout given a piece of card stock to make a pattern for a pair of eskimo-type sunglasses. The pattern is transferred to $\frac{1}{4}$ "-plywood and cut out. Flat black paint is then applied. (Page 408 of *The Canadian Scout Handbook* has a picture of a Scout wearing a pair of these.) Care must be taken to ensure that the slit in the wood is in line with the pupil. This is best done through trial and error as it requires "custom fitting."



UTING

By Don Swanson



Using a large cardboard box and a toboggan, the Scouter demonstrates how to pack a toboggan (page 400, *Canadian Scout Handbook*).

5 minutes

Patrol Meeting (during troop meeting)

Using pages 144, 145, 394 and 395, the boys plan a menu for two meals: lunch and supper.

Quantity lists are also prepared for the patrol. When completed, the Scouter takes the patrol to the shopping centre to price the foods they have selected. Emphasis is placed on dehydrated foods and one-pot meals prepared in foil.

Troop Game (*Race to the North Pole*)

At a given signal, each patrol to load a toboggan with a large cardboard box and one rider.

Patrols race across a field (around a large circle, down a path) to a point marked by a pennant.

Each patrol must light a fire and boil a cup of water (material will be given out by Scouter).

First patrol to load toboggan, boil water and return to starting point will be the winner.

Patrol members to read pages 386 to 389 of their Handbooks.

Patrol to arrange for transportation, one toboggan and food, as planned at patrol meeting.

Patrol Meeting (Saturday)

On Thursday the Scouter will call the patrol leader to ensure all the tasks (food, transportation, snowshoes and toboggan) have been looked after.

Patrol assembles and dress is checked by Scouter. Upon arrival at hike departure point, the patrol loads the toboggan.

The Scouter has included six squares of heavy galvanized tin (2' x 2') for practising fire lighting.

Patrol hikes to small lake and clears a strip for skating and a game of shinny. (For ice safety and rescue information, see *The Canadian Leader*, Jan '74.)

Scouter demonstrates how to light a small cooking fire with a piece of metal as a base. Each Scout to light a small cooking fire and heat a cup of soup and cocoa.

Shinny on the strip cleared before lunch.

Early supper cooked on one fire.

All garbage, ashes, trash to be placed in a plastic bag and packed out . . . and then home.

A second Saturday hike which involves ice fishing and tobogganing, as well as preparing lunch and supper, completes the badge. At the troop meeting, the patrol is awarded their bronze-stage Winter Scouting Achievement Badge by the troop Scouter.

THE PH

#2

The April, 1973, issue featured a four-page article on a fascinating, new, form of pioneering that uses a minimum amount of timber and depends almost entirely on a rope weave for its shape and strength. Developed in France, the PH (Paraboloïde Hyperbolique) has many uses and, when properly constructed, gives a beautiful effect.

The first article stated that, if enough people were interested, a follow-up article would be prepared with additional examples of tested PH projects.

A surprising number of Scouters in Canada and the United States have written asking for more because they have tried PH and found it works. Unfortunately, space limitations do not allow us to repeat the basic instructions but they can be found on pages 15-18 of the April, 1973, issue. For those who may not have received this issue, we have a limited supply and are prepared to provide them, free of charge, on a first-come basis. What follows is a continuation of the previous article and is reprinted from material provided by the Programme Service of the Scout World Bureau.

Figure 25 — It is also possible to use this dual PH in the dining room, Kraal, at a crossroads, etc. We are giving the assembly guide in association with the more complicated Kraal on four PHs (Figures 11 & 12).

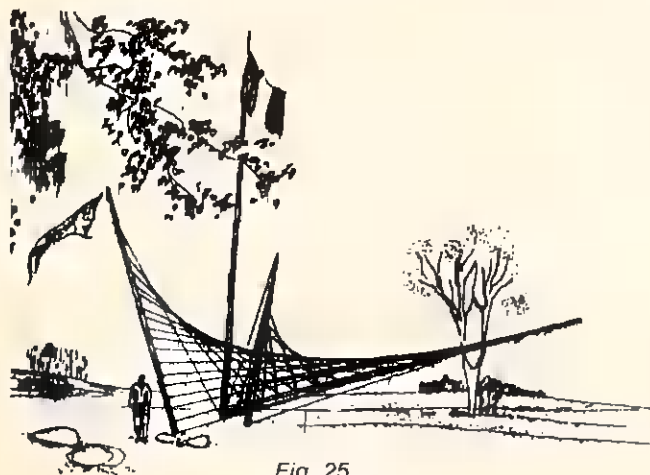


Fig. 25

Figure 26 — Materials
 2 x 10m. poles
 4 x 8m. poles
 1 lasso 2m.
 1 pot-hook lasso 8m.
 500 closed screw-rings
 1,600m. sisal cord

Plan

1. Dig holes of 0.60 x 100 (depth 0.80) at the corners of a square with 5 m. sides.
2. Fix the screw-rings in the poles (retaining 1 m. to be in the ground) —
 — every 16 cm. for 8 m. poles;
 — every 20 cm. for 10 m. poles.
 These two poles have two series of screw-rings diametrically opposed.
3. Place the poles on the ground as in fig. 27.
4. Diagonally knot between the poles of 10 m.; add the pot-hook.
5. Pass the rope as in fig. 28.
6. Bring forward the two poles furthest left in the diagram, as in fig. 29, without confusing the ropes.
7. Place the two poles furthest right in their holes (fig. 30).
8. Lift the centre poles (fig. 31). Wedge into position.
9. Place the last poles in their holes (fig. 32).
10. Fix final positions.
11. Tighten the four PHs, one after the other.



Fig 26

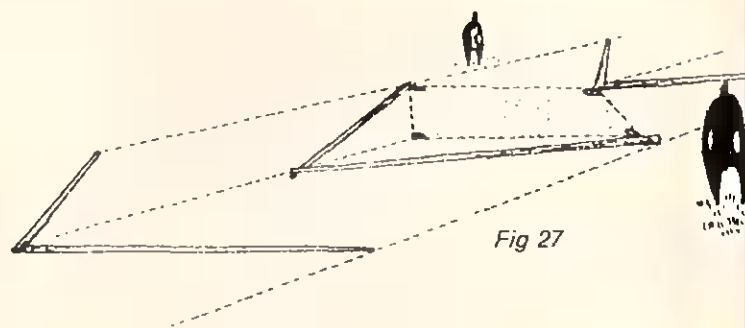
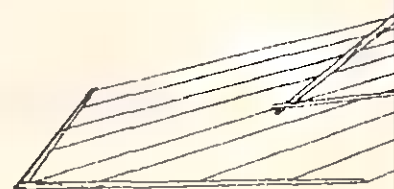


Fig 27



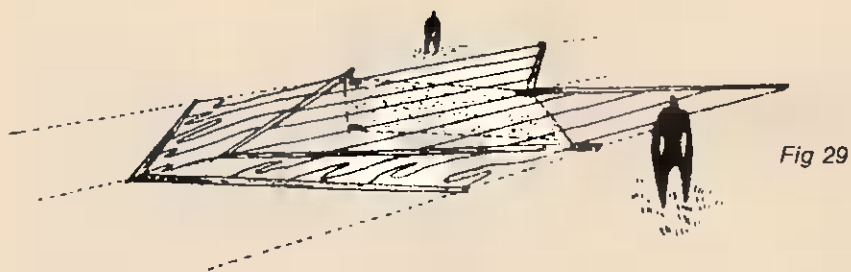


Fig. 29

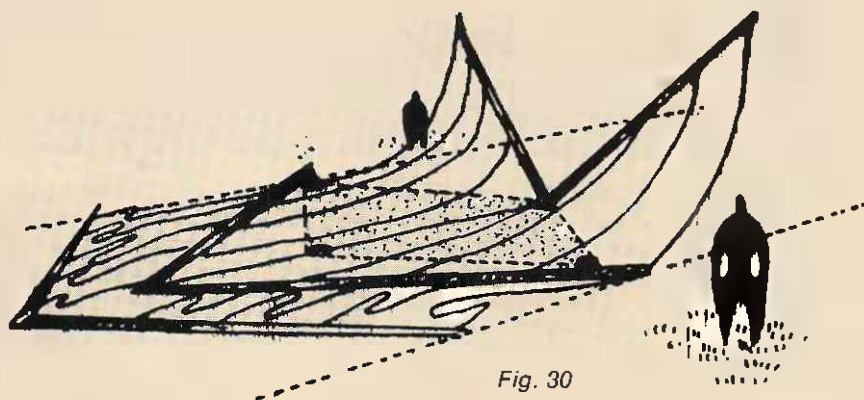


Fig. 30

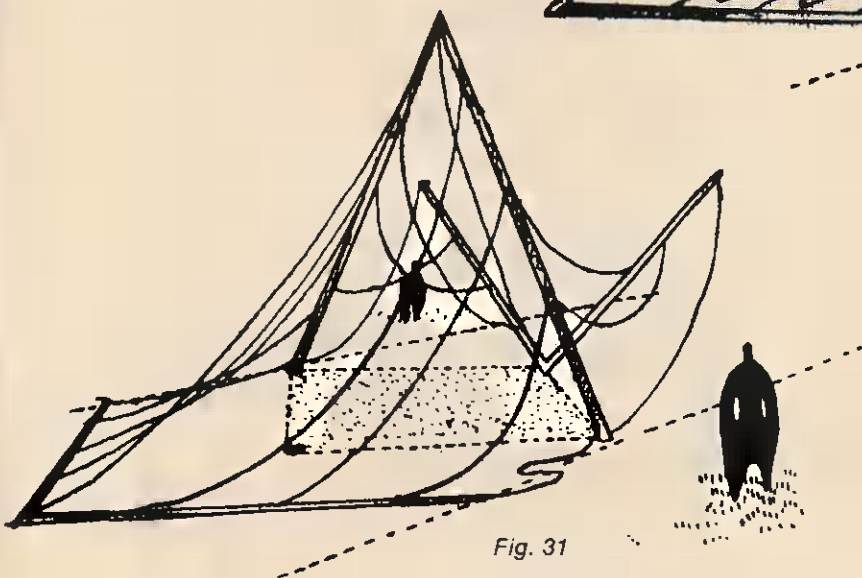


Fig. 31



Fig. 28

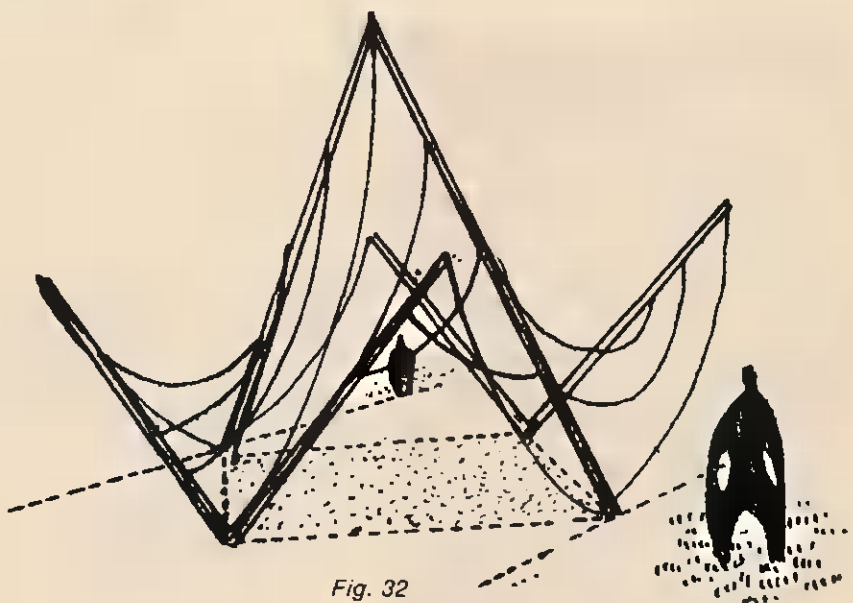


Fig. 32

Let us draw the PHs (fig. 33)

Put poles **ab** and **cd** in position.

Join the ends **bc** and **ad** (fig. 33).

Join the centres **i** and **j** of **ab** and **cd** (fig. 34).

Join the centres (**n**) of **ia** to (**p**) of **jd** — the centre (**l**) of **ib** to (**m**) of **jc** and so on . . .

Put the poles in position (fig. 36).

Join the ends **ad**, **bc**, **b'c'**, **cc'**, **c'e'**, **df**.

And then the centres of the poles as before, PH by PH (fig. 37).

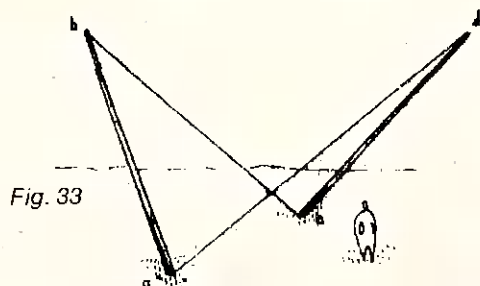


Fig. 33

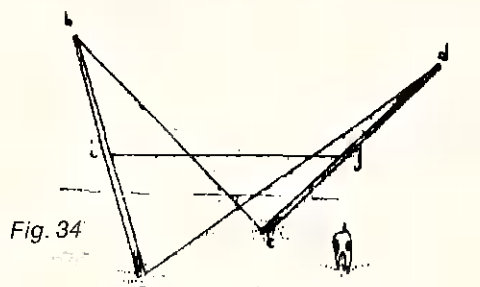


Fig. 34

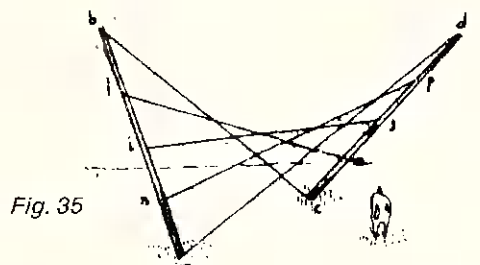


Fig. 35

Remarks

This assembly can be carried out with the poles upright if there are ladders. Poles arranged in a V-shape can be slightly pushed back as the moisture tends to bring them to the centre. Again, for poles arranged in a V-shape, see to it that there are screw-rings placed very near the ground so that no space appears between the two PHs.

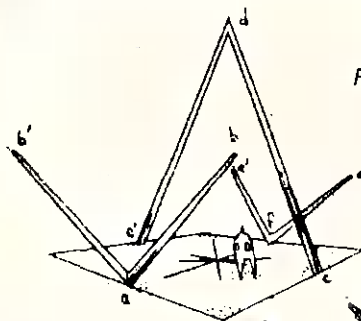


Fig. 36

Fig. 38

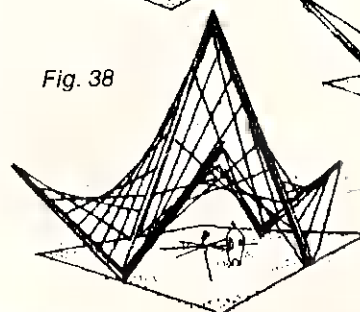
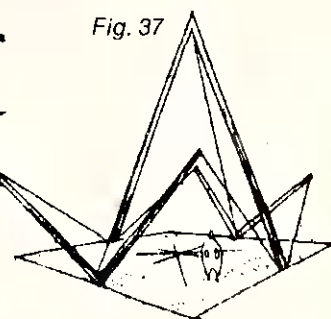


Fig. 37



Conclusion

May we say in conclusion that the PH is only one example of all the "regulated surfaces," that is, those composed of straight lines.

If we stretch the ropes between two circles, we obtain, under certain conditions, two cones meeting at their vertex like the ones at the altar — called *recolution hyperboloid*.

If we stretch ropes between a straight line and a circle (always under certain conditions) we have a cone.

Before actually putting this into practice, models should be made with assembly sets or elastic thread — which gives us a good opportunity to prepare the camp.



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BADGES
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Audio
Visual

No. 6



By Robert E. Milks

GROUP/COUNCIL MAGAZINES

This article is not designed for the expert editor — one who has proven ability and time and money. Rather, it is intended for the Scouter or council volunteer who is now producing or has been asked to produce a magazine for some level of Scouting. A rather typical case would be the Scouter who moved into a new community and volunteered his services in any capacity except as Scouter until he got settled. He agreed, hesitantly, to become editor of the council magazine. In short order he found that *there hadn't been an issue in three months*, that people felt one should be put out right away, that the previous editor had typed stencils, run off the magazine, collated it and hand-addressed it to all Scouters and council personnel. Fortunately, he survived the first issue and, later, both he and the magazine became more organized.

Producing a magazine is work — hard work! It is not a job to be taken lightly! Too often what starts out as a labour of love for the editor becomes a chore — at that stage he should seek a replacement. Conversely, it can become so much fun for the editor that he loses sight of the reason for the magazine — at that stage he should be encouraged to seek a replacement.

If producing a magazine is such hard work — is it worthwhile? The answer to this question must be an emphatic, "yes."

Everyone knows that the ideal method for a Scouter to communicate with parents is on a face-to-face basis — a visit to or from them. But what if the Scouter has 30 or more boys? How really feasible is it? Would he have any time left to plan and run programs?

A group or section magazine can be a good alternative means of communicating with parents — a *continuation*

of perhaps the initial contact which was made (face-to-face) when the boy joined or was invested. A Scouter, through such a magazine, can keep parents informed of activities and future projects, he can solicit their help in instruction and transportation.

Parents can be kept aware of their son's activities and his progress. Through such a magazine they would know what is happening and this, as experience shows, can build support for the Scouter and the group.

By sending copies of the magazine to offices of the sponsoring body, to *council personnel*, and to other people who work with the group, the group can keep them informed of their program and plans. This flow of information can help build goodwill for the group.

Magazines can also become a valuable record of a section or group and its activities. In fact, kept in a binder, they can become a permanent archive.

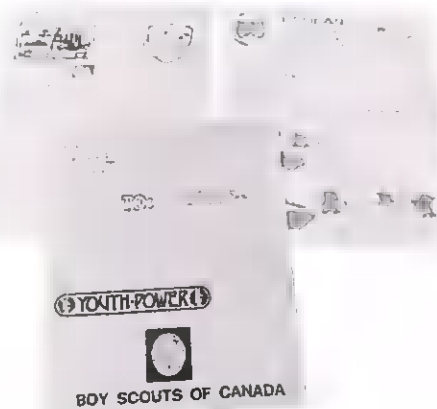
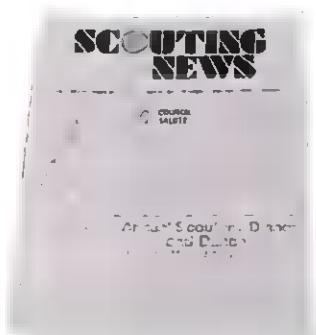
Council magazines serve similar purposes. A council magazine can help improve the flow of communication in the council. To do this it cannot be a one-way flow — from the council to groups. It should encourage groups to use it — such as with a report of a successful activity that they want to share with others.

Training material, program aids and how-to articles to stimulate activities can serve a very useful function. These can be directed to both boys and adults.

The ideal is to involve boys and leaders in group magazines and leaders in council magazines. Through their involvement it becomes their magazine.

Yes, there are many advantages to a magazine. The rest of this article is devoted to helping you produce the best magazine possible.

15



Audience— or Who Are Your Readers

As an editor, you must be able to define the audience to which you will direct the magazine. Will the magazine be directed to one or more of these audiences?

- | | | | |
|----------------|--------------------------|-----------------------|--------------------------|
| Cubs | ☐ | Commissioners' Staffs | ☐ |
| Scouts | ☐ | Other | ☐ |
| Venturers | ☐ | Sponsors | ☐ |
| Rovers | ☐ | Group Committees | ☐ |
| Leaders | ☐ | Council Personnel | ☐ |
| Service Teams | ☐ | Parents | ☐ |
| Training Teams | ☐ | | |

Place a check beside each audience that will receive the magazine. Circle in red the primary audience(s).

A section magazine would have at least one primary audience, the boys in the section. A group magazine might be directed to boys. In each case the magazine might also focus on parents — to keep them informed of plans and programs. A council magazine might have primary audiences of leaders and group-committee personnel.

In addition to identifying your audience(s) you can begin to look at such things as editorial style, layout and design, method of production and method of distribution.



Editorial Style and Content

A magazine directed to Cubs requires that the material be written in keeping with their reading level. Obviously, you would not want to burden them with a "superabundance of idiomatic terminology."

To put it more bluntly, Cubs are interested in seeing reports of **their** activities, **their** progress, and learning about plans for **their** program. Parents would be interested in those items which affect **their** sons. To be interested, readers must be able to easily understand what is being said and relate it to themselves.

A magazine addressed to Scouters must meet the same requirements in terms of style. Unless they can relate to the magazine, unless they want to read it and unless it is of value to them, they will probably set it aside with the thought, "I'll get down to looking at it sometime."

Think of your magazine in terms of a piece of mail coming to a person. If it is a letter from someone he knows and conveys news in which he is interested, he reads it right away. If it is addressed, "To the Householder," as often as not it gets dropped into the wastebasket.

It is important, then, to know your audience — to know what kind of people they are — to know what their interests are.

You can't start with all this information but you can make it a practice to get to know your audience, to find out what they want in the magazine and to check with them to see if you are getting it in.

What you put in the magazine can vary considerably — you have the choice of

- | | |
|----------------------------|----------------------|
| news of forthcoming events | photographs |
| reports on past events | cartoons |
| future articles | personality profiles |
| editorials | how to's |

A major problem facing an editor is finding out what is going on. While this is not so much of a problem at the section level, it increases in complexity through group to council magazines. It has been said that a good editor needs a working crystal ball. Failing that, he must establish and maintain contacts with people who can give him the information he requires.

An editor should resist the temptation to take the easy route of including only material that he produces. General appeals for articles are seldom successful. Better results are achieved by asking a specific person for an article on a specific subject. Consider asking a Scouter to write an article on his troop's canoe trip, asking the mayor for a letter to Scouters during Scout/Guide Week, a report from a Scout who attended a World Jamboree, and so on.

Most important in getting material from contributors is to set a date for material and follow-up to ensure that it is received.

If you use contributions, give a credit — a byline. This makes it much easier to approach a person again!

Design and Layout

How will your magazine look when the reader receives it? Will it encourage him to read it? Or will it turn him off so that he sets it aside?

To a large degree the general appearance of the magazine will be determined by the size of paper you use and the type of printing or reproduction methods available to you. But there are no excuses for poor design or layout.

Magazine Size

Several sizes of magazines can be produced using the more standard-size papers — 8½ x 11 or 8½ x 14 — papers which tend to be used on the basic reproduction machines available to groups and councils.

By different methods of folding and stapling you can create quite a variety of sizes of magazines.

Simple folding can give you a four- or six-page magazine. By stapling three once-folded sheets together you can have a 12-page magazine.

The number of pages you require is often dictated by the material you have for your magazine. Unfolded or single-folded magazines can be added to by stapling extra sheets. With two folds you are basically limited to one sheet of paper and your content must be tailored to space available.

Cover

Commercial magazines are readily identifiable in a store. This is because their masthead (or name) is printed in the same manner on each issue. (See the cover of *The Canadian Leader* magazine.) If you are taking over an existing magazine, it probably has

a name and a standard style of producing it.

If you are starting a new magazine then you have the joy and problems of selecting a name and designing your masthead. Consider inviting your readers to give it a name. Some groups might find it easy — such as a St. Paul's Troop producing an "Epistle." A Sea Scout troop might like a nautical name such as "Sea Breezes."

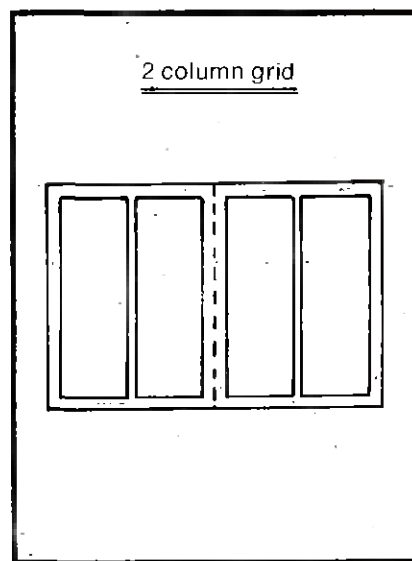
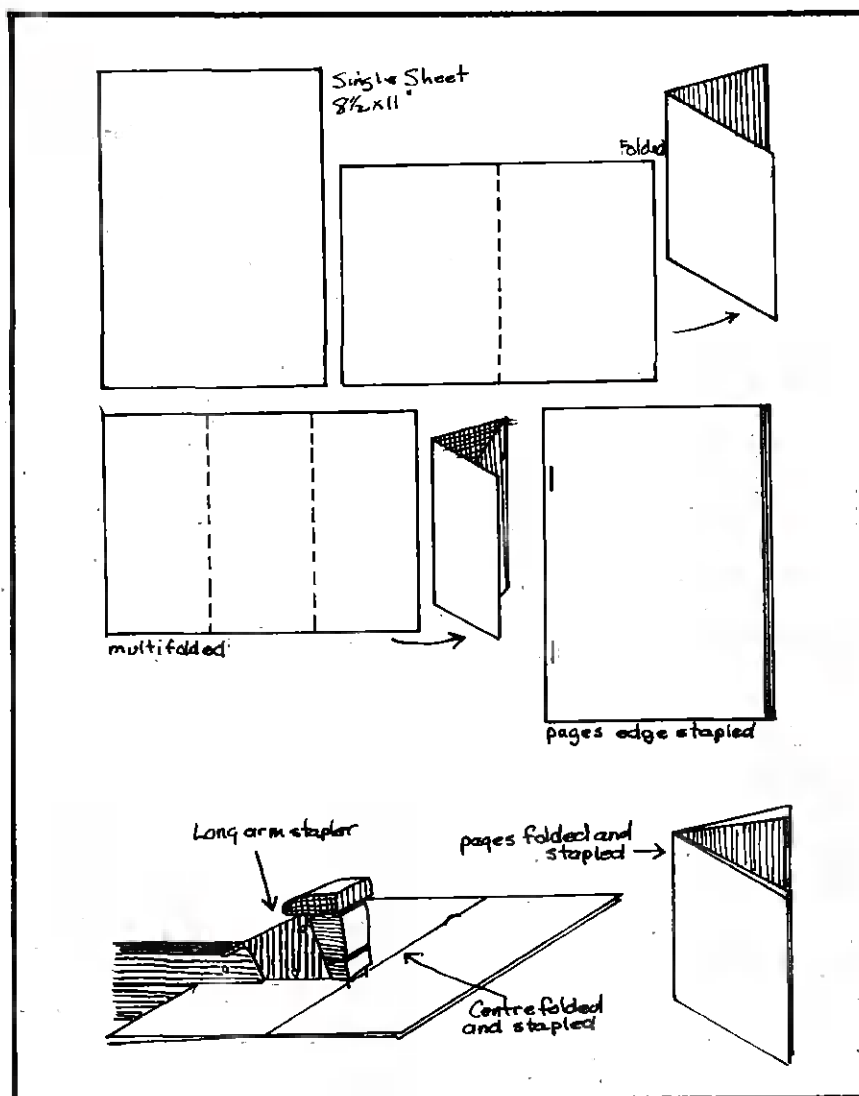
If you are gifted in art you might produce the masthead — if not, draft a Scouter or friend who is. Perhaps a local art school or student would do it as a project.

Scouting magazines tend to use the balance of the cover in one of three ways — the feature article, an editorial or a calendar of coming events.

If a magazine is to be mailed, consider leaving at least half of the back clear for address and postage. This leaves you the pages between for the bulk of your material.

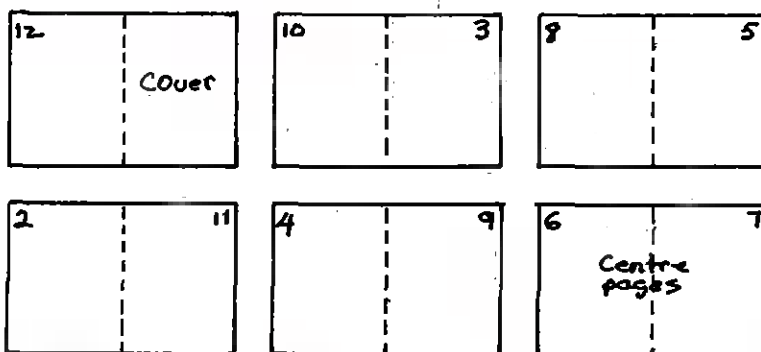
Layout

A good layout is really nothing more than an attractive presentation of your material. Once you have determined the size of the pages, you should establish a "grid" for your page layouts. This grid is simply a convenient way of visualizing the magazine, two pages at a time, so that you can plan how you will lay out each page. Normally, in the two-column grid shown below, all text, photos and headings will stay within the inner lines unless you run a wide heading or photo for emphasis.



The Grid

The following shows how the grid can be used to plan the layout for your magazine. For a 12-page magazine (three sheets folded once) the grid layout would be as follows:



Back to Back

As these are to be run back-to-back, the sheets A & B, C & D and E & F are the front and back of each three sheets of paper. This shows you how you must type your material for it to assemble properly.

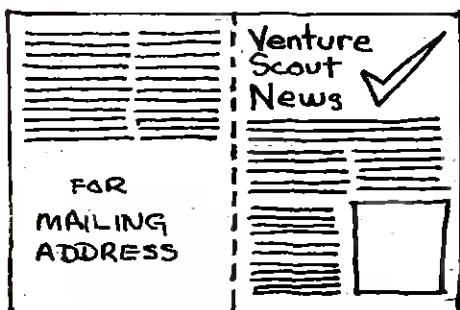
Note that we have used a mix of widths for emphasis or to better put across an item.

Avoid having the page look too cramped or jumbled. Don't be afraid of some white (unused) space! You may have to justify it to people who

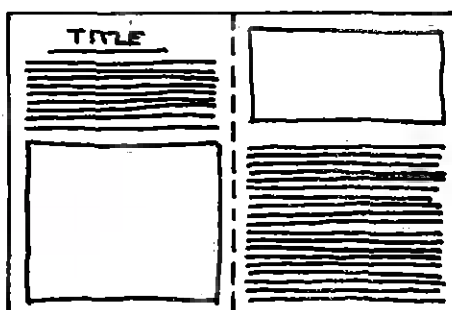
wonder why you have left it blank (they might not approve).

If articles are too long for the space assigned, then this is the time you use the editor's blue pencil and cut. If the story has been presented properly, this can be relatively easy.

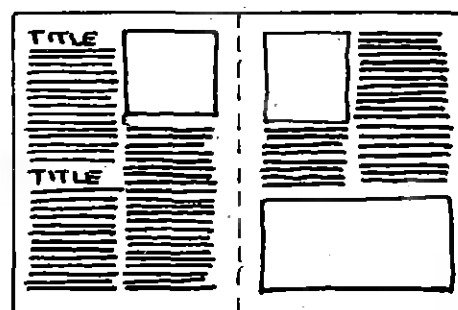
Keep a stock of fillers — short items to place in what might be a gap in a page. These can be quotes or anecdotes. When you use one of these, separate it from the article around it with a line.



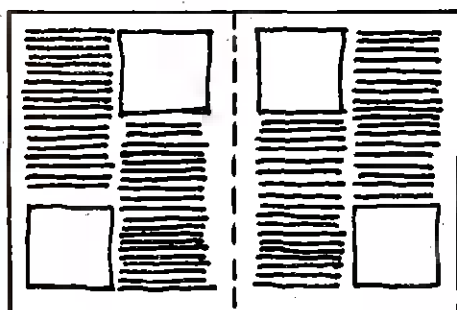
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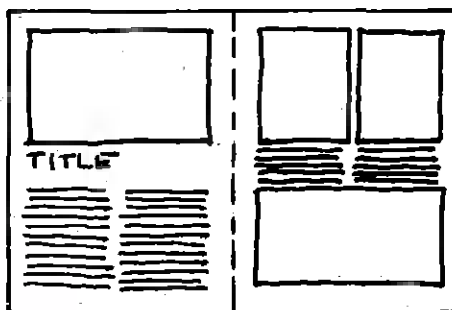
C



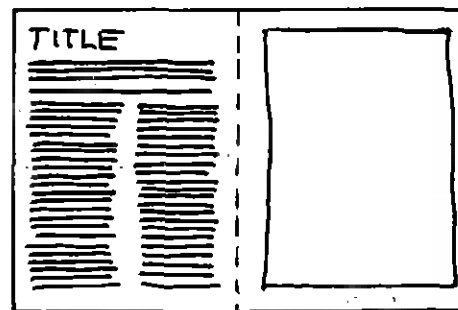
E



B



D



F

Production

Most groups and councils are limited in the methods of production available to them. There are probably three methods by which most Scout magazines in Canada are produced, the third method used by only a few of the larger councils.

1. Stencil duplicator — most council offices have equipment that uses wax stencils. These machines will also accept electronic stencils which can give a good combination of text and illustrations. Depending on the type of stencil used, it is possible to get up to 1,000 clear copies from a stencil.
2. Spirit duplicator — will produce copy with ease (including colour). Usually the number of good prints is limited to 100 or less.
3. Offset Litho — capable of producing quality results and can print runs into the thousands. Few offices have this equipment and most councils and groups would require a printing firm to do the printing. It might be possible that a local business firm with such equipment would produce the magazine at cost of the supplies.

Two other methods may be feasible. The first is a wall magazine. Using a roll of paper, sometimes called banquet paper, a group might prepare the magazine by pasting on art, stories and photos. It resembles a well-filled bulletin board but can be put up in places where a board is not available.

The second method is to use a photocopier. This method becomes expensive if more than a few copies are needed.

In actual practice the stencil duplicator and spirit duplicator are the most available printing methods for groups and councils. Let's look at these in a little more detail.

Stencil Duplicator

The machines using these stencils range from a simple hand-cranked machine producing one-colour ink to electric machines capable of producing copies in a choice of ink colours; simple or complex, the process is the same. Basically, the process involves

pressing ink through holes in the stencil so that it comes in contact with the paper.

There is a wide variety of stencils available. The most commonly used one is cut by a typewriter (with the ribbon removed or lowered) or by hand with a stylus or pen.

When ordering stencils specify how many copies you want to produce. There are different grades of stencils and the number of copies they produce can vary greatly.

One way of getting a professional-looking page is to paste up your material on an appropriate-sized sheet of white paper — this can include titles, copy, drawings and photographs. This page is then sent to a company which prepares electronic stencils. The stencil produced in this manner is a carbon coated tissue which gives good copy in quantity.

It is possible to combine this wax stencil with art from an electronic stencil. By laying out your art for the whole magazine, it is possible to get this art on an electronic stencil and to patch this art into the wax stencils. With a little CARE this method produces an excellent copy. (See photo story on patching.)

Spirit Duplicators

These duplicators have stencils on which it is easy to type, write or draw. It is possible, using different coloured carbons, to have as many as three or four colours on one page in one run — a real saving of energy.

The copy is usually very legible. If it has a flaw, it is that the printing fades if left in sunlight for a period of time.

This method is ideal for short runs — it should provide sufficient copies for section or group magazines.

Offset Litho

A few of the larger councils in Canada use this method. The paper plates for these machines can be typed by anyone who has access to a Litho typewriter ribbon.

Metal plates, for longer runs, are prepared commercially like the electronic stencils. Unless a group or council can have their magazine run on these machines through a local business firm, it would be necessary to pay a local printer to do the job.

Costs

Whichever method you use, costs are an important factor. Everything, including stencils, ink, paper, staples, and postage, should be calculated, based on the number of issues and the number of copies per issue.

Before committing yourself to any printing method, check the availability of equipment and the relative costs of each method available.

Use of Advertising

To many people this is one way of producing a magazine. However, this should not be done without careful consideration of all aspects. Because of the limited circulation, advertising tends to become a form of donation. By accepting such a donation, a group might cut off a larger donation from going to the local Scout council.

Sales

It is questionable that the results would justify all the work involved in collecting for each copy. Experience indicates this is not a good practice.

Miscellaneous Tips

Good Writing

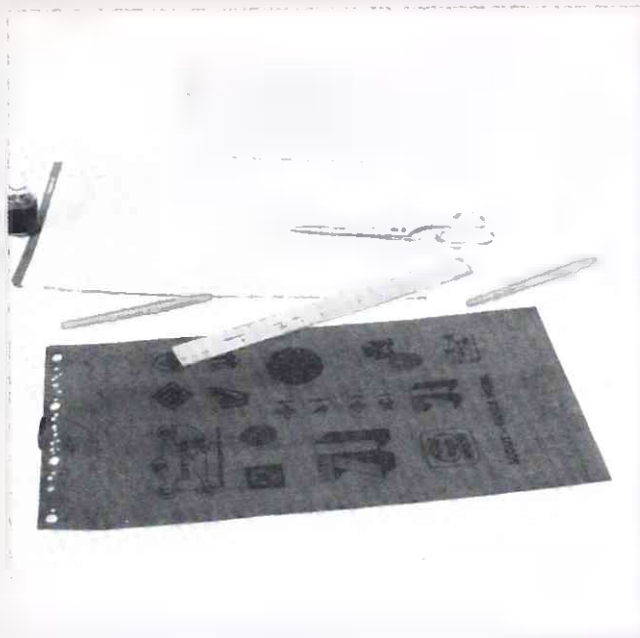
1. Know what you want to say — don't just fill space.
2. Solve the first paragraph — the rest will follow.
3. Edit it — keep it short and to the point.
4. Avoid clichés — these may be fine in speech — in writing they "stand out like a sore thumb."
5. Use good grammar — it doesn't hurt and makes easier reading.
6. Avoid initials — C.M., D.C. — Common Market? Direct current? Not all people know our titles!

Copyright

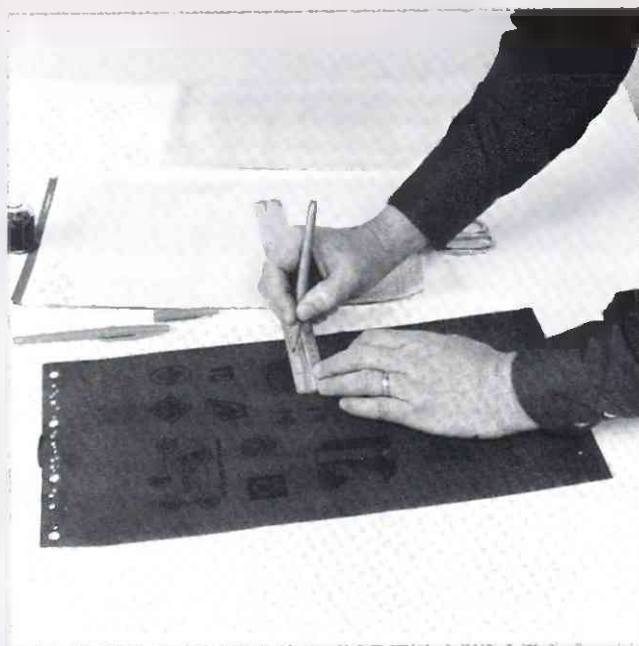
As an editor, you may wish to reprint material. Unless you know the source and have permission — a good rule is, **don't do it**. An exception is *The Canadian Leader* and Canadian Scouting books. Only occasional articles in *The Canadian Leader* should not be used. These are usually identified by a reference to a source. The permission granted to *The Canadian Leader* for its use does not extend beyond the magazine. Editors ignore copyright laws at their own risk!

Good Taste

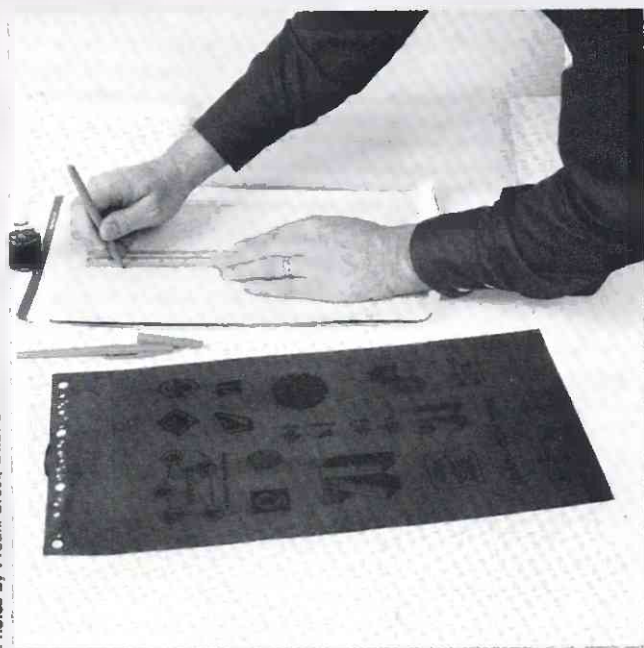
A Scouting magazine is not an underground paper. We do little to develop a flow of information if we offend people. The most obvious offender is the joke column. If in doubt, a good rule is, don't print it.



1. Assemble your stencils, a ruler, a felt pen, scissors and, of course, stencil glue.



2. Measure the size of the symbol that you want to put into your wax stencil.



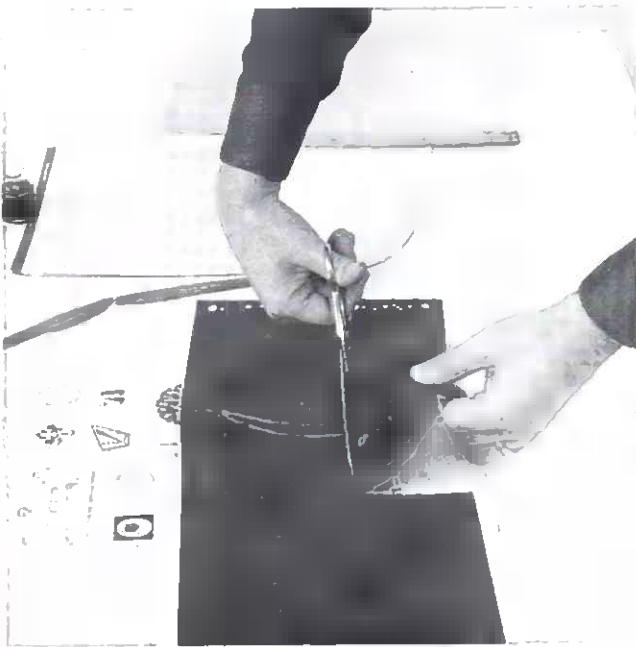
3. Mark an area on your wax stencil that allows at least 1/4" overlap on all sides — use a fine felt pen, it doesn't cut the stencil as a pencil or ballpoint would.



4. Make sure that you have centred the design where you want it on your final copy.

Photos by Proulx Bros., Ottawa

Combining Stencils



5. Cut out the symbol from the electronic stencil and cut out that space on the wax stencil which will let the symbol be printed.



6. Check to see that your measurements are correct.



7. Carefully apply adhesive on the wax stencil in the area marked.



8. Apply the electronic cut on the stencil, making sure that it is right-side up and in the proper position.

As you can see, we have used a number of items to justify the cost of producing an electronic stencil. Logos, headings, symbols — they were taken from *The Canadian Leader* magazine or Scouting repro sheets.

You are now ready to complete your stencil and to run it. Photographs can be screened and done in a similar manner. Avoid large black areas if possible. This causes ink build-up and can make a messy-looking printing job.

Fog Index

The 'fog index' is a method of ascertaining the level of readability of the manuscript. If you fancy your skill as a journalist, why not check and see the sort of market you are writing for?

Take the manuscript of an article you have written and carry out the following steps:

1. Count out 100 consecutive words, ignoring full stops.
2. Count the number of full stops within this 100 words and divide this figure into 100.
3. Count the number of words with three or more syllables.
4. Add the results of actions 2 and 3 together.
5. Divide the result by 10 and multiply by 4.

You should obtain a figure somewhere between 10 and 20.

An index between 12 and 16 indicates that the writing is generally acceptable to the average reader.

10-14: shows that you are writing at the level of the 'popular' press (i.e. *The Reader's Digest*).

14-18: writing for the 'quality' press (*The Globe & Mail*).

18-26: writing at the level of a university thesis!

How do you rate?

Type It with Care

There is no value to producing a magazine on good duplicating equipment if the copy is poor — bad impressions and full of X'd out mistakes.

Remember — typewriters can't be blamed for poor spelling! A typewriter can be very versatile — you can type your text in many ways.

Remember too that a typewriter can be versatile. For example an original piece of text can be typed in many ways.

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How Successful

Check to see just how well your magazine is doing.

YES NO

- The last three editions appeared on time? ☐ ☐
- Is the cover attractive — good looking? ☐ ☐
- Do you use a Scout symbol on the cover? ☐ ☐
- Is the date of issue in the magazine? ☐ ☐
- Have three or more people contributed to the latest edition? ☐ ☐
- Are the layouts attractive — with good headings and illustrations? ☐ ☐
- Is the editor's name in the issue? ☐ ☐
- Is the quality of printing good? ☐ ☐
- Is the magazine well received? ☐ ☐

Scoring

3 to 5 yeses — A pat on the back for producing a magazine — but perhaps you should take another look at your efforts.

1 to 2 yeses — Get out the first-aid equipment — the patient may be in shock.



Is there a scientist in the house? We'd like his opinion of the O.T.L. Perpetual Motion Machine, as designed by an unknown Venture Scout in the county of Essex, England, some little while ago, when we were still able to consort with such people.

What happened was that we were standing in the midst of a vast concourse of Scouts in the Boys' Camping Field at Gilwell, trying to look unassuming but important, when this lad sidled up to say that he thought he had, with some assistance from Archimedes, cracked the Newtonian Action/Reaction theory wide open, and what did we think of it.

Briefly, his idea was to part-fill a number of cans with mercury, cover the open tops with membranes of light rubber, then mount the cans round the rim of a bicycle wheel and immerse the whole bag of tricks in water. You will see at once how the thing would react. Half the cans would be more or less upside down and the other half upright. The mercury in the up-ended cans would press down on the rubber, thereby increasing the displacement of water on that side of the wheel as compared with the other, while retaining exactly the same weight. The effect of this increased displacement, if we understand Archimedes aright, would put the wheel into a state of chronic imbalance, to which it would react — **by turning**. And, as you will appreciate, this would merely re-create the state of imbalance, which would, in fact, become permanent, so that the wheel would go on turning *ad infin* until the bearings wore out, the water evaporated, the wheel turned to rust, or the world itself finally exploded.

Absolutely marvellous!

Now all you are required to do, if you will be so kind, is to tell us in simple language, not merely that this machine could not possibly work (we know that already) but why not?

It is only fair to tell you that the question has already been submitted to the Faculties of Applied Science at various educational establishments in the British Isles, such as the Universities of Oxford and Cambridge and our local Comprehensive but, although many explanations have been forthcoming, none so far has either been understood or accepted by us.

We shall look forward to hearing from you.



"The new man is going to need all the help we can give him."

One of the good things about Scouting is that it is constantly placing boys in situations in which they must both think and act for themselves. It goes on all the time, in the troop room and patrol den, on hikes and expeditions, and of course in camp — mostly in small affairs, but now



and then in matters of greater importance. And the small affairs prepare and condition the boy for the bigger ones and for life itself.

At the first great post-war Jamboree in 1947, a patrol of Scouts from Hertfordshire, England, were invited to join a French patrol on a day's hike along the River Seine.

We should explain that the French Scouts were very much on their toes at the Jamboree of '47. Their country had just emerged from the degradation of the Occupation, and they were desperately anxious to assert their manliness in the eyes of their fellow-Scouts from all parts of the world.

This was healthy enough, but it had led them into a good deal of foolishness. It was quite common, for instance, to meet a French Rover Scout with his Jamboree brand, not on his leather belt, but burned into his wrist. They just wanted to prove to us and to themselves that they were tough.

Anyway, this international hike started in good style, the French boys setting a cracking pace down the right bank of the Seine. Presently they halted at one of the many war-shattered bridges. This was just a tumble of ruined masonry with a single steel girder spanning the swift-flowing river. The French boys produced knives and hand-axes and at once attacked a patch of osiers on the river bank, emerging presently each with a long, straight pole. Their patrol leader approached the English Scouts who were conserving their strength in typical anglo-saxon fashion on the warm grass. "My boys," he announced, "are going to cross by this bridge, which is quite safe. If you do not wish to cross by this bridge, there is another one not far down the river. We will wait for you on the other side." Saying which, he stepped out onto that slender girder, followed by the rest of his patrol and, balancing themselves with their poles, they walked across.

Now the Seine had proved itself rather a cruel river at that Jamboree. Two boys, including one English Scout from Manchester, had been drowned from the official bathing pool, and we'd all been warned to keep away. And so the English patrol leader found himself caught on the horns of a dilemma.

He told me later that he felt sure he'd done the wrong thing but didn't think he had much choice. "You see, sir," said he, "when the French lot got to the other side, they just threw their poles on the bank and sat down watching us. They weren't talking or laughing or anything. Just watching. Their p.l. had his arms folded, and I could see he was looking straight at me."

"So what did you do?" I asked, aghast.

"What *could* I do? I told my lot to wait, and went across. It wasn't so bad once you got going and kept your eyes on the girder. My idea was just to explain to the French p.l. about the river being out of bounds, and then go back and take the mob round by the other bridge. But before I could say a word, he came at me waving his arms and raising Cain because I hadn't got a pole to balance with. He said it was dangerous to cross the river without a balancing pole. This got my back up a bit, so I pointed out that if he'd told us what he intended to do before leaving camp, we'd have brought something to cut balancing poles ourselves; but, in any case, his lot had taken all the best ones."

As I listened my blood ran cold. This amounted to an international incident of the worst kind.

"So I suppose you just stood there screaming at each other like a couple of fish-wives," I said.

No, it hadn't been like that. The French p.l. had seen the point of the argument at once. "Ah," he said, "I see. So you have come across the river to ask us to lend you our poles. But of course. *Voilà!* Come, I will help you to carry them to the other side. And as you have crossed in one direction without the aid of a balancing pole, when we return I will do likewise and then we shall both be what you call quits."

And that, to bring this over-long anecdote to an end, is what they'd done.



The troop-room activity we are about to describe should only be attempted by troop Scouters with nerves of steel and fully paid-up insurance policies. Truth to tell, it is almost completely harmless, but it has the great attraction of sounding highly dangerous — something which is bound to appeal to your adventure-hungry Scouts.

What you are going to do is to invite them to blow you up with a steam-bomb while you sit cross-legged on a stool in the middle of the troop room floor, having a quiet pipe and a deep think about life, liberty and the pursuit of happiness, or some other profound, philosophical subject. If, for any good reason, you do not feel that this is quite the right job for a man in your position, there would be nothing to stop you detailing one of your assistants to fill the major role of victim, while you take on the duller but more responsible job of watchdog and safety officer.

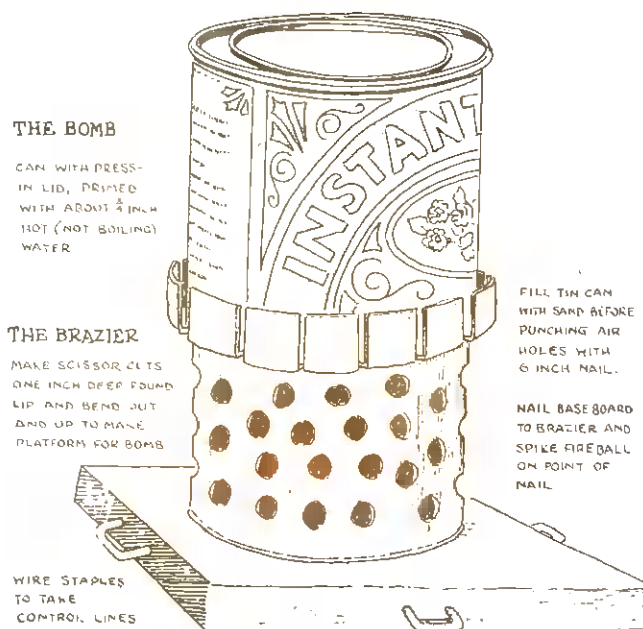
The bombs themselves, with other necessary impedimenta, will have been prefabricated by your patrol leaders at their most recent meeting. They will find the diagram more or less self-explanatory. The heating agent is the American Fireball. This is nothing more elaborate than a ball of soft, white string soused through and through with paraffin wax. To make it, put a small Monkey's Fist about the size of a walnut in the end of the string, dunk it in a pan of melted candles, then cool it immediately in cold water, taking care not to wet the unwaxed string. Wrap a few more turns round the Monkey's Fist, secure the last turn with a half-hitch, and repeat the dunking-cooling process. Do this several times until you have built up a fireball about the size of a tangerine orange. When it is quite cool, scrape the wax off the crown and, with the point of a sharp knife, nick up whiskers of string so that your "orange" begins to look more like a Scotch thistle. Spike this on the nail which you have driven up through the baseboard to hold the brazier in position. You will find that it will burn with a good steady flame with just enough heat to build up sufficient head of steam in the bomb to blow the lid ceiling-wards with a satisfying "ping!" It is a good idea to use

hot — not boiling — water to prime the bomb, and a depth of not more than one quarter-inch will give the quickest results.

(Afterthought: you may find it necessary to raise the bomb fractionally above the platform of the brazier to allow the free passage of air. How this can be done we leave confidently in the capable hands of your p.l.s.)

The actual blowing-up of the chosen victim must be carried out in darkness, lit only by the eerie light of the braziers, and patrols must work throughout in complete silence, from outside a given perimeter.

Do let us know how you get on. Marooned as we are by advancing years and irksome retirement in this isolated East Anglian village, we miss all the fun we once enjoyed, and it would be SO nice to hear from you in far-away Canada.



MORE TRAINING TIPS

- When introducing map and compass to your Scouts, do not fail to drive home the lesson of magnetic deviation by inviting them to orientate a map near a radiator, stove, or other metal object — and then let them discover for themselves the cause of the disturbance.
- In pioneering, the soundness or otherwise of a spar can best be tested by holding it by the tip and "ringing" the butt on any fairly hard surface. Shakes and other flaws generally occur in the heartwood and, although invisible to the naked eye, can easily be detected by both the feel and sound, if the spar is treated in this way.
- When teaching a boy to use one of those round carborundum stones to hone an axe, lay it on a flat surface and tell him to pick it up with his fingertips. In this way the fingertips will not protrude and fall foul of the cutting edge of the axe.
- Splicing practice is so much easier if you use nylon rope. The trouble with manila, as we pointed out some time ago, is that the ends of the strands develop whiskers, which make life unnecessarily difficult for inexperienced rope-users. With nylon you can prevent this simply by heating the end of each strand separately with a lighted match, so that the fibres fuse into a solid knob. It will help to keep the fibres in control if you bind the ends of the strands temporarily with paper gum-strip before applying the flame . . . but do beware of

the molten "dripping." At this very moment we have a nasty blister on the back of our left hand to remind us to be more careful in future.

- Instead of using two ropes to make a bosun's chair by means of the scaffold hitch, use strops.
- And, talking of strops, you could get your boys to experiment with them to move a heavy log by means of the device known to us as "The Gun Tackle," which is actually just a variation of the more familiar parbuckle. You will need two strops about twelve feet in length. The method is to open the two strops and lay one on the ground at each end of the log on the same side as the direction of travel. The strops should overlap the ends of the log, so that when it is rolled onto them, one part of each strop is pinned beneath and the other can be brought over the top. Two Scouts work together to roll the log toward themselves by hauling on the part that comes over the top. If a change of direction is called for, one strop can be used in reverse to swing the log around.
- Now try to remember a few "training tips" of your own and let us have them for circulation around the Scout-speaking world.



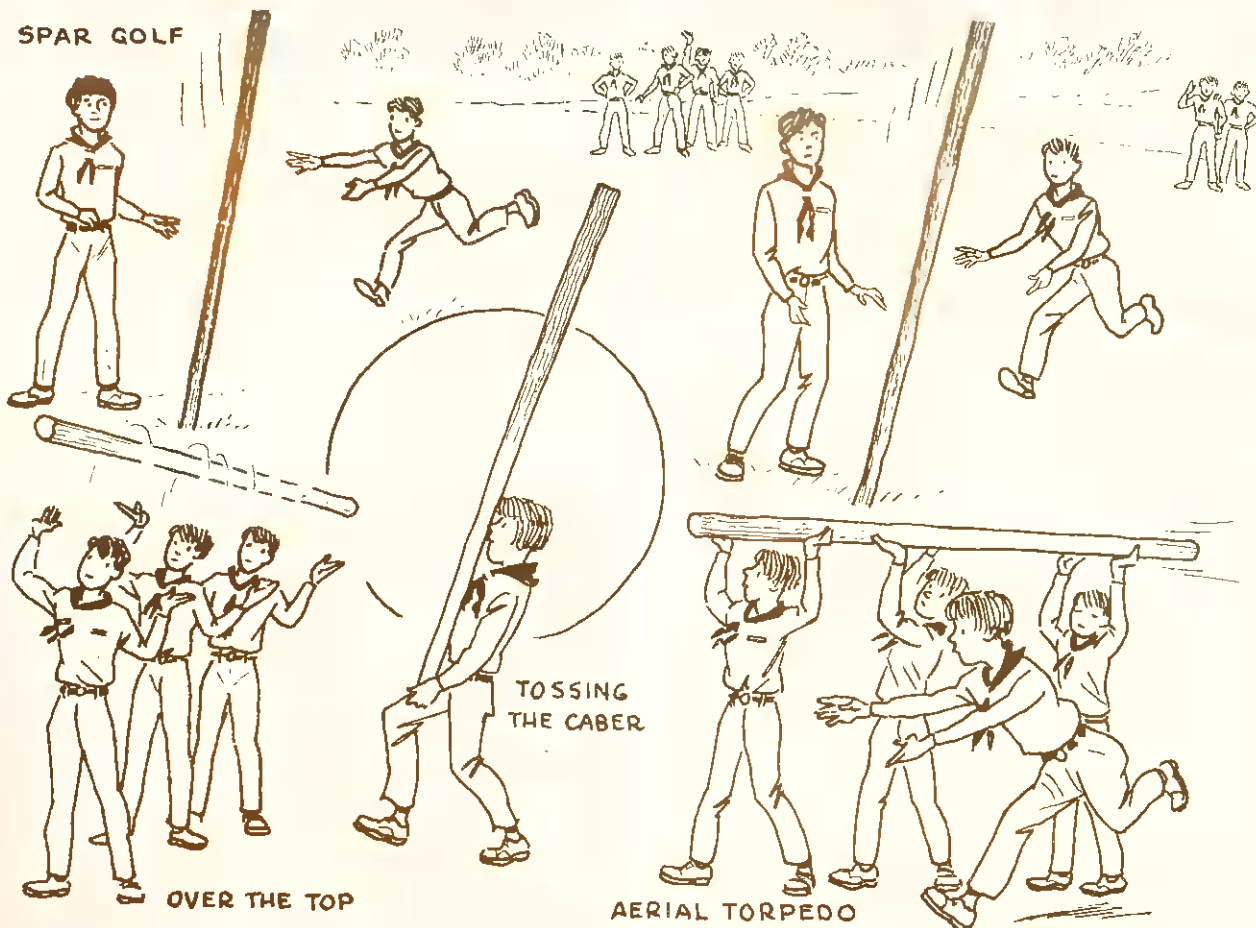
The game, **Spar Golf**, in the accompanying diagram may need a word of explanation. As you will observe, two or more teams compete. Starting from the same baseline, the first man in each team walks out any distance he likes in front of his own men, holds the spar upright with the butt resting on the ground, then yells, "Timber!" and steps back, leaving the spar to topple slowly. Number

two must catch it before it strikes the ground. If he succeeds, the team moves out to that point, and number two walks on ahead with the spar and repeats the operation. If, on the other hand, number two fails to catch the spar before it grounds, the team stays put on the original baseline and the game continues from that point. It is all a matter of judgment, the whole idea being to move out as far as possible while giving the "fielder" a good chance to catch the spar. When all players have had a go, the patrol covering the greatest distance are the winners.

Over the Top needs no explanation. It goes best with a fairly heavy spar which must be tossed over the heads of the team and back again the maximum number of times. Jolly good for the arm and shoulder muscles and a fine exercise in team coordination.

Tossing the Caber: remember that, as in the Highland Games, the spar must cartwheel in the air so that the butt falls away from the tosser. There's a knack in it. Brute strength isn't everything.

Aerial Torpedo goes best with teams of four or more. The spar, held by all players with both hands above their heads, is passed forward, the man at the rear running forward as it passes out of his hands to take it up again at the front. It is **most** important that no one moves his feet even fractionally while actually in contact with the spar. This requires self-discipline of a very high order, which makes this activity a fine character-finder-outer. You will probably find that some chaps appear to be absolutely incapable of obeying this simple rule, and it is perhaps just as well that they should be made aware of this flaw in their mental make-up while there is still time to do something about it.



THE TRAIL OF '98

By R. J. Roberts

or How We Won the Amory Award



26

"When we started this adventure we had not thought much about competing for the Amory Award, much less winning it; we simply wanted to travel and to do so in an adventurous way that would appeal to the members of the company."

Bob Hughes, secretary of the 5th Burnaby Burrard Venturer Company, explained to me how this company was formed and how they came to make the exciting trip over the old Klondike Trail of '98, the trip that earned them the coveted Amory Adventure Award.

The 5th Venturer Company was formed from the members of three local Burnaby Scout troops, together with some young men who had not been members of Scouting at all. They started out in September, 1971, with 14 members and two advisors, and had their parents agree to become the group committee. Today and many great adventures later this company is still very active and going strong.

The Trail of '98 became a reality when, after trying to decide where to go for a summer expedition, someone suggested going north and, after discussion, it was decided they would "tackle the Trail of '98 to the Yukon" — to relive the epic feats of the days of 1898, the gold rush to the Klondike.

It was agreed early on that it would cost each member about \$100 and the balance of the money would be raised by the company. Jobs were assigned for the project, dates were set and everyone became fully involved in the preparations.

The job seemed enormous: ten Venturers and two advisors planned to make a trip of 2,000 miles that would take them across part of Alaska, British Columbia, into the Yukon, then home again. They would travel by land, sea and air and be away for about two weeks. They would

have to plan routes, work out menus, consider all the costs, arrange for transportation, check that all had live vaccination certificates; in fact, a thousand and one things; so they had to begin at the beginning by assigning jobs to everyone, as evenly as possible, and planning very carefully.

They planned to leave Vancouver on August 4, by air, for Prince Rupert and stay there overnight. The next day they would travel to Skagway, Alaska, on the Alaska State Ferry system and thereby through the Alaskan Panhandle, the same route as the Klondikers used in 1897-98.

Arriving in Skagway the morning of August 7, they would do some sightseeing in the town and proceed to Dyea — the start of the Chilkoot Trail. The group would then travel on foot to the trail, arriving at Lake Bennett, B.C., either Thursday, the 10th, or Friday, the 11th.

The uncertainty of the 10th or 11th was planned, as the company didn't know at the time of planning just how long it would take them to cover the forty-mile trail. Also, they were aware of the unpredictable nature of the weather in the Chilkoot Pass area and that fog or cloud could delay their going over the pass.

From Lake Bennett the plan was to proceed by train (The White Pass and Yukon) to Whitehorse where they would stay until August 13. Then, in a rented car, they would travel to the heart of the Klondike — Dawson City — visit Bonanza Creek, where gold was first discovered, spend the night of the 15th in Whitehorse again, then travel home to Vancouver by air on the 16th.

The trip went according to plan and the weather along the way for the most part was sunny and clear. The trip up the Yukon Trail was rugged and tough but not unbearably so and they went through the Chilkoot Pass without any problems.

It would be impossible to single out any particular highlights as the entire trip was a fascinating experience. But they did hike along the trail of '98 and they did have the thrill of following in the footsteps of the many thousands of Klondikers who went before them and, while they didn't come back loaded down with gold, they did return rich in memories and in the knowledge of what they saw and did.

I should correct the last statement somewhat as I saw a sample of gold that they brought back — some very fine gold powder grains they got as a souvenir of the trip. They also had their prospectors' license which they bought up north and an official, stake-claim marker plate, just to show that they had done some prospecting.

Along the way they used a variety of means of transportation: air, rail, road, sea and foot, and saw some truly impressive sights. The old trail up to the Chilkoot Pass is littered with the wreckage of rusted equipment that had to be left behind when the going got rough 75 years ago, and timbers from derelict cabins are to be found off the trail.

Early steamships are also in evidence at Lake Bennett, relics of past glories and the vehicles that carried thousands of people into the North. Dawson City and Whitehorse are now feeling the push of modernization but still have many of the famous historical buildings intact and, perhaps most significant of all, friendly, helpful people wherever the Venturers went, and truly magnificent country to see and travel through.

That the trip was a huge success is in no doubt, and the careful planning over the interesting routes did much to make it successful. Other things helped as well and much correspondence took place before the trip began.

Letters went to the Alaska and Yukon Travel and Information Department, the Yukon Chamber of Commerce, the Commissioner of the Yukon, the White Pass and Yukon Railway Co., and to the City of Yukon Development Officer. This correspondence provided a lot of information on the Yukon and its resources, on the Chilkoot Trail, places to see, people to contact, and travel arrangements that had to be made.

Then, too, other letters brought back information on accommodation in Whitehorse, renting a car for the trip to Dawson and where to purchase food in Whitehorse.

The airlines and ferry systems were contacted and letters sent to regional and provincial Scout Headquarters to obtain their approval of the plans.

I mentioned earlier that everyone had a job and, while it would take too long to go into all the details and name all the names, here are some of the positions held by the Venturers: an Expedition Leader, an Assistant Expedition Leader, a Secretary, Log Keeper, Treasurer, Transportation Officer, a P.R.O., Photographer, two people

to look after rations, a Quartermaster, one person to be responsible for looking after the listing of personal equipment and, last but not least, the two advisors who — "would advise the members, do the driving and look after safety, first aid and camping standards as required."

A number of special meetings were held prior to the trip. One saw a guest speaker talking about the Yukon and showing some interesting films. A second meeting brought a long-time resident of Skagway into the company to talk of that area. A member of the R.C.M.P. attended a meeting to give still more useful information on the North.

During February and March, all the members took a St. John Ambulance course, and all passed. The 5th Venturers did quite a lot of hiking with another company to get themselves in shape for the trail and took instruction in basic mountaineering skills so that they could use the skills while going through the Chilkoot Pass.

Valuable information was picked up on equipment requirements, how to pack and carry it comfortably and, of course, everyone was cautioned to come equipped with well-fitting hiking boots that had been broken in.

It cost each member of the company who made the trip \$100. The group committee put up \$300, a further \$500 came from fund-raising events and two donations of \$50 each brought the total to \$2100. The total expenses, for everything from start to finish, were \$2062.51, which is pretty good planning.

The trip is over and the few blisters, scrapes and bruises long since healed. The Amory Award hangs proudly in the meeting room of the 5th Burnaby Burrard Venturers even though they had not planned on competing for the Award.

Let me suggest that many other companies are also planning trips which can be just as exciting and enjoyable as the one carried out by the 5th, and should also consider competing for the Amory Adventure Award.

If adventure of this nature isn't your company's style, why not try for the Nicholson Trophy, a competition for Wildlife Photography, or the Drummond or Pepsi-Cola Trophies for rifle shooting. Full details of all National Awards are contained in the *Canadian Venturer Handbook* and all can be a lot of fun.

I started off with an introduction from one of the Venturers who made the exciting trip to the Klondike and perhaps the way to finish is with an epilogue written by the Venturer who led the group on the trip.

Epilogue

"Canada's Yukon Territory has an exciting past, highlighted by the most colourful gold rush the world has ever known — the Klondike Gold Rush.

"We chose to take this task on our own initiative, partly because we are enamoured with the history of the North and partly because we Venturers enjoy a creative challenge.

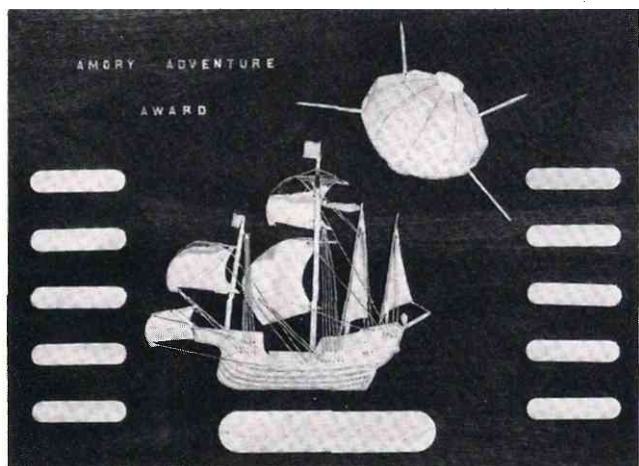
"This expedition seems to have given us a glimpse of what the Klondike meant to the determined miners of '98. When one thinks of how important the gold rush was to the Klondikers, it is our feeling that this history should not be abused.

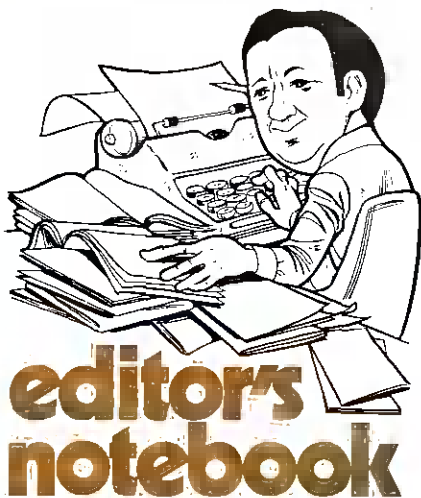
"We feel this trip into the past gave us meaningful insight and purpose to our challenge.

"Many things have changed today in the Yukon but there is one thing that remains unchanged — the history of the Klondike Gold Rush, the one fact that remains eternal in this exquisite province of the North.

"Our company will always remember this trip as it increased our understanding of Canada's northern heritage."

Dave Boychuk
Expedition Leader





FROM THE MAILBAG ...

The Schofield family of Dartmouth, N.S., spent a month visiting relatives in Godalming, Surrey, England, last summer and, while there, sons Jonathan, a Scout with the 2nd Dartmouth, and Michael, a Cub with the same group, attached themselves to a local pack and troop. The visit was reported in the *Surrey Advertiser*, and *County Times* and Michael wrote a report of his own about the visit, which was forwarded to us by **Ken Beaver**, district commissioner, Dartmouth South District. This is what Michael had to say: "When I visited England, this summer, I went to the 4th Godalming Cub Pack. Even before I got there I was in the newspaper, so everyone knew who I was. Cubs in England wear green sweaters, shorts, long socks and a cap like ours. Written messages are tucked in the top of their socks.

"English Cub badges are not as bright as ours. They liked my badges. English Cubs have stars to show how many years of service and three arrow badges instead of our five stars. The meetings were similar to ours but the Grand Howl was different. If the weather was fine we went outside and played cricket. The pack also went swimming once a week.

"The pack had adopted a donkey named Clint at the Donkey Rest Home where there are 300 donkeys. I went and visited Clint who was just a baby. The Cubs buy his hay. I also visited Cub headquarters in London near Buckingham Palace. I met the Commonwealth Secretary, Mr. P. Cooke. I signed his book and he stamped my card. If I had been one week earlier I could have gone to 'Cub Spree '73.' If I had stayed another week I could have gone to Cub camp. It was fun anyway."

Also from the mailbag, a letter from **Richard E. Becker**, Scoutmaster of Troop One, Haverhill, Mass., with this picture of the PH project that his

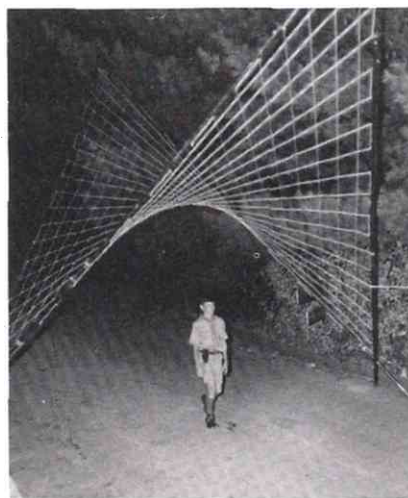
troop constructed as their gateway at the Boy Scouts of America Jamboree, held last summer in Moraine State Park, Pennsylvania. Mr. Becker spotted the new method of pioneering in *The Canadian Leader*. The gateway was erected a second time in October to mark the 60th anniversary of the founding of the Scout unit.

A second article about PH will be found on page 12.

And we were happy to hear that some of the ideas contained in John Sweet's **On the Level** are proving useful to pack Scouters. **Don Bulpin**, Kitimat, B.C., wrote to report that he sent his Cubs out in Sixes, after instructing them to proceed at least a quarter mile from the meeting hall, to obtain a Polaroid photo of themselves by approaching a householder whom none of the boys knew ... seems two of the Sixes were back in 20 minutes with coloured shots, which Don sent along to prove his point, while the Blue Six dragged in after 50 minutes on the trail with: "We must have knocked on 100 doors and no one had a Polaroid camera." Despite this result, even the Blues had to admit it was fun. Why not try it with your Cubs?

Our thanks to the **Cowichan Branch**, British Columbia, **B.-P. Scout Guild** for sending a copy of their monthly newsletter. They seem to be operating an active program for their 21 members.

From **Ron Jeffries'** column, "Here & There," in **SCOUTING** magazine, the following story of the Scout brotherhood in action, despite internal conflict: "In the coming year the Scouts of Londonderry, Northern Ireland, will be competing for a new trophy — **The Goodfellow Trophy for Orienteering** — and when they do so they will remember their links with the Scouts of Rushden, Northamptonshire.



"Anthony Goodfellow was a Queen's Scout in Rushden District and also achieved his Gold in the Duke of Edinburgh Award Scheme. Earlier this year, while serving with the Royal Anglian Regiment in Londonderry, Anthony was killed by a sniper's bullet. Shortly afterward the Scouts of Rushden held their annual St. George's Day Service and they decided that they wanted to use the collection taken at the service for the benefit of the Scouts of Londonderry, in memory of Tony Goodfellow.

"After consultation with Londonderry's County Commissioner, it was decided that the memorial should take the form of a cup for their annual orienteering competition.

"Tony's mother, Mrs. Sylvia Goodfellow, flew to Londonderry to make the presentation to the County Commissioner and other representatives of the local Scouts.

"While the tragedy of Northern Ireland continues, it is heartening to know that a mother's courage and the desire of the Scouts of Rushden to honour one of their former Queen's Scouts have both supported the tremendous work that is being done under more than trying conditions by our Brother Scouts in Londonderry."

In your efforts to conserve our natural resources, you might like to make your own logs for the fireplace. The following recipe for a "Yule Log" appeared in the *CBC Consumers' Counsel*.

Any newsprint or dull-finished paper may be used (not magazines and, especially, *The Canadian Leader*, as they don't absorb the chemicals). In a plastic or wooden container, combine 2 lbs. coarse salt, 2 lbs. copper sulphate (bluestone), 2 gallons boiling water, and 1 oz. colouring salt (from your pharmacy or hardware store). Roll newspapers as tightly as possible into logs of desired size and tie tightly with string. Place logs in solution, completely covering them. Don't pack them too compactly as the papers need to become saturated with the solution. Let stand one week or until the papers are saturated.

Remove and place the logs on a rack to dry for about one month. The colouring salts are: blue (copper sulphate); orange (calcium chlorate); green (borax); red (strontium nitrate); violet (potassium chlorate) and yellow (calcium nitrate).

The **Lakeshore District**, Greater Toronto Region, received an enthusiastic endorsement from the 74th Glasgow Troop in the November is-

sue of the *Scottish Scout News*. Last year was the 50th anniversary of the founding of the 74th and, to celebrate the occasion, the troop decided that a trip to Canada was in order. The Lakeshore District evidently volunteered to host the Scottish visitors and, from the magazine report, planned a nonstop program. According to the article, the boys of the 74th have a single thought in mind for the future and it's to return to Canada.

Among the challenges arranged for some 300 Cubs who attended the Niagara Region's day-long Cub Ramble was this rope climb. The event was held in late September and provided a good opening event for the fall season. **Niagara Falls Review photo by Counsell.**



From World Scouting's *NEWSLETTER* . . . With plans for the '75 Jamboree in Norway well under way and the 26th World Conference scheduled for Canada in 1977, it has been announced that the 15th World Jamboree and 27th World Conference will be hosted by Iran in 1979 . . . Twenty-seven **Australian** Rovers and leaders flew to Papua, New Guinea, to conduct an "Adventure Camp" for 160 underprivileged native boys. Organized into four troops of four patrols each, the boys quickly learned to pitch tents and cook under the direction of their Rover patrol advisers. Camp program included a visit to a hydroelectric power station, a rubber plantation, a police-dog training academy and a bat cave . . . When fire broke out in the AVIANCA Airlines building in Bogota, **Colombia**, Scouts immediately joined in to assist the fire-fighting and emergency services, especially in rescuing people trapped in the rooftop restaurant . . . For their 1st National Work Camp, the Scouts of the **Ivory Coast** built a 9 x 21-metre youth centre of masonry. Doing all the work themselves, from

making cement blocks and pouring concrete to roofing, the 102 Scouts involved in the three ten-day shifts successfully completed and inaugurated the centre 30 days after construction began . . . Seven **New Zealand** Venturers and their advisor had eight days of high adventure recently aboard a 60-foot ketch (valued at \$110,000) which they rented to cruise the coast of New Zealand. Although only one was a Sea Venturer, all quickly learned the tricks of handling the ropes, sails and the ship itself. The sailing was augmented by shore explorations . . . When the organizers of a country fair in **Arkansas** could not get a band to participate in their parade, they asked the local Cubs and Scouts to provide marching music in an unusual way. Each boy was to march in the parade carrying a transistor radio, all tuned to the same radio station which had agreed to play marching music during the parade. Unfortunately, the station forgot its promise and as the parade stepped off, 100 Cubs and Scouts were wildly twirling their radio dials trying to find appropriate music. It was reported that the "band's" performance was "unforgettable."

An exchange program brought two West Indian Scouts to Oshawa during the summer. The two were house guests of the Beatty family of Oshawa and were given a week of camping and touring with Canadian Scouts. When the West Indian boys slept out they required extra sleeping bags, even though it was August. In the Islands, when it gets down to 60 degrees, they said the people find it cold. Their Canadian hosts, Mike and Chris Beatty, are looking forward to their return visit to the West Indies next summer. Our **Oshawa Times** photo shows, from left to right: Chris Beatty; Sea Scout Davis Leke, St. Lucia; Venture Scout Andrew Farmer, Barbados; Mike Beatty.



In **Vancouver**, more than 6,000 Cubs, Scouts, Guides and Brownies did their part to help the United Appeal by distributing campaign envelopes to every household in the Greater Vancouver area. The residential campaign was later carried out by women canvassers, and those who were not at home when they called were invited to use the envelopes to send their contributions to campaign headquarters. Our **Vancouver Sun** photo shows members of the 22nd Canadian Memorial United Church Group in action.

The history of Calgary Scouting and Scouts is to be written as part of the 1975 Calgary Centennial celebrations.

The committee in charge of the project is appealing to all Calgary Scout groups and to many local old-time Scouters to contribute to compiling the history by sending anything they feel would help to **Jim Scott, Calgary Scout Headquarters**, 2140 Brownsea Drive N.W., Calgary, Alta.

Lieutenant-Governor, Dr. Grant MacEwan, a former member of the Calgary Regional Council, already has written the preface to the history.

KARATE-DO!

THE EMPTY-HANDED WAY

By Paul Hardy



Fifteen hundred years ago throughout the Orient, the common people were totally repressed — dominated by minority ruling classes who controlled by fear and force. Possession of arms was strictly forbidden to anyone not of the ruling classes. In this atmosphere of oppression, as in a hothouse, the seeds of what we know today as karate were sown and began to grow.

In the Shoalzinu Monastery in China, a Buddhist monk, Daruma Taishi, taught the novices the art of "Kemp," a spiritual and physical exercise that emphasized the use of the human body as a weapon. India, Korea, Japan and Okinawa each followed China's lead by developing their own disciplines which, though different in technique, were linked by the use of the legs as offensive or defensive weapons.

Eventually, a synthesis of these arts was developed on the island of Okinawa and it was here that Funikoshi Gichin, the originator of karate, as we know it today, was born. In 1922, after many years of studying "Okinawa-te" or "to-de," he introduced it to Japan where it became karate. From there it spread throughout the world.

Karate (from the Japanese *kara* - empty; *te* - hand) is a combination of philosophy, physical fitness and self-defense that has been growing in popularity at a phenomenal rate throughout the world in the past few years.

Triggered by the success of movies such as *Billy-Jack* and television programs such as *Kung-Fu* (the Chinese forerunner of karate), karate has become perhaps the most heavily studied of all the Japanese martial arts (judo, karate, kendo, aikido). When looked at collectively with its equivalents from other Eastern countries, such as *Kung-Fu* from China and *Taekwon-do* from Korea, there is no doubt that karate leads the way.

North America is one of the strongholds of the sport in the world today and Canada, even with its deceptively small population, is usually ranked third in the world, for tournament purposes, behind Japan and the United States. Estimates of the number of Canadians presently studying karate in one of its many forms across the country range from 10-15,000. In the United States, there probably are about 100,000 active karate students.

Karate: what it is; what it isn't

On the surface and to a generally uninformed public, karate is a violent discipline. The ear-splitting yells that punctuate each attack, the awesome demonstrations of power highlighted by the breaking of inch-thick boards and building bricks, all add to the aura of unfeeling, blood-thirsty violence that **seems** to surround the sport. But emphasis should be placed heavily on the qualification; "seems." Karate **can** be extremely dangerous (even deadly) to the *unwary*, but let's clear away a few misconceptions.

1. A karate man is a trained killer.

True, literally, but totally false in its implications. Karate is a system of **self-defense**; it has the potential to be death-dealing, but it is not designed for attack. One of the first lessons a karate student learns is that he must exercise hard to develop strong legs — to run away from attackers!

2. Karate is a dangerous sport.

True, when one is speaking of tournament karate, but then, what popular sport isn't dangerous? Karate is much less dangerous to its participants than judo; and it is probably less dangerous than either ice hockey or football. Body contact is discouraged in classes and penalized in tournaments. The reasons are obvious once you've seen the brick-breaking demonstration.

3. Karate today is a "big man's" sport.

Partially true of tournament karate but only because the big man has a reach advantage over his smaller opponent. It is not a hard-and-fast rule that the big man will always win. In a recent taekwon-do tournament, for example, the lightweight black-belt champion defeated the heavyweight champion for the overall tournament title.

4. Karate training attracts "tough guys" who want to be better street-fighters.

Totally false. The discipline involved in karate training would be too much for the average street-fighter. And few street-fighters could follow rules such as this from the Tsuruoka Karate School in Toronto: "No karate student will provoke violence outside the dojo (training hall), or allow himself to be provoked into violence, under pain of expulsion from the sport of karate for life."

Karate as a Sport

It was a puzzle that seemed unsolvable: to take a discipline that was originally designed to leave the loser in any confrontation dead or maimed, and make it safe for open competition. The dangerous application of offensive and defensive techniques had to be forbidden, for obvious reasons; but the true nature of karate as a martial art had to be maintained. It was only recently, after much careful thought and planning, that it finally became possible to practise karate truly as a sport.

The solution came with the division of sport karate into two kinds of contest: free-style sparring (kumite) and formal combat practice (kata).

Kumite is a contest between two karate-ka watched closely by a referee and four judges. The competitors are awarded points for successful and clean application of a punch, strike or kick. **In all cases**, the attack must stop short of the target. It is strictly forbidden to actually strike an opponent or make contact in any way, with the head or other vulnerable parts of the body.

Kata is a series of offensive and defensive techniques performed in a rigorously prescribed sequence. *It is here*, in the kata competition, that the student can complete his techniques with deadly force for, here, his only opponent is himself. Kata is essentially combat with multiple, imaginary opponents, ritualized and synthesized into pure form. The kata competition is scored by a points system that considers such factors as sincerity, speed, and the perfection of individual techniques. Each competitor performs his kata alone, in front of four judges, and is assigned a score based solely on his performance; losers have no one to blame but themselves.

Karate for Physical Fitness

Flexibility and speed are the two physical assets that are emphasized in karate training: flexibility and speed in every part of the body. Because of this and because of the unique mental and moral aspects of karate training techniques, karate is an excellent method of achieving and maintaining mental and physical well-being.

Visit a karate class, each of which is 1½ - 2 hours long, and you'll be impressed at the thoroughness of the exercise patterns; the way in which every part of the body is stretched or tensed, then relaxed, then stretched or tensed again.

You'll also be impressed at the endurance of the participants. By the end of the class, the white *gis* (uniforms) will be soaked and the floor slippery with sweat. Keep in mind also that to maintain a good rate of progress, students are expected to participate in two to three classes each week.

Getting Your "Belts" in Karate

The progress of individual students varies with natural ability and dedication — dedication the more important. Levels of achievement are marked by the awarding of coloured belts, ranging from the novice's white to the expert's black (which itself has 10 degrees). Each belt is earned by passing a test. The time required to move through the various levels from novice to expert will vary with each individual and from club to club, but a good estimate is that it will take the average karate-ka four to six years to reach black-belt level.

There are no age or sex restrictions, as such, placed on persons wishing to study karate, but there are certain purely practical restrictions: prospective students should be free from serious physical defects, such as heart disease; female students are not allowed to participate in kumite (sparring); some clubs restrict black belts to students over the age of 18.

Karate for Today

Karate has much to offer in today's world: it is a mental, moral, spiritual and physical discipline that teaches humility as well as pride; it is a unique sport, strictly governed by courtesy, benevolence and spiritual understanding; it is a cultural link between East and West that can help strengthen the bonds of brotherhood; and it is a superior system of self-defence.

As the Japanese say, "Karate-Do begins with courtesy and ends with courtesy. The fists are meant, not for killing, but for giving life to everyone."

PAUL HARDY, Toronto-born young writer, director of public relations and advertising for CCH, a Canadian legal publishing house, is a resource person for Toronto Rovers and an assessor for the Duke of Edinburgh Awards in Canada for those candidates whose talents are directed toward creative writing.



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78th Winnipeg Cub Pack & Scout Troop, St. Ignatius Church	20.00
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stories & games



HUMAN TELEPHONE

Once upon a time a rich lady, visiting an orphanage, was shocked to find the boys fighting among each other over a book, *Robinson Crusoe*. Speaking to the matron, she asked the reason for the fighting and was told the orphanage had very few books in its library and, since the boys were all very keen to read, there were always fights for possession of the few books available.

The wealthy lady thought to herself, "This would be a good way to help out," and she decided she would buy some books for the orphanage. However, she was a very busy woman, with many committees and parties and so forth, and soon she forgot.

Some time later she was at a dinner party and, speaking to an important judge, their conversation turned to orphanages. The rich lady told the story of the boys fighting over the books. The judge thought this was very unfortunate and he said there was a big trunk of books in the attic belonging to his children who were grown up and he would give that to the orphanage.

After the party was over and everyone had gone home, the judge decided it was too late that night to go digging through the dusty attic. He, too, was a busy man so he forgot about the shortage of books in the orphanage.

Some weeks later, though, the judge had lunch with a cabinet minister who was the Minister of Education. And the judge told the story of the boys at the orphanage. Now the cabinet minister thought this was really too bad; there were grants for things like this and he would make sure the orphanage received some money to buy books for the library. But he, too, was a busy man and soon forgot to do anything about it.

COIN IN THE DESERT

Equipment required: coins which have been boiled; cornflakes; paper plates: a plate and a coin are required for each player.

Players stand in front of a long table, with their hands tied behind their backs. In front of each is a paper plate on which a coin is buried in a mountain of cornflakes.

On signal, each player is to dig the coin out of the cornflakes with his teeth. Winner is the first player to lift his head with the coin between his teeth.

MUSICAL MADNESS

Equipment required: piano, record player or tape recorder; whistle.

Players form a large circle and, when the music starts, they march around to the right. The music will stop at irregular intervals and, when it stops, the leader will blow a whistle: two, three or four times.

When the whistle is blown four times, players immediately form circles of four. If the whistle is blown three times, each circle must have three players, and so on. Any player unable to join a circle is eliminated.

Continue until one set of winners only remains in the game.

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This international event will be held in the City of Winnipeg on the banks of the historic Red River and will feature — Scouting Competitions, River Cruises, Charcoal Cooking, Demonstrations, Scouting Displays and Family Accommodation.

For full details write: Scout House, 148 Colony Street, Winnipeg, Manitoba

PRETZEL

No equipment required. Play indoors or out.

One player is selected, or volunteers, to leave the room.

Remaining players join hands in a circle and, without letting go, form themselves into a twisted mass of bodies.

This is done by raising arms and ducking under, lifting feet over joined hands, climbing over or under each other. Players will be drawn closer together until they become a tight knot — with heads, arms and feet protruding in different directions.

The player who left the room will return and try to unravel the "pretzel." He must try to return the players to circle shape, **without loosening any of their hands.**

When working with more than 12 players, it often is better to divide group into two teams.

IN THE HAT

Equipment required: two or three decks of playing cards (rather scruffy ones will do); an old felt hat with a brim.

Players form a circle about 20 feet in diameter. Each player is given 10 cards.

The hat is placed, upside down, in the centre of the circle.

Players are to flip their cards into the hat. Cards which land in the hat are awarded two points each; a card which rests on the hat brim or against the outside of the hat is awarded one point.

Winner is the player with the most points after all cards have been tossed.

One day, though, he was being interviewed by a newspaper reporter who, of course, wanted a human-interest story for his paper, and the cabinet minister told the reporter about the orphanage and the fight over the book. The editor published the story, and soon forgot about it, too.

Then, one day soon after, a rather shabby man with grubby hands came into the newspaper office. With him was a very thin, pale girl and they were carrying a rough parcel which they handed to the newspaperman and told him it was some books for the orphanage he had written about.

The newspaperman thanked them for the books and promised they would be given to the boys. He asked the man for his name, saying he would put it in the paper, but the man said, "No," he didn't need that, he just wanted to help.

And that is the end of the story. I wonder if you can think why it's called the Human Telephone? Because the rich lady, the judge, the cabinet minister and the newspaperman all passed on the story. None of them did anything about it, they just told the story.

St. James once said, "Be ye doers of the word, and not hearers only." And the same thing applies to Scouts. Remember your Good Turn. When you see the opportunity to help someone worse off than yourself, do so quickly; don't just tell the story to someone else for him to help.

In his last message to brother Scouts, B.-P. said, "The real way to get happiness is by giving out happiness to other people." . . . such as some books to the orphanage library for the boys to read without fighting over them.

— Contributed by Scouter Jim Sharp,
Mount Pearl, St. John's, Newfoundland

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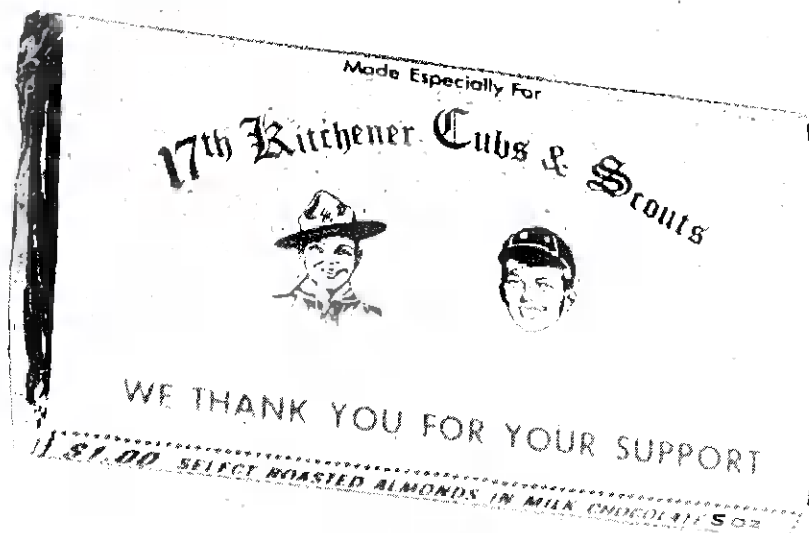
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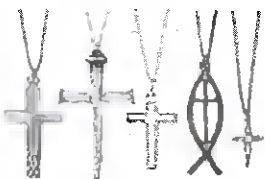
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- Kits of Auto Whis-Kits @ \$9.00 each
- Kits of Regal Candles @ \$15.60 each

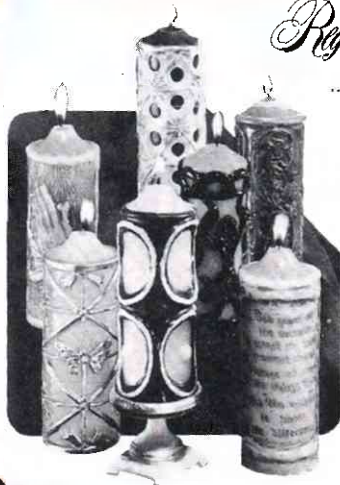
NAME
ADDRESS
PROVINCE
ORGANIZATION
TITLE
No. of WORKERS PHONE
DATE REQUIRED

J.H. COLLINGWOOD & SONS LTD.

DEPT. 9302-4 • 6381 ST. LAWRENCE BLVD.
MONTREAL 326 • QUEBEC

Regal Candles

... with hand-carved look!
Each one a masterpiece
of design and coloration.
Not available in stores!
Each kit contains 12
Candles and 12 Candle
Holders or Bases!



YOU SELL EACH KIT FOR	\$24.00
EACH KIT COSTS YOU	\$15.60
YOUR PROFIT	\$8.40

SELL EACH
CANDLE WITH
BASE FOR \$2.00
YOU
KEEP **70¢**
ON EVERY
SALE!