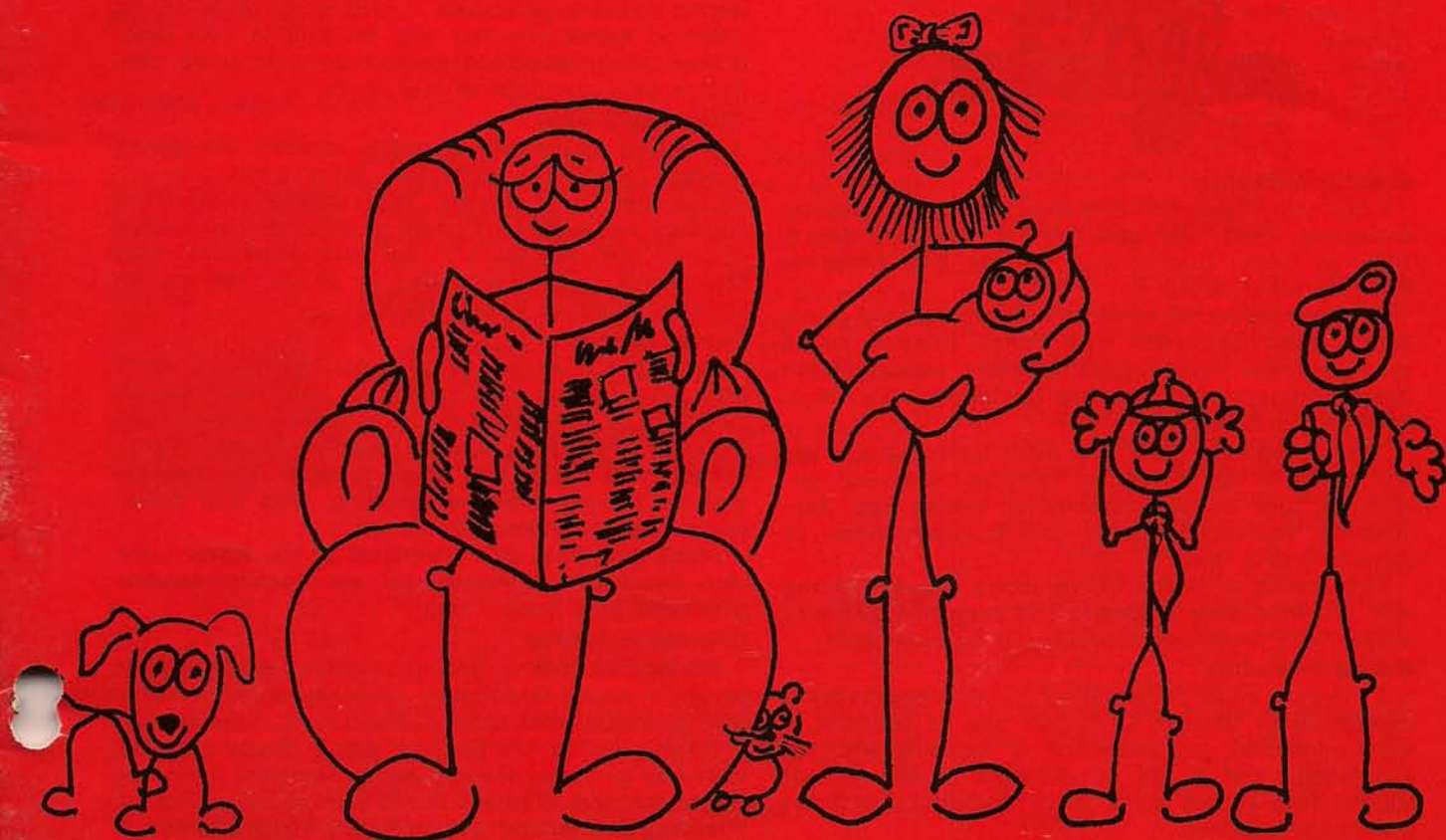


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WHAT CAN ONE FAMILY DO ?



pak-sak

By Barbara Hannah

In "What's What at Pack Meetings," you asked about . . .

MORE BOOKS ON GAMES

The latest book on games, published in 1971, is called *GAMES GALORE* and contains a wealth of ideas. Outdated games' books often can be obtained from former members of the Movement and can be modified to fit any pack program. Also, do make use of the games published, in cut-out form, within this magazine.

MORE BOOKS ON CRAFTS

Books on crafts are without number and available in every public library or Scout office library. The principal of each school receives, once a year, a shipment of books from different publishers for use during the school year (to be purchased). Contact the Board of Education office or the school principal in your area and ask permission to look at the books being offered; "zero in" on the age groupings you are dealing with, make your

choice and then order your chosen resource books direct from the publisher. If you find a book which you feel is a "treasure," please advise us and it may be considered for handling through the Scout catalogue.

WHY NOT HAVE A BOOKLET JUST FOR STARS AND BADGES?

As the program for Wolf Cubs is an eight-point program (developed to appeal to boys of Cub age whose interests are very diversified) with seven points, hopefully, taking place in the outdoors, it would not benefit the program to divorce six from the other two. The Wolf Cub Subcommittee is aware that all too often this is being done in packs whose year begins and ends within the confines of a church basement and concentrates only on stars and badges. Too bad — both for the boys and the leaders (as it limits their thinking and, therefore, their ability to develop exciting programs for Cubs).

Again, check the October '74 "Paksak" on programming for Wolf Cubs in the outdoors, with many "how to's" . . . look for the article, read it, then let your mind explore

the possibilities of this type of programming.

WE NEED A CHEAPER CUB BOOK

The Cub Book is comparable in cost to any book (type and size) found in any bookstore. Whenever I hear this cry, I am doubtful that the book is being used properly. Have YOU read it **all**? If you were asked to "cut" the book, where would you begin? Perhaps we might start with the stars and badges — throw them out and take up an outdoor program in which we explore, build, learn, touch, enjoy all the things Cub-age boys are capable of doing? If you agree, then you will like the program as it is — and, therefore, all it needs is better understanding, more diversified presentation. So, for a starter, read the book from cover to cover — explore the possibilities of diversified programs — **THEN MAKE THEM WORK!**

PEN PALS

Interested in having your pack correspond with a pack in Australia? If so, write to Mrs. Colina Tupper, 34 Bucknell St., Newtown, N.S.W., Australia.



Atlantic Workshop

I had the pleasure of attending the Atlantic Beaver Workshop, held the weekend of February 14/16, 1975, at Camp Buchan just outside Charlottetown, Prince Edward Island.

Representatives of Beavers in Newfoundland, Nova Scotia, New Brunswick and Prince Edward Island spent two full days discussing every aspect of the Beaver program and planning for future activities in their own province.

The full agenda dealt with such topics as the use and value of tail levels in colonies, swim-up ceremonies, Link Badge presentation, Beaver flag, publications, resource material and program ideas, to mention just a few.

The results of these deliberations will be shared with you from time to time in this magazine and also shared with provincial coordinators for comments.

Beaver Promotion

A 35-mm. slide presentation is, at present, being assembled at National Office for use by councils in the explanation and promotion of Beavers, with the expectation that it will be available by the end of March. This should be a really colourful boost for the Beaver program.

Spring Clean-up

In most areas of Canada, spring will have arrived or be just about ready to burst out. Taking care of the world could be carried out in a practical way by having Beavers participate in one of the many spring clean-up campaigns that may be held in your area. If none are planned, maybe your Beavers could conduct a mini-campaign of their own.

Telephone Chatter

The Bell Telephone Company recently distributed a small pamphlet which has some good program suggestions for a Beaver. They suggest that phone numbers be taught to children as soon as they are old enough; that they learn to dial zero when they need help; when to answer a ringing phone; and not to forget to hang up when finished.

Beaver Leaders

Looking for leaders in your colony? Try a Rover crew. The leaders in a colony in Vancouver are all members of a Rover crew. At a sharing session last Fall, two of the Rovers were asked to develop a presentation to share with other leaders. The request was for a song, and the resulting song and dance routine were wondrous to behold.

Since that time, other members of the Rover crew have decided to "get involved" by accepting leadership roles in a Scout troop.

Colonies in Homes

We tend to think of Beaver colonies being developed and meeting in schools, churches or some other type of institutional setting. Some meet in homes.

Usually six to ten Beavers are in these colonies, with two or three leaders being recruited from the neighbourhood. We have heard such colonies exist in Winnipeg, Lethbridge and in Prince Edward Island.



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SUPPLY SERVICES



NEWS



By H. R. C. (Bob) Crouch

We announce changes in design of the body and wheels of the **Kub Kar Kit**. These items are obtained from the same source as those used by Boy Scouts of America who initiated the change to bring the design up to date. The manufacturers have re-tooled for the new designs and, as our requirements do not justify their producing two models, we have been forced to change, too.

The wood block is designed for a lower and wider car, and the wheels have a wider tread. The changes will not affect the requirements for established specifications for the Kub Kar races or for the race track.

Here's an example of initiative by the **1st Saskatoon Venturer Company** of the Saskatoon Area Council. Having successfully made their own cross-country skis, they decided to make the necessary know-how available to others and developed and published a booklet entitled *How to Build Cross-Country Skis*. An excellent booklet, it is available through your Scout office: catalogue number 20-468; price \$1. Although late for this season, this notice provides plenty of time to prepare for next winter.

Tartan patches for Gilwell neckerchiefs are available from council offices — catalogue number 01-400; price 25¢ each.

The second **Council Shop Managers' Conference** was held in January with representatives from coast to coast. There are now eleven council-operated shops and five more councils are studying the possibility of opening their own Scout shops. Many suggestions for improving the service and items supplied by the Supply Services were discussed.

At the close of the Conference, all 32 participants agreed the objective of **SERVICE THROUGH BETTER SERVICING** had been achieved.

THE CANADIAN leader

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JAMES F. MACKIE, Editor

BEATRICE LAMBIE, Assistant Editor

MICHEL PLANT, Editorial and Advertising

COVER



The pamphlet, **WHAT CAN ONE FAMILY DO?**, was prepared by the **Real Estate Board of Greater Vancouver**, printed on 40 percent, de-inked, recycled paper and made available, free of charge, to those interested in ecology and the future of this country. We thank the Board for allowing us to reprint the contents of the pamphlet, and we hope Scouters will pass on the information to their boys. We cannot afford to be complacent about ecology and conservation and, if every member of our Movement and their families will follow the suggestions in the article, all will benefit.

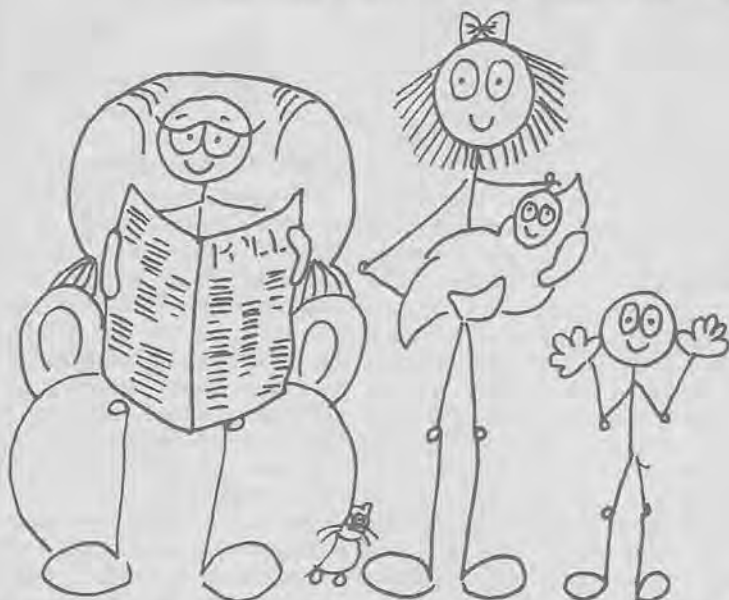
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What Can One Family Do?

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The environmental issue is full of myths and realities, scientific hoopla and documented fact. The only sure thing is that there are problems.

In 1971 the Real Estate Board of Greater Vancouver produced the first version of *What Can One Family Do?* The aim then, as now, was to remind each family that, while it contributes to the problems, it also has the opportunity to help bring many of the problems within controllable proportions. Whatever truths, half-truths, proven or unproven charges abound, the solid fact is that much home-generated pollution can be controlled if people are willing to take the time and trouble.

In this revised version of *What Can One Family Do?* we remind you again that these are common-sense suggestions — ones that take a little extra time and trouble, changing of habits that cut across all elements of your day, and cost comparatively little. One family's contribution may be small but, multiplied by all the families in a city, province or country, the force can be formidable in its effect.

CHANGE YOUR CONSUMER HABITS

Save our shrinking forests — don't waste paper products but, remember, those you must use can lead a double life:

1. **RECYCLE** . . . there are a number of professional or non-profit agencies that recycle waste-paper products and packaging materials;

2. **MULCH** . . . newspapers make excellent mulch for gardens. Most organic gardening books will give you details;

3. **RE-USE** . . . large manilla envelopes you receive. Paste on a new address label and give it another trip;

4. **BUY** . . . de-inked, recycled paper whenever possible for office and home use. Decomposable containers are biodegradable but plastic isn't. Bottles can be reused for home canning and storage. Plastic containers — if unavoidable — can become fridge keepers, flower pots, craft items; don't overbuy plastic containers — they do not degrade and the petroleum used in plastic manufacture is not a renewable resource;



5. **REFUSE** . . . to accept throw-away advertising — send it back to mailer. Cut out heavy Christmas-card mailings and ornate gift wrapping;

6. **LIVING** . . . Christmas trees are beautiful and can grace your garden or patio for years;

7. **REVERSE** . . . modern trends! Cloth wipes better than paper towelling; easy-care fabrics eliminate the need for paper napkins and tablecloths. Lunch kits are harder than brown bags. String bags carry groceries better than paper bags;

8. **COLOURED** . . . paper products may cause no more damage than bright-white paper that has been heavily bleached. Choose less bleached papers for all uses;

9. **AVOID** . . . canned drinks if you're too lazy to return the cans. Retailers are obliged to redeem containers. Acquaint yourself with the Litter Law requirements and demand satisfaction;

10. **REMEMBER** . . . Cubs, Scouts, Brownies and Girl Guides have been environmentalists for years — they collect paper and bottles, and recycle them. Refund money helps support their organizations.

HOUSEHOLD EQUIPMENT — conveniences or contaminators?

1. Have your furnace checked regularly, filters cleaned or replaced annually, fireplaces and furnace flues cleaned regularly. You'll do triple-good this way — save heating money, use less of our non-renewable fuel resources, and avoid the danger of chimney fires.

2. Use your fireplace environmentally. Burn only clean, dry wood — NOT coal, which adds to the smoke pall above us. NEVER burn kitchen garbage in a fireplace as the temperature isn't high enough to combust it properly.

3. Dripping faucets waste water resources — fix them.

4. Watching certain appliances can save a great deal of electricity and, at the same time, save you money. Is your water heater too big for your consumption, and do you turn it down when away, or when you're not using great quantities of hot water? Save our dwindling hydro resources and yourself a lot of money.

5. If you must use an automatic dishwasher, limit yourself to one load a day — save power and hot water! Some ecologists say phosphates contribute to water pollution. Some say additives to non-phosphate detergents are equally dangerous. Be environmentally wise with either one by measuring carefully; use LESS rather than the stated quantity. This becomes a double saving because oversudsing clogs machines and could cause costly appliance repairs.

6. Don't put grease, caustic fluids or filter-tip cigarettes in toilets. Caustics corrode and the others clog public sewage equipment.

7. If you use a septic tank, check your local engineering department for tips on what to flush away. Never put facial tissues in the toilet — they are practically indestructible and clog the tank. Chemical dyes may retard normal bacterial action in your septic tank. Follow local septic cleaning regulations regularly.



8. Decrease household garbage bulk — remove tops and bottoms and flatten cans; cut plastic bleach bottles in pieces for less bulk; separate paper, glass, metals, etc., and check local recycling agencies for disposal.

BE A BACKYARD ECOLOGIST

Plan "green survival" for your own home environment. Trees help cool the air through transpiration, evaporation and summer shade. In winter they reduce wind velocity. They absorb polluted air and release air richer in oxygen and free of contaminants. Foliage screens dust and other solid pollutants from the air, and also reduces the noise pollution of streets, factories and industrial areas.

Plant materials protect soil, holding it against silting into rivers and

streams, and minimize run-off from higher areas. Plants are pollution detectives, too — air pollution injury to plants will be visible before effects can be noted on animals, materials or metals.

Timely Tips

1. Check your local university agriculturist or provincial agriculture department about results from organic pesticides like rotenone or pyrethrum. Check all chemicals you intend to use with the experts. Organic gardening books often can provide alternatives to chemicals.

2. Natural controls can be effective. Nasturtiums and chives repel aphids. Hot, soapy water kills aphids, too. A light over a tub of water will attract and destroy flying insects. A burning torch of rolled newspaper will do away with a caterpillar tent.

3. Wasps chew the bugs that defoliate fruit trees; honeybees pollinate flowers; spiders help keep down the destructive insect population. You might remember these facts before making a clean sweep with insecticides. Nature built in many insect-population controls.

4. Saucers of beer placed strategically around your garden will mark the end of slugs but do no lasting harm to inquisitive children or pets. You could also screen plants with tiny, four-inch fences of window screen or go night-slugging with a flashlight and pour a little salt on each slug. Ten minutes per night for a few weeks should solve the problem.

5. Another of nature's insect controls is birds. Bring them back by reducing chemical sprays and providing feeders. (Kitchen fat congealed on a foil plate with a mixture of bird seed or dry cereal added is a special winter treat for birds.)

6. Rotate your planting areas to confuse the pests. Remember, humus is important to soil fertility so keep a compost heap with all wet kitchen garbage, grass clippings, coffee grounds and tea leaves. Coarse material can be dug into beds; fine material is a good top dress. If you cut your lawn often, clippings can be left lying to increase humus content in lawn soil. Grass clippings are high in natural nitrogen and potash which are necessary for your lawn, so why not get this benefit instead of spending time and money on extra chemicals?

CAMPERS — abide by the rules of good citizenship and keep your campsite clean. Keep waste disposal to a minimum by burning combustible materials in your campfire. Remember the household tip of reducing garbage bulk by flattening cans, cutting plastic containers, and dispose all in waste barrels. Carry a shovel in remote areas so, if no disposal facilities exist, you can bury litter in excavations covered with at least 12 inches of soil. And remember — **KEEP YOUR CAMPING OR PICNIC SITE CLEAN FOR THE NEXT GROUP.**

HIKERS — if you can carry your pack on the beginning of your hike, you can carry it back to a garbage can to dispose of wrappings, bottles, cans, etc. Don't just drop the waste anywhere because there's not a garbage container for miles.



COTTAGERS — be sure the sewage disposal is adequate. In rural areas, where regulations may not be enforced, you could be polluting your own well or the lake where your family swims if your septic tank or other facilities are not tested and maintained. Take all solid waste to the local dump regularly, especially in hot weather when it attracts flies. And remember — old-fashioned fly-paper is still very effective, without the noxious fumes or side effects attributed to sprays and chemical strips.

BOATERS — buying a new boat? Give serious consideration to holding tanks or the latest in head technology.

Buying a new motor? Inquire after those which do not leave oil and gas slicks on the water.

(Continued on page 34.)

It is interesting to look back over the world's history and to read about dinosaurs and how the face of the earth and its inhabitants have evolved over millions of years. At the same time, we are probably pretty glad things have changed so that we don't have *Pterodactyls* flitting around camp and picking off the odd recruit or *Tyrannosaurus Rex* poking his nose through our bedroom window. Evolution during all those years was a natural process. Species either died off because the changing environment could no longer support them or they adapted. A balance was maintained between the predators, their victims and the vegetation that supported them.

While the earth continues to evolve, much of the change taking place is not natural nor is it maintaining the delicate balance required. One of the creatures that evolved during the past millions of years was *homo sapiens* — that's us. Man developed the ability to reason and, as he multiplied and his powers to influence his surroundings grew, he brought about changes both by intention and by accident which are rapidly developing imbalance and shortages, for which we must pay and pay dearly if we do not remedy the situation very soon.

For all his power to reason, man is a destructive creature. He abuses nature as he abuses his fellow man for his own ends — often regardless of the costs. In the last century many species have disappeared — killed off by man, not by evolution. Today many animal species are protected — the eagle, buffalo, polar bear and the tiger, to name a few. In the last fifty years the buffalo has recovered considerably from near extinction. It had adapted to living in very hard circumstances where our domestic cattle cannot thrive. A benefit of its survival: it is being used for cross-breeding with domestic cattle to provide a hardy breed which does not require expensive feed.

It is not only a few species that are threatened by man — every living form is threatened, including man himself! In mere numbers, man is becoming a threat. For example, in 1650 the world's population was estimated at 545 million. Two hundred years later it had doubled; by 1920, or 70 years later, it had doubled again. Today, less than 60 years later, it has doubled again and is estimated to be 6,250 million by the year 2000 — only 25 years away.

A growing population needs more food and more room but, as he takes more land to live on, man reduces the amount available for raising food.

Look how the tentacles of roads eat into our countryside, more and more miles of them and wider and wider. Look how our cities of steel and concrete creep ever further out, devouring fields and forests. Not only reducing land for growing food but reducing nature's ability to convert carbon dioxide into oxygen which more and more autos, industries and homes burn up and return as poisonous fumes into our atmosphere. Insecticides, sewage and other wastes contaminate our streams and seas, the creatures that live in them and those that in turn feed on them, including man himself. The effects of man's influence on our environment is multiplying astronomically.

Many people in many countries are expressing great concern about the earth's ability to continue to support life if this abuse continues. How close are we to the point of no return? For Canadians, living in a lightly populated land of plenty, it all seems rather far away. Yet we know that already more than

half the world's population goes to bed hungry each night, that millions die each year of starvation because of our inability to produce enough basic food.

Perhaps these things, like the dinosaur, appear far enough away for us not to be really aware of the situation, or perhaps some couldn't care less, or maybe many care but feel powerless to do anything: "what good will my little effort be?" Certainly, the first step is to develop awareness; then to find out what needs to be done, and then to **do your part**. Certainly, individuals can do a lot — much of the damage is done by individual acts so it works both ways. Collectively, individuals can appear to work miracles. For example, the citizens (many of them, anyway) of London, England, decided it was time their River Thames was cleaned up. For centuries it had been a stinking sewer virtually devoid of all but bacterial life. By concerted effort of people, industry and government, the last ten years has seen the Thames become once again a clean river in which to swim and in which fish and other water life are returning at an increasing rate.

Baden-Powell founded Scouting to improve the quality of life and, believing the future was in the hands of the young, started with boys. Nothing has happened to change this purpose but, if it's to be achieved, one of the factors to which we must give special attention is making wise use of our resources — both natural and manufactured.

Right from the beginning, Scouting has tried to help young people appreciate the world around them, to care for all living things, to use resources carefully, and to camp and leave nothing but thanks. Today the World Scout Council is numbered among those most concerned about the earth's future. In collaboration with the World Wildlife Fund, it has initiated three World Conservation Badges, designed to encourage members of Scouting around the world to develop awareness of our dwindling and misused resources and to take action to use them more wisely.

The basic content for each of these badges has been laid down by the World Council and the World Wildlife Fund but may be modified to meet national and geographic needs. Canadian modifications to these requirements have been approved by the Canadian Wildlife Fund and our members can start working for them right away.

World Conservation Badges

By Charles Stafford

There are three colourful cloth badges showing a panda, superimposed on a purple Scout badge on a fluorescent brown, green or blue background, hemmed in purple (the World colour). The brown stage is for Wolf Cubs, the green for Scouts and blue for Venturers.

Boys will be tested for these badges in the same way as for other badges, and they will be available from your regular source.

Well, we have a big job to do — it's a real job and our lives depend upon it — maybe having a few dinosaurs around wouldn't be so bad in comparison after all!

Have fun with the World Conservation Badges, have fun out of doors — most of all, have fun helping to keep your community healthy and beautiful.

REQUIREMENTS & WHERE TO WEAR

WOLF CUBS

NOTE: Shown in brackets are items of Star or Badge work which, if done first, will qualify a boy for the Conservation Badge or, if done to earn the Conservation Badge, should also be applied toward the achievement of stars and/or badges.

1. Participate if possible as a six or small interest group in **two** of the following projects:
 - clearing a creek (Red Star #13);
 - making, setting up and maintaining a bird feeder, bird table, bird bath or bird nesting box (Black Star #8 and #12);
 - taking part in a nature survey (Black Star #12);
 - taking part in an anti-litter campaign (Red Star #13);
 - arrange a nature trail or competition for the members of your pack. (Have one six or small interest group set up for other sixes in the pack — each to set up a different trail.);
 - choose a wild animal, tree, fish or bird. Discover all you can about it and report your discoveries on a wall chart, in a log book, through a scrap book, etc. (Black Star #2 and #11 and Observer Badge);
 - visit a zoo, botanical garden, natural history museum or see a film about animals or plants. Report on your observations. (Black Star #6, #11, #13);



- own or take care of a pet* for a period of three months. Keep a record of the pet's behaviour, feeding habits and how you took care of it. Know how to recognize and treat simple illnesses and what special care is needed in breeding. (Black Star #11 and the Pet Keeper's Badge);
 - or similar projects which your six has suggested and have been approved by your leader.
- * Do not keep wild animals as pets. The following animals do not suffer in captivity if looked after well: guinea pigs, hamsters, rabbits, cats, dogs, pigeons, ducks, budgerigars, sheep, goldfish, tropical fish.
2. Go on a trip with your six or small interest group into the countryside:
 - find some examples showing how man has damaged nature and some examples showing how man has improved nature (Cub Book Section 15);
 - write down some rules for good behaviour in the countryside (country code) and show that you are doing your best to keep them. (Cub Book Section 15) See Observer Badge for these also.
 3. As a six or small interest group:
 - watch a film or slide presentation or listen to a short talk about some animal, bird, fish or plant life that is in danger in Canada, then give some ideas as to how you can help save them. (Pack Project);
 - make a poster showing the endangered animal, bird, fish or plant and add your own message as to how we can help save them. (Tawny Star #12);
 4. As a pack, six or small interest group project:
 - learn how a plant grows, how a butterfly develops, how a frog develops — each six/group to draw the stages of development of one of the above. (Black Star #3 and #11);

As a six or small interest group demonstrate one of the following:

 - how water rises from the ground and soaks the soil (capillary action) (Black Star #10);
 - the existence of oxygen in the air (Science Experiments);
 - how plants produce oxygen (Black Star Section of Cub Book).
 5. Individually:
 - plant a tree or lay some grass on an area where there is no vegetation cover or plant plants in a window or balcony box or indoors in a flower pot. (Black Star #5 — Gardener Badge or a Trees for Canada Project).

Wolf Cubs will wear the World Conservation Badge on the left sleeve between elbow and service stripes.

SCOUTS

Scout requirements are the same as the gold-stage conservation achievement badge. A Scout completing the gold-stage conservation requirements will receive both the world badge and the gold stage badge. Together, they count as one badge under the outdoor category toward earning the Pathfinder Award.

The World Conservation Badge is worn on the back of the sash, six inches below the shoulder seam.

VENTURERS

Requirements

1. As a group, discuss together with your advisor, and/or a specialist in this field, what constitutes

(Continued on page 39.)

DAY CAMP FOR BEAVERS

By R. J. Roberts



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Some time ago I heard of an experiment in day camping for Beavers that had been carried out by the Winnipeg Region during the summer months of 1973 and 1974. A request for further details brought forth a full report on last year's camp from the Regional Field Executive, Stephen Loyd, and it is this report that I have used as the basis for what follows.

The main objective of the camp was to provide for each boy and parent-leader an exciting and enjoyable experience in the out-of-doors. Past experience had indicated a need to "overprogram" to provide a continuous series of active events. In this way an activity that was not well received could be replaced quickly with something else.

Some of the important considerations for this camp were that:

- boys must be registered Beavers;
- the camp must be close and easy to reach as parents were providing the transportation;
- boys registered individually, not as a colony;
- parents were providing some of the leadership and so had to be kept informed all along the way;
- a special camp theme be chosen so that boys would become fully a part of the event.

The '74 camp theme was **Pirates**, so the campsite was called **Treasure Island**. Appropriate signs around the camp greeted the boys on arrival. Leaders had pirate names and the "ships" used as home base were known as *The Mosquito*, *Royal Fortune*, *The Merchant*, and so on.

The Camp Format

The camp was held over a period of five weeks, with each session running for three days: on Tuesdays, Wednesdays and Thursdays of each of the five weeks. Fifty boys attended **each** three-day session, with the daily time periods running from 9:30 a.m. — 3:30 p.m. on Tuesdays and Wednesdays, and the Thursday session, being the last for that particular group of Beavers, running from 1:30 p.m. until the closing which followed a 6:30 p.m. campfire.

The cost per boy for each three-day session was \$4. This covered such items as craft supplies, milk each day to go with the lunches Beavers brought from home, pop for a "Rumbreak" each day, as well as hot dogs and buns for supper on Thursdays.

The fifty boys per session were split into six pirate crews. Each crew had a ship (tent), containing a table and benches for crafts, as their home base.

Four leaders staffed the camp and acted as "floaters," helping where necessary and organizing the large group games. In addition to these leaders, each pirate crew had an average of two parent-leaders who provided supervision and comfortable, individual attention.

Since it was important that boys quickly settled down together as crews and begin to identify with the pirate theme, certain factors were built in:

- at the start of each three-day camp every boy received a coloured sash with his name ironed on. The sashes of each crew were of a different colour, making it easy for boys to recognize their fellow crew members;

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- the first craft a boy was involved in was to tie dye a bandana to match the colour of his sash. Within the first hour the Beavers began to look and feel like pirates;
- the *Jolly Roger* flew over the campsite and was a big attraction. Each crew designed and flew their own flag beside the *Jolly Roger* each day;
- each crew had their own specially marked treasure chest which held such things as scissors, paint brushes and glue. Other items required for a particular craft were placed into each chest in advance in specially marked bags. When a particular craft was to be done, the parent-leaders simply reached in and selected the appropriate bag.
- a rainy-day program was designed in case of inclement weather. Since there were no suitable buildings in the camp to house fifty boys, arrangements were made with a nearby church for use if required.

The Fun Begins

This entire event was originated to allow the boys to have as much fun as possible, at the same time learning some things and enjoying the out of doors, so the daily schedule of activities, which was placed in each crew's Treasure Chest every morning, was prepared with these thoughts in mind.

The boys quickly began to feel that the camp was really theirs and the adults became facilitators rather than leaders — they helped the boys to make things happen.

Each morning the boys arrived at their "ship," put their lunch inside, brought out and set up tables and benches, set up their flag beside the *Jolly Roger*, and two crew mates rushed to bring their Treasure Chest to the ship.

Real pride was shown by the Beavers in having their ship "ship-shape," and comments from parent-leaders indicated how keen the boys were to return each day.

The Beavers really took to the pirate theme and, of course, the activities were all geared to this end. Excitement was very high when burnt cork and make-up transformed cute faces into pirate-like ferocity with moustaches, beards and scars!

A large map of the campsite stood under the *Jolly Roger*, describing the area in pirate terminology, such as *Rum Cove*, *Dead Man's Landing* and *Skeleton Hill*. On a few occasions small groups of pirates could be found searching for buried gold and, when asked why, they would point on the map to a spot marked "X" indicating that treasure was buried there. This was not planned and sprang from their imaginations.

Change of Pace

On the Wednesday of each session, a tour was planned as a change of pace. The Beaver pirates were taken by bus to a nearby animal sanctuary and thoroughly enjoyed the outing. The boys could walk among the animals, even touch some of them.

As it turned out, the bus ride was almost as much fun as the tour since much of the time was spent singing the songs they would perform later for their parents.

The favourite song was *Oh, bus driver, speed up a little bit*, particularly the line that says "burnt off his underwear, chased by a grizzly bear"; all the Beavers broke up on this one.

The last day of the camp started at 1:30 p.m., the Beaver Pirates having lunched at home. During the afternoon, in a nearby pond, the pirates sailed pirate ships they had made. One of the leaders remained behind to prepare supper so, when the boys returned, the meal was set to go.

After supper the Beavers cleaned up their "ships" and prepared for the campfire. Each crew was given a paper bag containing an article for each boy and, with these items and some help from the parent-leaders, the boys had to develop a short skit.

The campfire was designed to achieve at least two things:

- to provide the Beavers with the experience of sitting around a crackling fire, singing songs and performing skits; (at the campfire, one leader acted as the coordinator);

- to enable the parents to see, first hand, the fun and excitement of fifty Beavers, dressed as pirates, having a wonderful time. Most parents arrived early and were able to see the pre-campfire shaving race which consisted of half of each crew having whipped cream spread on their faces, then shaved off by the other half of the crew who used popsicle sticks. The shavers became the shavees as the whole process was repeated.

Finale

The entire idea of such a camp (and, remember, it is repeated four times, with a new group of fifty boys each week) was approached with some apprehension by the organizers and, though much of the detail has been left out of this retelling of the event, it has proved very successful.

Some 450 boys have shared this experience, and the 1975 edition is well on in the planning stage. The theme this year is to be **The Circus**.

The theme is important as it provides a focus of which each boy can become a part. Parent-leader participation is necessary for a smooth-running operation, and the parent-leaders, having been exposed to some pre-training, soon enter fully into the proceedings.

Frequent bathroom breaks (*Brig Breaks*) prevent small-boy accidents, and lots of garbage bags and pails of soapy water help to keep the campsite and the boys fairly clean. Clean-up times (*Swabbing the Decks*) was done with much gusto and enjoyment.

Program Items have to be many and varied. Tie-dyeing bandanas has been mentioned. Telling pirate stories is popular with Beavers. Essential are lots of games, which can be old standbys, under new names: *Walking the Plank*, or *Run, Pirate, Run*, as well as new ones thought up to fit the occasion.

Having a Rum Break — pop for boys, coffee for leaders — is always welcome, and *Treasure Chest Crafts* provide ample opportunity for a creative experience for all concerned.

Supper in camp and the fun of the campfire are the icing on a cake that has provided fun and happiness for fifty pirate-like Beavers and much satisfaction for parents and leaders alike.

For those contemplating such an event in their own area, full details can be supplied by writing to me at the National Office. The details are typewritten and easy to follow. The experience — well, that's something you will have to live through yourself, ship-mates!

By Donald L. Judd

In the 85th, Cubs who earn the five stars receive special recognition. This month Don Judd tells how they produce the award and make the presentation.

from the 85th

"Now tell me more about your 5-Star Cub Award." Reg Roberts steered the conversation back to this subject after I had mentioned it earlier during lunch with him and Editor Jim Mackie.

I explained that, while I didn't expect all Cubs would (or could) earn the five stars during their three years in the pack, I believed some special recognition should be provided for the few who were keen enough to accept the challenge. When the matter was discussed at a group committee meeting, the Akelas agreed and, last spring, at the annual parent-and-son banquet, the awards were presented to five Cubs in the 85th.

There were problems, I went on to explain. The award I selected was from the 1972-73 edition of the Scout Catalogue (No. 61-414, priced at \$2.95, for those leaders who still have one). When I checked with our local distributor, he had only two left and, since the item had been discontinued, suggested I consider an alternative. I did . . . but I still preferred the shield. Supply Services told me the reason it had been discontinued was because the scarcity of black walnut had increased the price. Fair enough.

But I'm a determined guy so I made my own. It's not really difficult but it does take time. Not counting my labour, the cost was about \$3.25, plus the cost of engraving the boy's name.

So roll up your sleeves — here are the directions.

THE WOOD

I contacted a local lumber yard for samples of oak, African mahogany and birch. After experimenting with various stains and fillers, I settled on African mahogany because the grain most closely resembled walnut. The salesman

sold me 10 linear feet of $\frac{5}{8}$ -inch-by-5-inch solid mahogany for \$10, including tax. The dressed thickness must be $\frac{5}{8}$ inch **exactly**, and not the more common $\frac{3}{4}$ inch, or the finished plaque will look too heavy. You might get a bargain if the salesman knows you will accept random lengths in multiples of six inches.

THE WOLF HEADS

Supply Services has the cast wolf heads (Catalogue No. 61-533) at \$1.99 this year. Be sure to get the two mounting nails with each head.

THE ENGRAVING PLATE

The best source for these is a jeweller or trophy dealer. Size is one inch by two inches and approximately 60¢ will give you gold anodized aluminum with double-sided adhesive tape for installation.

PREPARING THE WOOD

Make a template from poster cardboard (or thin aluminum if you can cut it) after enlarging the pattern of the shield, to a 6-inch depth. Shown on the next page,

Using a square, mark the wood in 6-inch lengths and, with the template, trace the outline of the plaque — try to take advantage of the grain in the wood.

Cut the wood into 6-inch lengths with a bench saw, and use a band-saw to cut along the curved lines. (Leave the pencilled lines on the wood.)

A vertical belt sander does a wonderful job of smoothing the saw marks and bringing the edges right to the lines. A small drum sander is ideal for the top scallops. The professional, rounded edge is obtained by using a jointer.

I am fortunate in having access to power equipment to perform

these operations. If this weren't available, I would enquire first from parents before trying the woodwork teacher at the local high school. He might have the boys make the plaques for you as a project.

Drill a $\frac{1}{4}$ -inch hole, one inch from the top in the centre of the back, at about a 60-degree angle; this provides a hanging hole.

FINISHING THE WOOD

Begin by sanding any rough spots with medium flint paper. Finish with fine, sanding with the grain. Remove the dust.

Apply a paste wood filler. This is available at paint stores and you are advised to get natural and tint it with oil colours (or oil paint) to the desired colour. Thin with varsol to the consistency of heavy cream and slop it on, using a brush to work it well into the pores, first brushing with the grain and finishing across. Allow to dry **slightly**, until the gloss disappears, then rub off as much as possible, across the grain, with a coarse cloth — burlap is good. Don't forget the edges.

Let dry overnight. Go over the surfaces with fine steel wool to remove any small bumps.

Now for the professional touch. I used an interior lacquer spray stain (walnut) available through Canadian Tire Stores (stock number 48-9400X at \$2.10). This is great stuff because it colours and gives a satin finish in one step. I made a paint stand and drying rack as shown in the sketch.

One at a time, place the plaques on the paint stand and give a light coat of the stain. Do the edges first and finish with the top. Use only enough to provide the desired colour, not as a paint.

Transfer each wet plaque to the drying rack by picking it up carefully from below.

The lacquer dries quickly but leave overnight before going over the surface **lightly** with *very fine* steel wool. Be careful not to cut through the stain.

The wolf heads are mounted next, using the two nails provided. The location for the nails is shown on the sketch.

Your engraver prefers to work on unmounted plates, so he can be doing your engraving while the plaques are under construction. In the 85th we had the following inscription.

**5 STAR CUB
1974
BOY'S NAME**

Another jig simplified getting them on straight.

That's it. Wrap them in tissue to keep them from getting scratched until presentation time.

Now for a few notes from last year's parent-and-son banquet (we welcome either parent) to show how the presentation of these 5-Star Cub Awards fitted into the program.

PROGRAM

- 6.00 p.m. doors open
- 6.20 Beaver activity
- 6.30 Grace (Rev. H. Hobbs,
Chaplain of the 85th)
- 6.32 Toast to the Queen
(chairman)
- 6.35 dinner
- 7.10 chairman's remarks
 - introduce group
 - committee members
 - introduce section
 - leaders who, in turn,
 - introduce their
 - assistants
- 7.15 5-Star Cub Awards —
presented by Akelas
- 7.23 special presentation
- 7.35 put tables away and
arrange chairs
- 7.45 Cub activity
- 7.50 Hector, the Tall
Magician
- 8.25 Scout closing
time to go home

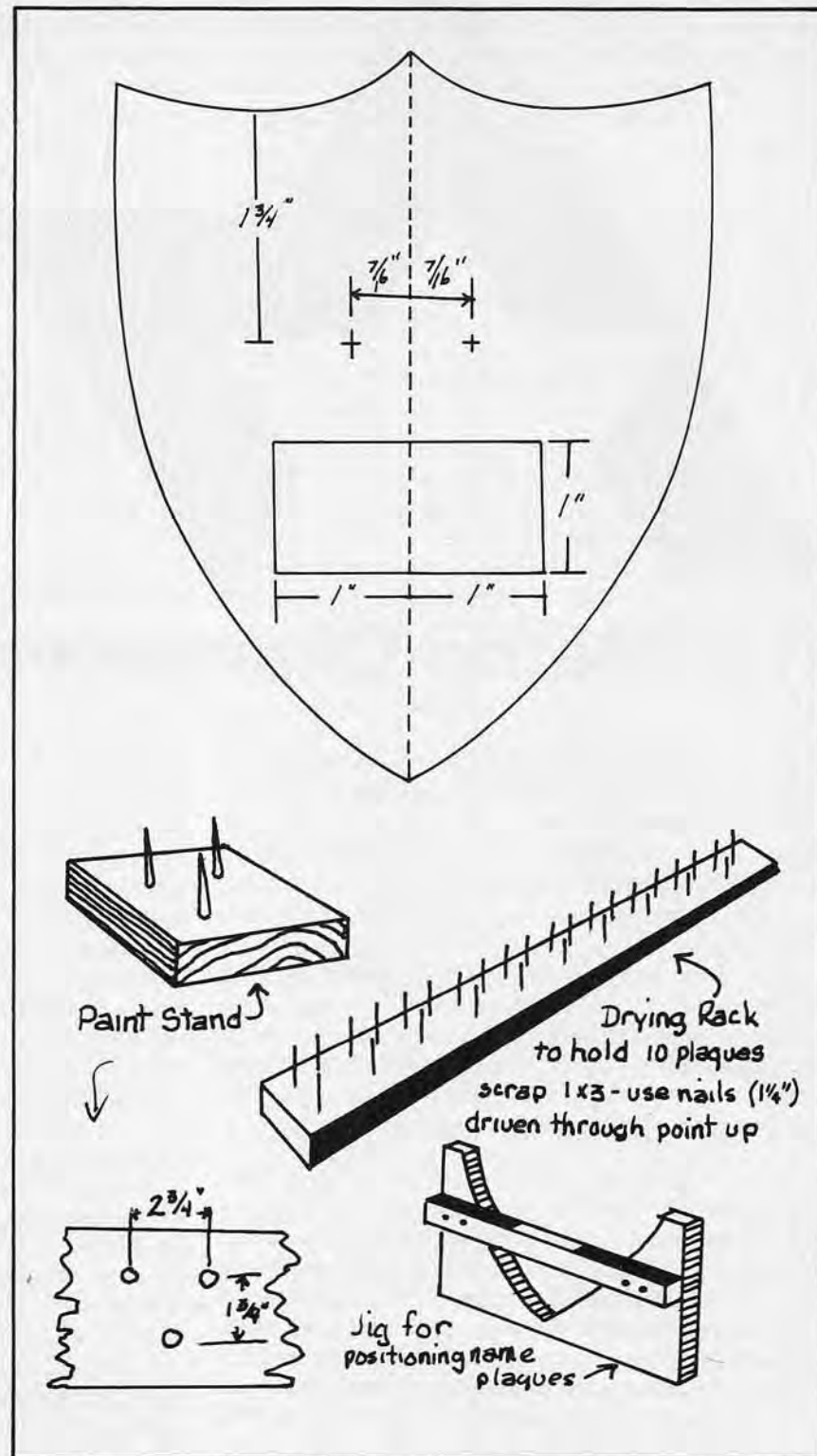
Ten boys from each of our colonies joined on stage for a Beaver opening ceremony and a couple of short, snappy songs.

The toast to the Queen should follow the meal, before smoking is allowed. My predecessor found this impossible to carry out so, when I asked everyone to stand for Grace, I also requested they remain standing for the toast to the Queen. A few people were startled but, on the whole, it worked well.

The dinner last year was provided by "one of the Colonel's boys" and the Cubs agreed it was "finger lickin' good"!

The chairman was allowed five minutes for introductions and remarks. This is no time for long speeches.

The 5-Star Cub Awards were presented by the three Akelas on behalf of the group committee.



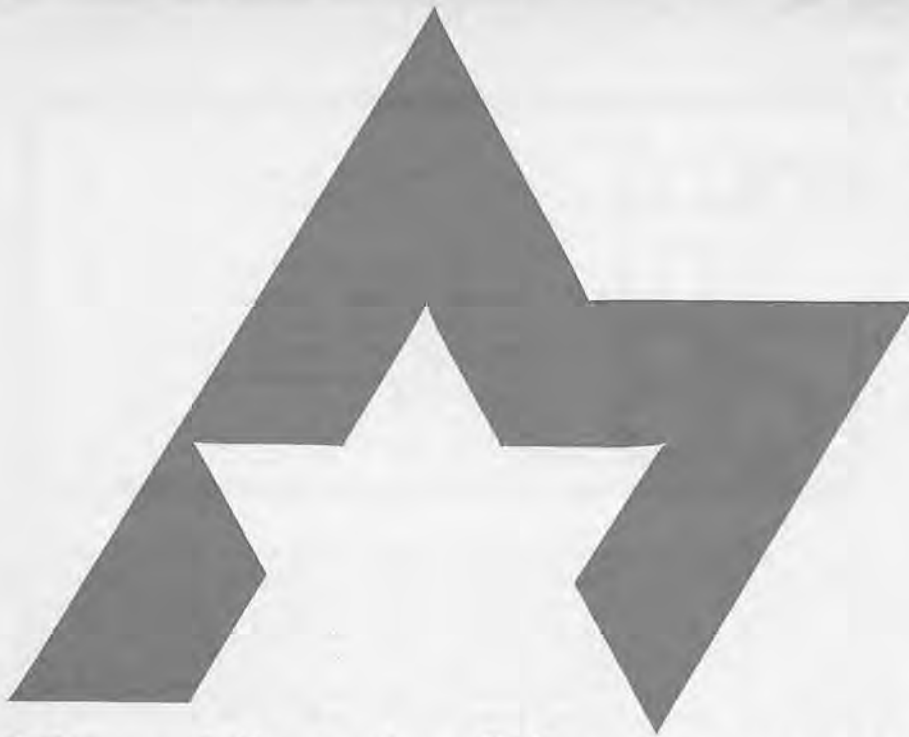
The special presentation was made for exceptional efforts on behalf of the 85th to a person not directly associated with the group.

Four sixers and seconds from each of the three Cub packs joined on the stage for a Grand Howl, with the senior sixer (by age) responding.

Hector, the Tall Magician, appealed to all ages and will be a hard act to beat this year.

The Scout closing was performed on stage with the trumpet taps concluding the evening's activities.

If you think the award is a good idea, drop Reg Roberts a note. As director of the Wolf Cub Section at National Office, I'm sure he'd welcome your comments. If you have any questions about the production aspects, I'll try to answer them.



The Metric Changeover

12

Canada is committed to the adoption of a new set of units of measurement. Time will still be measured in seconds, minutes and hours, and electricity in amperes at stated voltages. Most Canadians, however, will need to become acquainted with a new way of describing distance, volume, mass (weight) and the other quantities. Distance will cease to be expressed in miles, yards, feet and inches and will instead be measured in metres and decimal multiples and submultiples of metres. Litres will take the place of the familiar pint, quart and gallon, and the many products now sold in ounces and pounds will be offered in grams and kilograms, again with the multiples and submultiples for larger and smaller volumes and weights.

How it started

The increasing ease of transportation and communication and the growing volume of world trade in recent years have served to focus attention on the desirability of a universal system of measurement. Canada, in particular, is vitally dependent on foreign trade for the health of the national economy and must be prepared to supply its goods in the manner that importing countries desire. With the exception of the United States, Canada's leading trading partners are either long-established users of the metric system or are at present embarked on a changeover. In 1866, the metric system of weights and measures was made "legal" by the United States Congress. Later, in 1893, the Secretary of the Treasury, by administrative order, declared the metric

standards to be the nation's fundamental standards for length and mass. While the U.S. Congress has yet to officially endorse "metrification", as it is called in the United States, many companies, particularly multinational corporations, have begun to change to metric weights and measures. Quite apart from the demands placed upon Canada as a producer and supplier of goods and services, there has also been a desire for a system of measurement which, by eliminating non-standard weights and measures and the complexity of common fractions, would make life easier for the Canadian people.

Weights and measures were among the earliest tools invented by man. Early measurement standards were generally taken from common physical objects. Man turned first to parts of his body and his natural surroundings for measuring instruments. Records indicate that length was first determined by the arm, hand, and finger. The smallest unit, the digit, was the width of a finger, and the largest, the fathom, was the distance between the outstretched arms. When it became necessary to compare the capacity of containers such as gourds or clay or metal vessels, they were filled with plant seeds which were then counted to measure the volume. Seeds and stones served as standards when means for weighing were developed. The invention of numbering systems and the science of mathematics made it possible to create whole series of measurement suitable for many purposes.

The need for a world-wide coordinated measurement language was recognized over 300 years ago. Weights and



Reduction: one third scale

measures differed not only from country to country but often from town to town and even from craft to craft. In 1670, Gabriel Mouton, vicar of St Paul's, in Lyon, France, proposed a comprehensive decimal measurement system in which the unit of length was to be defined as a specific fraction of the earth's circumference. Other proposals were made subsequently, but it was not until 1790, during the French Revolution, that action was taken. The French statesman Talleyrand persuaded the National Assembly to request the Academy of Sciences "to deduce an invariable standard for all the measures and all the weights". The result was the "metric system". The keystone of the system was the unit of length (about a yard), which was assigned the name "metre" from the Greek word "metron" meaning "a measure". The unit chosen for volume, called a "litre" (about a quart), and that for mass (weight) called a "kilogram" (just over two pounds), were to be derived from the unit of length, thus relating the basic units to each other. Furthermore, the larger and smaller measures of each unit were to be created by multiplying or dividing the basic units by 10 or its multiples. Calculations could thus be performed simply by shifting the decimal point. For scientific purposes, it was codified in what was known as the cgs (centimetre, gram, second) system; later, for more practical industrial uses, the mks (metre, kilogram, second) system was adopted.

Acceptance of the system came slowly, but its adoption by other nations began to occur rapidly after France made its use compulsory in 1840. In 1960, at the General Conference of Weights and Measures, the metric system underwent extensive revision and refinement and a modernized version was agreed upon. Prior to that time, there were subtle differences in the use of the system and, where the highest levels of scientific and engineering precision were required, there was room for misunderstanding and error. The new system was called the International System of Units and is known officially as the "SI System" (from the initial letters of the French title - *Système International d'Unités*). Besides providing a logical and interconnected framework for all measurements in science, industry and commerce, SI boasts the attributes of coherence, precision, comprehensiveness and convenience.

Today, almost 95 per cent of the world's population uses or is converting to SI. Although it is not intended that compulsion to convert will be exerted officially on any sector of the economy, the Canadian government has adopted the principle that all facets of Canadian life will eventually conform to SI standards and is providing the necessary encouragement to enable the changeover to be substantially complete by 1980.

SI is simple

SI is built on a foundation of seven base units and two supplementary units. Two of the most commonly used base

units are length, measured in metres, and mass*, (weight) measured in grams. The other important units are time, measured in seconds, and electric current, measured in amperes. The remaining three units relate to temperature, measured in kelvins; luminous intensity, measured in candela; and amount of substance, measured in moles. The two supplementary units are the radian, which measures plane angles, and the steradian, which measures solid angles. With these units it is possible to derive all other measurements in SI and derived units are expressed algebraically in terms of the base and/or supplementary units. For example, area is measured in square metres, volume in cubic metres and density in kilograms per cubic metre. Many of the derived units, especially those of frequent and common usage, have special names (Chart 1). The decimal base is another important aspect of the metric system. When the base units, or derived units, are inconvenient in size for a particular measurement, multiples are used for large measures and submultiples for small measures. SI recommends a preferred series and uses Greek prefixes for multiples and Roman prefixes for submultiples (Chart 2).

SI UNITS			CHART 1
Unit Type	Quantity	Unit	Symbol
Base Units	Length	metre	m
	Mass	kilogram	kg
	Time	second	s
	Electric current	ampere	A
	Thermodynamic temperature	kelvin	K
	Amount of substance	mole	mol
Supplementary Units	Luminous intensity	candela	cd
	Plane angle	radian	rad
	Solid angle	steradian	sr
Some Derived Units	Frequency	hertz	Hz
	Force	newton	N
	Pressure, Stress	pascal	Pa
	Energy, Work		
	Quantity of heat	joule	J
Special Names	Power	watt	W
	Electric charge	coulomb	C

While the SI unit of temperature is the kelvin, the degree Celsius is the commonly used scale for temperature measurement. A simple system, it is based on a freezing point (water) of 0 degrees and a boiling point of 100 degrees and is named after its inventor, Anders Celsius, a Swedish astronomer who lived between 1701 and 1744. Some of us have known this system in the past as the Centigrade scale but, in 1948, the International Standards Organization decided to replace it with the degree Celsius to avoid confusion in countries where a "grade" is a plane angle and a centigrade 1/100 of that angle.

*SI insists on making the distinction between "mass" and "weight". *Mass*, which SI measures in kilograms (kg) is the quantity of matter contained in a body. *Weight*, the weight of a body, is the force exerted on its mass by the pull of gravity. Force is measured in newtons (N). A newton is defined as that force which produces unit acceleration at unit mass.



As already mentioned, the basis of the Canadian approach to metric conversion is that it is a voluntary process. A corollary of this is that each segment of the economy is expected to identify the opportunities for change and to bear its own changeover costs, just as it will reap the benefits arising from the change.

The initial costs of Canada's conversion to metric will undeniably be high and the main direct burden will fall on industry. Tangible costs include modification of equipment and other physical changes; intangible costs cover such aspects as retraining and education of workers. However, experience in other countries has demonstrated that these costs are not usually as high as expected. In Britain, it has been shown that retraining is not as formidable as it was generally feared to be and that time and costs could be saved by teaching the worker-on-the-job on a need-to-know basis. Sizable costs have also been avoided by establishing the policy of using the new standards only in the case of new products and it became evident that the replacement of tools can be determined by wear and obsolescence rather than by a planned mass switchover.

Regardless of cost, the government feels that the resulting benefits will more than compensate for the capital outlay necessitated by the conversion to metric. While the costs and inconvenience will be temporary, the benefits will continue indefinitely. Aside from the advantage of enhancing Canada's future in international trade, the conversion to the metric system is expected to yield substantial savings and increased productivity throughout the economy. The streamlining of obsolete and inefficient procedures and the rationalization and standardization of products into a more logical range of sizes can be responsible for many savings in industry. Important potential benefits arising from the simplification of calculations include improved administrative procedures and improved communication with suppliers and customers. Educators are especially enthusiastic supporters of the metric system. Metric measures are simpler to teach and learn and the time saved by the teachers can be used for other subjects.

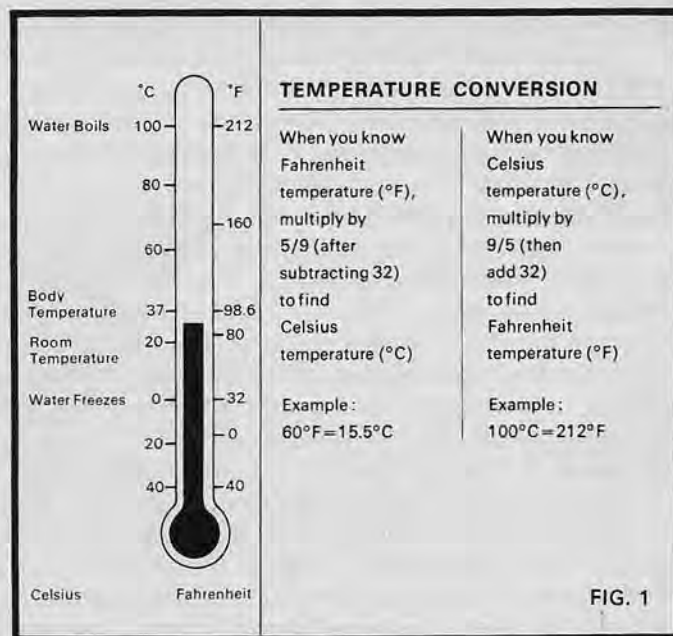


FIG. 1

Directing the changeover

During the late 1960's, the benefits to be gained from conversion to the metric system became increasingly evident in Canada and groups of interested citizens began pressing for action. In response to this concern, the federal government issued a White Paper, in January, 1970, setting out the basic principle that conversion to the metric system was both inevitable and in the national interest. In June 1971, the Commission for Metric Conversion was established. These steps have been followed by the Weights and Measures Act, which defined the metric units to be used, and the Consumer Packaging and Labelling Act, under which producers of pre-packaged foods are required to include a quantity marking in metric units on the label.

The Metric Commission was given the responsibility of coordinating the development of a workable plan for conversion to the metric system while simultaneously providing programs of information and education aimed at increasing awareness and understanding of metric measurement and the reasons for its adoption in Canada.

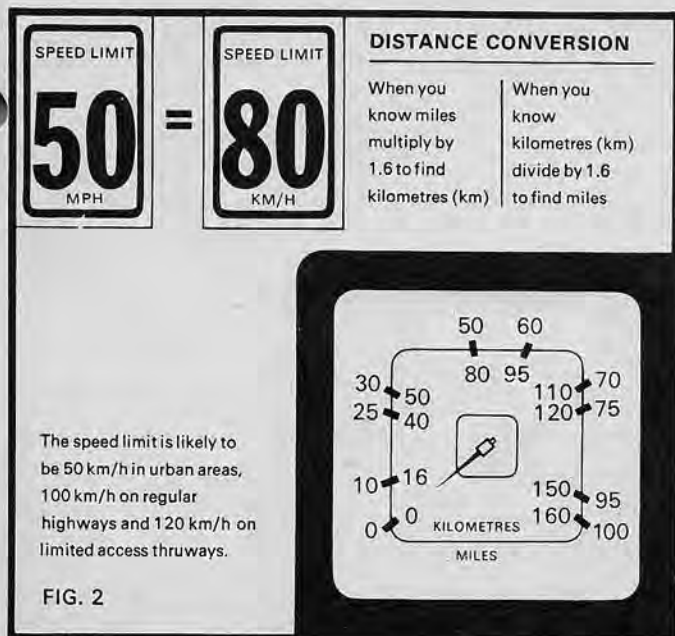
The Commission has set itself a four-phase program – investigation, planning, scheduling and implementation:

Investigation: Begun in 1971, this phase should be complete by the end of 1974. The Commission has initiated and undertaken studies, investigations and surveys to identify the opportunities and problems relating to metric conversion and the means of tackling them.

Planning: This involves the activities to be undertaken within each industry or field of endeavour – discussion and agreement on the units of measurement to be used, preparation of a program covering all necessary procedures and the timetable for the actual conversion. This phase should be substantially complete by the end of 1975.

PREFIXES CHART 2

Multiplying factor	Prefix	Symbol
1 000 000 000 000 = 10^{12}	tera	T
1 000 000 000 = 10^9	giga	G
1 000 000 = 10^6	mega	M
1 000 = 10^3	kilo	k
100 = 10^2	hecto	h
10 = 10^1	deca	da
Base Unit 1 = 10^0		
0.1 = 10^{-1}	deci	d
0.01 = 10^{-2}	centi	c
0.001 = 10^{-3}	milli	m
0.000 001 = 10^{-6}	micro	μ
0.000 000 001 = 10^{-9}	nano	n
0.000 000 000 001 = 10^{-12}	pico	p
0.000 000 000 000 001 = 10^{-15}	femto	f
0.000 000 000 000 000 001 = 10^{-18}	atto	a



Scheduling: While no deadline has been set for Canada's full conversion, target dates for metric usage are being assigned so that each industry or field of endeavour can be coordinated with all other sectors. Commencing on April 1, 1975, the temperature may be given only in whole degrees Celsius and from the beginning of the following September, forecasts of rain and snow may be given in millimetres and metres. During September 1977, almost all the speed limit and distance signs on the main provincial highways will likely be changed to metric units.

Implementation: Some implementation has already occurred. For example, over 80 per cent of all hospitals have already adopted or are in the process of adopting the metric system. Implementation is expected to reach its peak in 1977 and 1978 and, by 1980 most plans are expected to be in operation.

To perform this task, the Commission appointed 11 Steering Committees. Ten of the committees are each responsible for coordinating the activities of a group of economic sectors that have related interests. In turn, the Steering Committees have set up over 60 Sector Committees to study the implications of metric conversion and to suggest a plan and a timetable most suitable to the industries and organizations they represent. The overriding Steering Committee will review the reports from these committees and prepare a consolidated plan for the sector. From such tentative plans, the Commission intends to develop an over-all program for planned conversion to the metric system that will ensure maximum benefits at minimal costs. Formed originally to study the whole question of metric conversion in Canada, the remaining Steering Committee is now also responsible for planning conversion throughout the federal government.

Metric conversion does not mean simply replacing Imperial measures with the metric equivalent. It means the

adoption of metric standards which assign convenient rounded-off metric measurements to each unit. However, time for familiarization and assimilation is being allowed. Right now, the consumer is being gradually exposed to the transition process. The first stage can be seen by looking at the labels on packages of many household products, particularly foodstuffs, on retail shelves. The unrounded metric equivalent appears, in brackets, after the familiar Imperial unit. In the second stage, the order of the two measures is simply reversed, the unrounded metric equivalent being quoted first with the rounded Imperial measure following, in brackets. Then comes the most important stage, that of the actual conversion to a logical metric rounded standard measure. It is at this stage that the change in the contents of the package occurs. Initially, these packages will include the unrounded Imperial equivalent, in brackets. Finally, after metric units come fully into use, there will be the compulsory stage, when the use of units other than metric will be prohibited.

Conclusion

The conversion to the metric system is happening in Canada. Its effects will touch almost every aspect of Canadian life but it will provide the advantages of a system that is both simple and almost universal.

SOME EVERYDAY CONVERSION UNITS CHART 3

METRIC MASS (WEIGHT) UNITS

Unit	Symbol	Value	Conversion
tonne*	t	1 t = 1 000 kg = 10^3 kg	1 ton (short) = 0.9 t
kilogram	kg	1 kg = 1 000 g = 10^3 g	1 pound = 0.45 kg
gram	g		1 ounce (avoir.) = 28.4 g
			1 ounce (troy) = 31.1 g

METRIC LINEAR UNITS

Unit	Symbol	Value	Conversion
kilometre	km	1 km = 1 000 m	1 mile = 1.6 km
metre	m	1 m = 100 cm	1 yard = 0.91 m
centimetre	cm	1 cm = 10 mm	1 foot = 30.5 cm
millimetre	mm		1 inch = 25.4 mm

METRIC AREA UNITS

Unit	Symbol	Value	Conversion
square kilometre	km ²	1 km ² = 100 ha	1 sq. mile = 2.6 km ²
†hectare	ha	1 ha = 10 000 m ²	1 sq. yard = 0.84 m ²
square metre	m ²	1 m ² = 10 000 cm ²	1 sq. inch = 6.5 cm ²

METRIC VOLUME (LIQUID) UNITS

Unit	Symbol	Value	Conversion
kilolitre	kl	1 kl = 1 000 ℓ = 1 m ³	1 gal. = 4.55 ℓ
litre	ℓ	1 ℓ = 1 000 ml = 1 dm ³	1 qt. = 1.14 ℓ
millilitre	ml	1 ml = 1 cm ³	1 fl. oz. = 28.4 ml

*Non SI but universally permissible. †Permissible for a limited time.



**CANADIAN IMPERIAL
BANK OF COMMERCE**



Muchas Gracias, Amigo

We acknowledge with thanks the following donations to the Canadian Scout Brotherhood Fund.

St. Mary's Cub Pack #16, Medicine Hat, Alta.	7.65
New Brunswick Scouting Membership	181.51
(Trees for Canada)	
Sydenham District, Ont. (Trees for Canada)	43.78
Agincourt Service Area, Toronto, Ont.	57.78
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1974 Jamboree of Challenge, British Columbia	447.96
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1974 Ontario Gilwell Reunion	2.15
(additional donation)	
1st Mount Hope Cub Pack, Ont.	20.00
Mr. & Mrs. Roger Grovestine in memory of	
Donald M. Ritcey, Shelburne, N.S.	10.00
Mrs. Jocelyne C. Robert, Foleyet, Ont.	2.00
Deer Lodge United Church, Winnipeg, Man.	106.48
13th Woodstock Cubs, Ont.	20.00
Manitoba West Regional Council	1,896.80
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1st St. Jacobs Scout Ladies Auxiliary, Ont.	15.00
Burnaby Mountain District Council, B.C.	47.73
52nd Ottawa: Cubs, Scouts and Venturers;	
118th Ottawa Cub Pack, Ont.; Brownies,	
Guides, Rangers: City View, Ont.;	
Brownies, Meadowview, Ottawa	50.80



ADVANCE NOTICE!

By Laird Gordon

In the article, "You Told Us," (*The Canadian Leader*, February, 1975), reference was made to revisions being made to five of the Achievement Badges.

This article sets out the modified requirements which will appear in future editions of *The Canadian Scout Handbook*. The modified badges are: **Citizen, Campcraft, Exploring, Safety and Winter Scouting.**

The continued focus of the badges is learning by doing. In answer to the major concern expressed, the number of options has been reduced and some of the duplication removed. The Citizen Badge has been redesigned to reduce the "school-like" nature of the requirements. Requirements are based on the abilities of: 11 years of age/sixth school grade — bronze; 12 years of age/seventh school grade — silver; 13 years of age/eighth school grade — gold. These are intended as guidelines. You know your boys and only you can encourage them to work to their highest capability.

The idea that the Achievement Badge and Award System should provide the main source of activities for patrol and troop activities was supported by the Scouter Survey referred to in "You Told Us." The majority of the Scouters surveyed felt requirements which required boys to work together were good. These are built into the five badges.

This advance notice is intended to help your program planning. Introduction of these requirements into your program is at your discretion. However, all material which is for use commencing in September of this year will be based on the following badge requirements.

Let's look at the revised badge requirements for the Citizen, Exploring and Winter Scouting Badges. Campcraft and Safety Badge revisions will appear next month.

MODIFIED REQUIREMENTS

ACHIEVEMENT BADGES^{no. 1}

CITIZEN - EXPLORING - WINTER SCOUTING



CITIZEN BADGE

The Scout Survey indicated the majority of Scouters and Scouts believe the Citizen Badge should continue to be compulsory. Scouters indicated that the compulsory badge for an achievement award should be a three-stage badge which includes woodcraft, first aid, fitness, community knowledge and service. The badge should be based on "learning by doing" through involvement as much as possible, rather than on research and reports.

Purpose: to develop knowledge and skills which assist a Scout to become a responsible citizen.

Citizen — Bronze Stage

1. a) Describe the flag of Canada, how to use and care for it and demonstrate how to hoist and break it;
b) describe the Scout flag.
2. a) Demonstrate rescue breathing (mouth-to-mouth);
b) show how to clean a wound, treat minor burns and scalds, make and apply a dressing, and understand the importance of summoning help.
3. a) Point out on a street or road map of your community: main government buildings; fire and police stations, hospitals, churches, synagogues and schools nearest your home; main highways to neighbouring cities and towns; nearest airport, railroad and bus stations;
b) be able to relate directions on the street or road map to the eight principal points of the compass.
4. With members of your patrol, do one of the following:
 - a) visit your local seat of government, such as city, county or township building;
 - b) discuss essential services provided for your community and visit at least one of them (water treatment, sewage disposal, hydro, police or fire station);
 - c) visit a newspaper, radio or television station and report on its service to the community.
5. Identify in their natural setting:
 - a) three trees and shrubs native to your area and indicate their value to man and the environment;

- b) three wild flowers, if possible including your provincial or territorial flower.
6. Know the physical and mental effects of the use of tobacco, alcohol and drugs.
7. a) With one of your Scouters discuss your daily good turns and how well you have lived up to the Scout Law and Promise in your home, patrol and troop;
b) with your patrol, discuss your rights and responsibilities towards your patrol, family and friends.
8. While earning this badge, participate in two or more forms of community service; one of these should be in the nature of service as a Scout.

Citizen — Silver Stage

1. a) Know how to use and care for the flag of Canada;
b) know the history of the flags Canadians have used in the development of this country and describe each one;
c) with your patrol, plan and carry out a flag ceremony.
2. a) Demonstrate rescue breathing (mouth-to-mouth) and the Silvester method of artificial respiration;
b) demonstrate how to control bleeding and dress a wound;
c) demonstrate how to transport an injured person;
d) recognize the symptoms of shock and methods of treating the cause of shock.
3. a) Have a general knowledge of the highway-safety rules of your community for pedestrians and cyclists;
b) tell how to do five of the following in your community:
 - report a fire; report an automobile accident; call an ambulance; report damage to or need of repairs on streets, roads or bridges; report damage to electric power, gas, sewage or water-supply system; obtain a bicycle license; obtain a dog license; report a contagious disease; report a rabid animal; call a veterinarian; obtain a building permit; obtain help from an agricultural representative.
4. With members of your patrol, do **two** of the following:
 - a) visit a courthouse and find out something about the judicial system in your province or territory;
 - b) visit your provincial, territorial or local government building;

- c) invite a member of a service club or similar non-governmental organization to meet with your patrol to discuss the work of his organization;
 - d) choose one Indian tribe that lives or has lived in your province and find out about its history, way of life, dress and present-day whereabouts;
 - e) arrange a meeting with a representative or official of your provincial or territorial government to discuss the function of at least one government department. Explain how this department's role affects your local community.
5. a) Identify three animals and three birds that are native to your area. Where possible, the identification should be in their natural setting;
- b) explain how the environment in your area helps or hinders them.
6. a) Know the physical and mental effects of the use of tobacco, alcohol and drugs;
- b) know the importance of water and waste disposal in your community and at camp.
7. a) With your patrol, discuss ways in which you have lived up to your Scout Law and Promise in your home and community, including ways you have helped others;
- b) with your patrol, discuss your rights and your responsibilities as a member of your patrol, troop and local community.
8. While earning this badge, participate in three or more forms of community service, two of these should be in the nature of service as a Scout. This may include service to a Cub pack or Beaver colony.

Citizen — Gold Stage

1. a) Teach another Scout something of the history, use and care of the flag of Canada, including how to hoist and break it;
- b) be able to identify the United Nations flag, World Scout flag and flags of eighteen other countries or Canadian provinces or territories.
2. a) Teach another Scout rescue breathing (mouth-to-mouth) and Silvester method of artificial respiration;
- b) with members of your patrol, demonstrate two of: rescue operation from a height; search and rescue of a lost person; ice rescue; automobile accident assistance, including traffic control; rescue from a burning building; water rescue. In both cases know the appropriate first-aid treatments.
3. a) Have a general knowledge of the highway rules of your community for pedestrians and cyclists;
- b) tell how to do eight of the following in your community: report a fire; report an automobile accident; call an ambulance; report damage to or need of repairs on streets, roads or bridges; report damage to electric power, gas, sewage or water-supply system; obtain a bicycle license; obtain a dog license; report a contagious disease; report a rabid animal; call a veterinarian; obtain a building permit; obtain help from an agricultural representative.
4. With a member of your patrol, do two of the following:
- a) by bicycle, foot, horse or water craft, retrace a historical trail involving a journey of a minimum of twenty-four hours and covering at least fourteen miles. Search out historic points of

interest;

- b) explain how the Canadian Scout Brotherhood Fund operates, where it serves and participate with your patrol in a project to contribute to the fund;
- c) visit two industrial plants, businesses or educational centres. During your visit, discuss vocational opportunities;
- d) explore something of the art and music of the various nationalities represented in your community;
- e) know the structure of the federal government and its relation to provincial, territorial and local governments, and the procedure for the appointments of the Governor-General, Lieutenant Governors and Senators;
- f) report on the history, growth and present role of one of the following: Royal Canadian Mounted Police, Canadian Armed Forces, Supreme Court of Canada.
5. With your patrol, determine:
- a) what local conditions encourage the growth of three trees or shrubs or animals native to your area;
- b) effects of current environmental trends or their continued health.
6. a) Know the physical and mental effect of the use of tobacco, alcohol and drugs;
- b) explain the precautions to be taken in the event of suspected contamination of the drinking water in a community or at camp.
7. a) Through your appearance and actions, demonstrate to the satisfaction of your patrol and Scouter that you have endeavoured to live up to the Scout Law and Promise;
- b) with your patrol, discuss your rights and responsibilities as a Canadian citizen and as a member of the World Brotherhood of Scouting.
8. While earning this badge, participate in three or more forms of community service; two of these should be in the nature of service as a Scout. This may include service to a Cub pack or Beaver colony.

Campcraft, Exploring and Winter Scouting Badges

The concern of the majority of Scouters and Scouts surveyed on the Campcraft Badge tended to focus on the degree of similarity between the Campcraft, Exploring and Winter Scouting Badges.

Requirements for these badges have been rewritten to ensure a clearer distinction between the badges:

Campcraft — knowledge and skill for base or standing camp.

— bronze — overnight

— silver — weekend

— gold — long term (at least five days)

Explorer — knowledge and skill in hiking, orienteering, observation (nature)

Winter Scouting — winter camping, hiking



EXPLORING BADGE

While some of the requirements in this badge are similar to campcraft requirements, the focus of the

△ SMORGASBORD ◇

JOIN-IN JAMBOREE IDEAS

While the word **SMORGASBORD** usually brings to mind tables laden with a variety of good foods, it can also be used to describe a number of good program ideas brought together to better the enjoyment of participants in a particular activity. This is how we are using the word in this special **JOIN-IN JAMBOREE** pullout.

JOIN-IN was designed to enable more than just the 0.1% of World Scouting population who will attend the 14th World Jamboree to enjoy the great event. In our two previous **JIJ** pullouts, we offered information on the Jamboree host countries and ideas on how to plan a Viking camp; this month we bring you a smorgasbord of **JIJ** ideas.

A VIKING REGATTA

This isn't just an activity for Sea Scouts; involve all the groups in the district, or use the idea for a special camp day. Give participants plenty of time to prepare special costumes, show them the costume page which was featured in the February **JOIN-IN** pullout. If it is a camp activity, why not photocopy or reproduce the costume page and send it out with camp joining instructions. Offer prizes for the best costumes.

Highlight of the preparations is the conversion of dinghies and other suitable craft into Viking longships. Arrange longship races and remember that the original longships were both rowed and sailed.

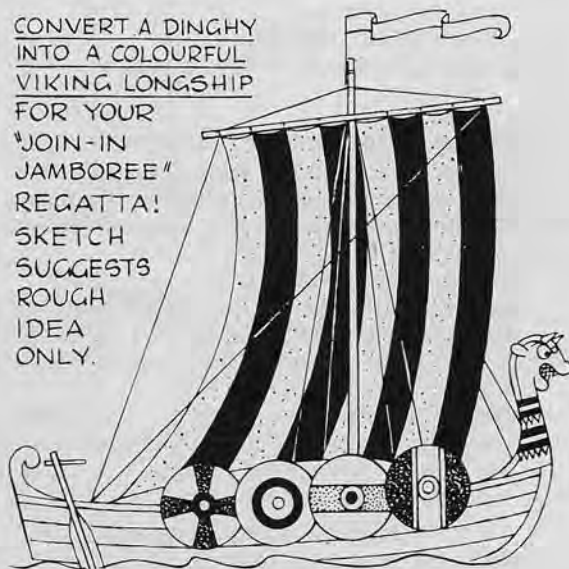
Consider Viking raft races using longship-type sails for the rafts.

Plan suitable games and contests ashore for those not taking part in water sports.

You might also consider a special wide game based on the legends of the Vikings which could include a raid on a town, with the defenders making special plans to foil the attack.

Arrange through a film distributor to secure a copy of the feature movie, *The Vikings*, as the Scouts of Scotland did, or even approach your local television station to see if they would consider using the film at a time when your boys could view it, either at home or at camp.

CONVERT A DINGHY
INTO A COLOURFUL
VIKING LONGSHIP
FOR YOUR
"JOIN-IN
JAMBOREE"
REGATTA!
SKETCH
SUGGESTS
ROUGH
IDEA
ONLY.



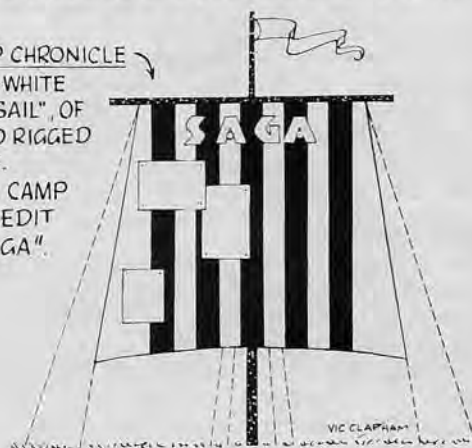
GATEWAY NEWSPAPER

Here's a suggestion for part of a colourful Viking gateway that could also serve as the camp notice board. It might be used as the camp newspaper, with one or more campers appointed editors. Rather than print enough papers so every boy can have one, only one copy is prepared and put on the camp chronicle.

YOUR CAMP CHRONICLE

A RED-AND-WHITE STRIPED "SAIL", OF HARDBOARD RIGGED WITH ROPE.

APPOINT A CAMP SKALD TO EDIT "DAILY SAGA".



JOIN-IN STAMP SCHEME

The World Jamboree stamp scheme provides every Scout, anywhere in the world, with an opportunity to help his less-fortunate brothers in countries where much help is needed, and to help extend Scouting to those brothers who are suffering from a handicap. Each person, boy and adult, attending the 14th World Jamboree has been asked to bring with him a packet of 100 used postage stamps. These will be gathered together and eventually sold, with the resulting funds contributed to the Scout U Fund.

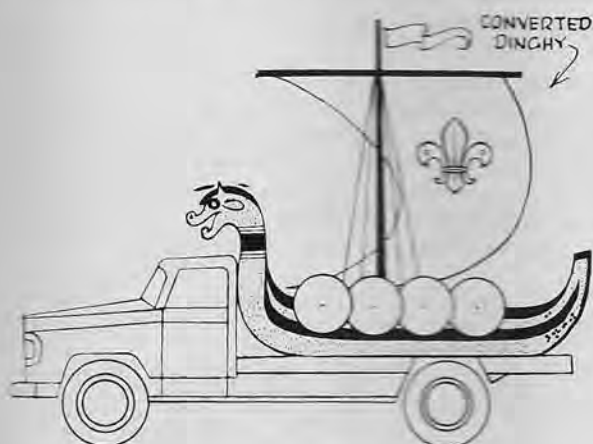
The Scout U Fund is a means of helping others to help themselves by helping to develop more handbooks, hold more camps and training courses; to give a helping hand in times of disaster and to bring Scouting to many thousands of "less-chance" boys, orphans and handicapped.

Your boys can help —

- by collecting at least 30 different, used, commemorative stamps (Canadian) — no Queens — and sending them to: Scout "U" Stamp Bank, Box 104, 1601 Fredrikstad, Norway;
- in return, they will receive a greeting card from the 14th World Jamboree.

PUBLICITY

Practically every city and town in Canada has a parade in the spring or summer and, if your Scout council or group is invited to participate, why not consider a float to publicize the 14th World Jamboree and your participation in the JOIN-IN aspect. Your float can be as simple as the drawing — one of your decorated longships plus a few of your boys, dressed as fierce Vikings. Or you might like to construct a Viking village using the information in the February JOIN-IN pullout. If you do enter a float or, for that matter, use any of our suggestions, don't forget to send along a few pictures. And don't forget to notify your local television station and newspaper if you plan a Viking day, and have the boys and leaders in costume. It's a natural for some good publicity.



20

JAMBO LANGUAGE

Every Canadian Scout attending the 14th World Jamboree will be given a small booklet containing a number of common words in Norwegian, Danish and Swedish which will help them to communicate with their hosts. There's no reason why boys participating in your JOIN-IN should not be taught a few of the more common words and phrases which they could use at special occasions during the program. Here are a few Norwegian words for a start. If you're not sure of the proper pronunciation, you may have a Nordic neighbour who might help.

Good morning — *God morgen/morn*

Good afternoon — *God dag*

Good night — *God natt*

Hello — *Hallo*

I am pleased to meet you — *(Det er) hyggelig å treffe deg*

Thank you — *Takk*

Yes — *Ja*

No — *Nei*

Where is — *Hvor er . . . ?*

I am a Canadian Scout — *Jeg er en kanadisk speider*

Canada — *Kanada*

How much is it? — *Hvor mye koster det?*

PEN-PAL LINK BY COMPUTER

Your boys can have a pen pal in any country of the world, thanks to a computer located in California. The "friendship machine" contains the names of thousands of boys and girls who want to make new, international, friends by mail. When this electronic clearing house hears from a Scout, it will match him

with a name in its memory bank and each will receive the address of the other. All he has to do is write:

"Dear Pen Pal" — Dept. WS

Big Blue Marble

P.O. Box 4054

Santa Barbara, California 93103, USA

and tell — name, address, age and sex;

— main interests (such as Scouting, sports, etc.);

— whether he'd like to write to a Scout, Cub, etc.

The "linking" is part of a "Dear Pen Pal" project of a new U.S. television series for children called "The Big Blue Marble" (the Earth). This award-winning series is devoted to building international understanding. Each 26-minute program visits children in three countries and features short segments on international folk tales, songs and crafts.

Although it is not yet on Canadian television, areas which can pick up American channels are, no doubt, familiar with the program. By the end of 1975, it will be seen by young people in about 70 countries.

The World Scout Bureau arranged this opportunity for Scouts as an especially valuable occasion for making "Scout Links" for JOIN-IN Jamboree activities. The series is a non-commercial public service of the International Telephone and Telegraph Corporation.

JAMBOREE MEALS

Cooking at the 14th World Jamboree will be done mostly over open fireplaces built by the Scouts themselves. Here's the menu schedule which they will be following. Perhaps it will help you in your meal planning.

Breakfasts and lunches will be mostly dry food such as cereal and sandwiches, plus bacon and eggs on some days. Main evening meals will be:

July 29 — Irish stew (mutton), lemon mousse

30 — Boiled or fried fish, rice, strawberry custard

31 — Beef stroganoff, whipped potatoes, orange mousse

Aug. 1 — Turkish lamb stew, prune pudding

2 — Fried chicken, French-fried potatoes, bananas

3 — Pork or beef cutlets, gooseberry pudding

4 — International Hike Night: special trail food packets

5 — Shish kebab, rice, fruit salad

6 — Gilwell beefsteak, baked potatoes, ice cream

DAILY PROGRAM — 14th WORLD JAMBOREE

Here's a broad outline of the daily programs that will take place in Lillehammer this summer. To make your JOIN-IN camp more meaningful, why not follow the same plan?

July 30 — **Opening Ceremony**

Scouting Activities — log cabin building; tent pitching; fire building; mat weaving; bridge building; and windshield construction.

31 — **Water Activities** — fishing, navigation, canoeing, lifesaving, communications, rowing, diving, sailing, sail making.

Aug. 1 — **International Overnight Hike**

2 — On the Saturday evening a carnival is planned with games of chance.

- Aug. 3 — Religious observances; Nordic orienteering; map reading, compass, triathlon (track and field).
- 4 — **Culture of host countries**
- 5 — **Techniques:** computer technology; radio; audiovisual techniques; photography; energy; meteorology; motors; chemistry. **Handicraft:** forging; knife-handle making; birch bark and horn handicrafts; flute making; leather work; batik dyeing; rope making and rope work; linoleum printing.
- 6 — **Nature and Conservation:** World Conservation Badge; conservation campaign; energy; personal pollution recycling centre; conservation camping; town planning; field work; research station; soil improvement.
- 7 — **Grand Finale** (still to be revealed)

In addition to the above program there will be permanent base camps which will feature, throughout the entire Jamboree period, such things as mountaineering; sailing; kon-tiki (rafts and raft building); mountain rescue; and timber and logging camp.

WHEN IT'S 12 O'CLOCK AT THE JAMBOREE . . .

. . . what time is it in your area? The first figure indicates the time at the respective place when it is 12 noon at the World Jamboree site. The second figure indicates time difference between the place and the World Jamboree site. If your area is on daylight saving time, one hour correction will have to be made.



LC1J



NORDJAMB ON THE AIR

Because of the universal success of the annual Jamboree-on-the-Air, which is held each October, radio "hams" will be broadcasting from the 14th World Jamboree in Lillehammer for the entire Jamboree period, with three individual stations on SSB, CW and SSTY, on all amateur bands (80 through 2 meters).

A special QSL card will be issued to all stations who contact LC1J or submit a listener's report of such contacts.

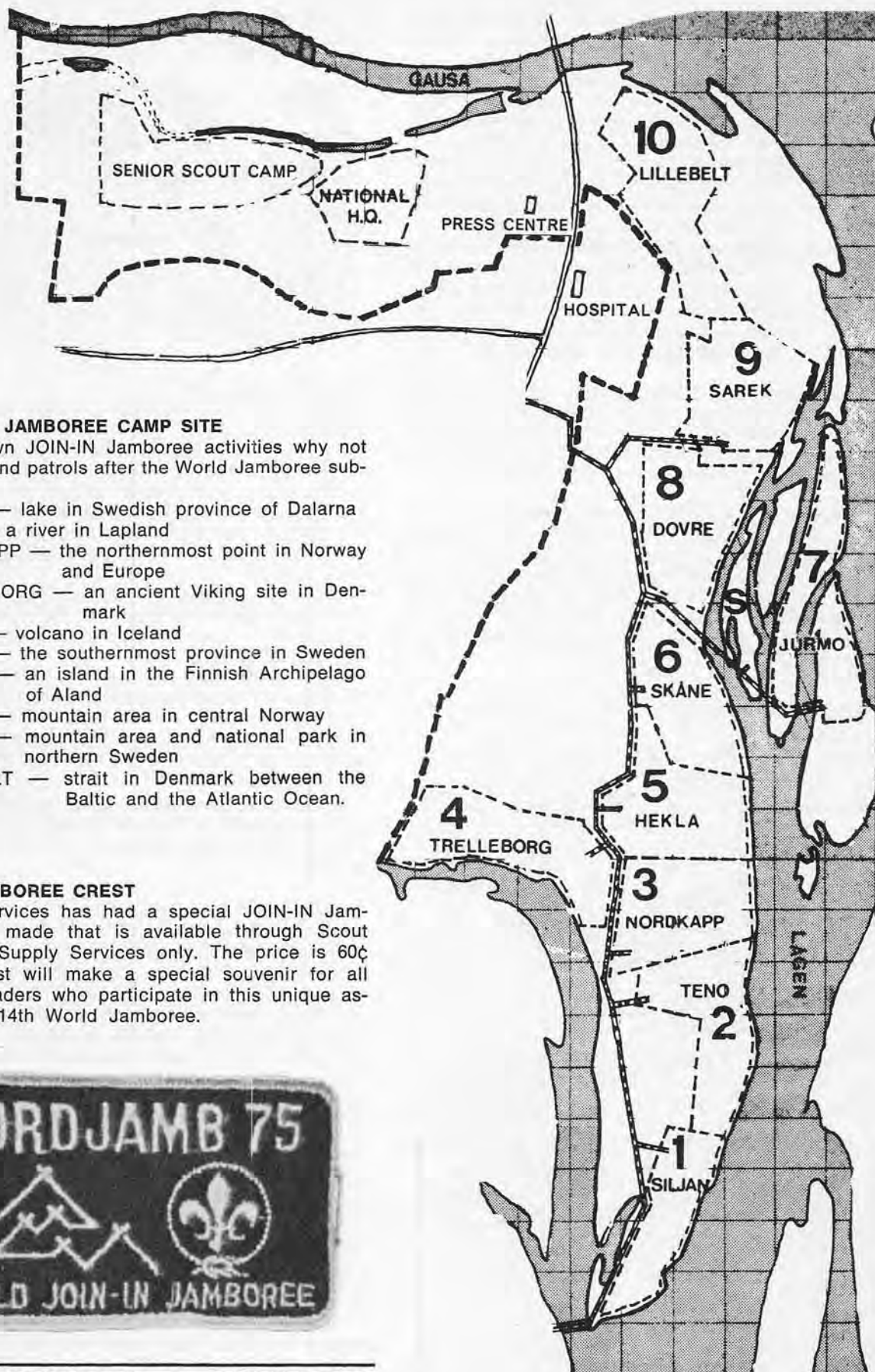
LC1J is the special call sign that has been allotted to the 14th World Jamboree by the Norwegian Telecommunication Administration for the period of July 29 - August 7, 1975.

Present plans call for the Scouts from over 100 countries attending the Jamboree to contact JOIN-IN participants in camps all over the world and, in particular, in their homelands. Why not plan to have your boys take part. Local "ham" radio operators probably will be glad to help.

A World Jamboree-on-the-Air Conference will be held on August 1 in conjunction with the official camp program. Remember, the call sign for Radio Nordjamb is LC1J.

A FEW MORE JOIN-IN IDEAS

- A *Fire of Friendship* light, lit at the opening of your camp and kept burning until the closing, as a constant reminder, day and night, of the World Brotherhood and Jamboree. (Use a lantern on a tripod.)
- A *Book of Understanding*. Each boy coming to camp is asked to bring pictures of Nordic countries, of Scouting in other lands, appropriate messages written in other languages. During the camp, a log is kept and, along with the donations from the boys, is incorporated into a scrapbook that could be kept in the camp or troop library as a reminder of the special '75 JOIN-IN camp. Pictures taken at camp and the 14th World Jamboree could also be used.
- Each patrol comes to camp prepared to set up a display about Nordic countries. Displays could include maps, postcards, pictures, magazines and original art. A prize might be in order for the best.
- Hold a Scout Olympics with each patrol representing a country in the competitions.
- Obtain or make flags of the World Scouting or Nordic countries that could be flown during your camp. Include the World Scout and United Nations' flags.
- Vary your camp menus to include the foods and dishes of other countries.



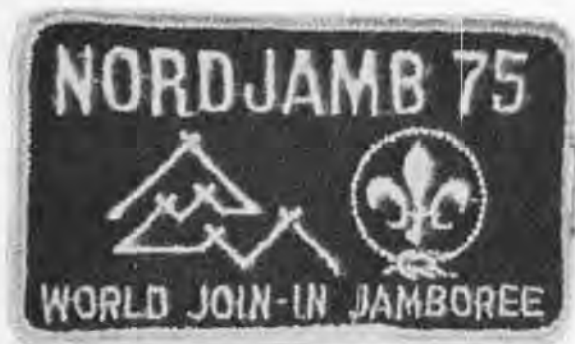
14th WORLD JAMBOREE CAMP SITE

At your own JOIN-IN Jamboree activities why not name sixes and patrols after the World Jamboree sub-camps:

1. SILJAN — lake in Swedish province of Dalarna
2. TENO — a river in Lapland
3. NORDKAPP — the northernmost point in Norway and Europe
4. TRELLEBORG — an ancient Viking site in Denmark
5. HEKLA — volcano in Iceland
6. SKÅNE — the southernmost province in Sweden
7. JURMO — an island in the Finnish Archipelago of Åland
8. DOVRE — mountain area in central Norway
9. SAREK — mountain area and national park in northern Sweden
10. LILLEBELT — strait in Denmark between the Baltic and the Atlantic Ocean.

JOIN-IN JAMBOREE CREST

Supply Services has had a special JOIN-IN Jamboree crest made that is available through Scout offices and Supply Services only. The price is 60¢ and the crest will make a special souvenir for all boys and leaders who participate in this unique aspect of the 14th World Jamboree.



ACKNOWLEDGEMENTS: The Scout World Bureau and *World Scouting Magazine*; and Vic Clapham, *Veld Lore Magazine*, South Africa.

badge is to develop knowledge and skill in hiking, orienteering and nature observation.

The badge moves from a one-day hike (bronze) to a journey requiring sleeping out for two nights (gold). The badge is designed to revolve around the journey with the skills and knowledge to be learned relevant to the hike (bicycle or canoe could be used but the distance covered in each case should be increased accordingly).

Exploring — Bronze Stage

Purpose: to develop knowledge and skills for day hiking, orienteering and nature observation.

1. With members of your patrol, plan and go on three, one-day hikes of five miles or more. Canoes, bicycles, horses, etc., may be used but the distance should be increased accordingly.
2. In preparation for your one-day hike:
 - a) prepare a list of personal gear for fair and foul weather, including clothing, footwear, first-aid kit and survival kit;
 - b) with a member of your patrol prepare a list of any patrol gear required;
 - c) with a member of your patrol prepare a menu and food list for at least one meal;
 - d) demonstrate how to pack your personal and patrol gear and food.
3. On a one-day hike, know the precautions to be taken or the practices to be used to:
 - a) ensure drinking water is safe;
 - b) ensure practical traffic safety when hiking on roadways during daylight and darkness;
 - c) avoid getting lost;
 - d) ensure protection against insects;
 - e) avoid sunburn and sunstroke;
 - f) deal with poison ivy, oak, sumac or nettles;
 - g) take care of your feet;
 - h) avoid accidents when swimming in unknown waters.
4. With members of your patrol, discuss with one of your Scouters the practices to be used when hiking to minimize damage to the environment.
5. Using a topographical map, explain to one of your Scouters:
 - a) ten map symbols;
 - b) contour lines;
 - c) map scale and distances;
 - d) grid reference system.
6. Using a pathfinder compass, explain to one of your Scouters:
 - a) its parts and how it works;
 - b) sixteen principal compass points and give their equivalents in degrees;
 - c) how to find true north;
 - d) how to find a bearing;
 - e) how to follow a bearing between two points.
7. Identify **three** different types of the following and explain their value to the environment and man:
 - a) trees or shrubs;
 - b) wild plants or flowers;
 - c) birds.
8. Make **one** of:
 - a) survival kit;
 - b) simple, personal, first-aid kit;
 - c) map case;
 - d) packboard or knapsack;
 - e) cook kit or stove;
 - f) lightweight tent, or tent fly or trail fly.

NOTE: Items chosen should be made *specifically for this stage* and not to qualify for another badge.

Exploring — Silver Stage

Purpose: to develop knowledge and skills for over-night hiking, orienteering and nature observation.

1. With members of your patrol, plan and go on three 24-hour hikes of 10 miles or more.
2. In preparation for your 24-hour hike:
 - a) prepare a list of personal gear for fair and foul weather, including clothing, footwear, personal-hygiene kit, bedding, first-aid kit and survival kit;
 - b) with another Scout prepare a list of any patrol gear required;
 - c) with another Scout prepare a menu and food list for at least three consecutive meals;
 - d) demonstrate how to pack your personal and patrol gear and food;
 - e) explain the selection, use, care, carrying and storage of tents used for hiking.
3. Know the precautions to be taken or the practices to be used to:
 - a) ensure drinking water is safe;
 - b) ensure practical traffic safety when hiking on roadways during daylight and darkness;
 - c) avoid getting lost;
 - d) ensure protection against insects;
 - e) avoid sunburn and sunstroke;
 - f) deal with poison ivy, oak, sumac or nettles;
 - g) take care of your feet;
 - h) avoid accidents when swimming in unknown waters.
4. With members of your patrol, discuss with one of your Scouters the practices to be used when hiking and camping overnight to minimize damage to the environment.
5. Using a topographical map, explain to one of your Scouters:
 - a) fifteen map symbols;
 - b) contour lines;
 - c) grid reference system;
 - d) map scale and distances;
 - e) set or orient a topographical map to the ground actually represented by the map.
6. Using a pathfinder compass, explain or demonstrate to one of your Scouters:
 - a) its parts and how it works;
 - b) the sixteen principal compass points and give their equivalent in degrees;
 - c) how to find true north;
 - d) how to find a bearing;
 - e) how to follow a bearing between two points;
 - f) how to plot a course on a map and follow it for one half mile;
 - g) aiming off;
 - h) determining position.
7. Identify **six** different types of the following and explain their value to the environment and man:
 - a) trees or shrubs;
 - b) wild plants or flowers;
 - c) birds;
 - d) mammals or fish or amphibians.
8. Make **two** of:
 - a) survival kit;
 - b) simple, personal, first-aid kit;
 - c) map case;

- d) packboard or knapsack;
- e) cook kit or stove;
- f) lightweight tent or tent fly or trail fly.

NOTE: Items chosen should have been made *specifically for this stage* and not to qualify for a previous stage or another badge.

9. With another Scout, demonstrate and explain to one of your Scouters appropriate practices concerning:
 - a) selection of a tent site;
 - b) pitching and striking your hiking tent;
 - c) care of bedding, food and other equipment;
 - d) personal hygiene and sanitation;
 - e) waste water and garbage disposal.
10. Cook a meal consisting of meat, one vegetable and potatoes; dehydrated, freeze-dried, or fresh items may be used.

Exploring — Gold Stage

Purpose: to develop knowledge and skills for advanced overnight hiking, orienteering and nature observation.

1. With one or more other Scouts plan and go on at least two 20-mile hikes into adventurous terrain, each requiring at least two nights out of doors.
2. In preparation for your 20-mile hikes:
 - a) prepare a list of personal gear for fair and foul weather, including clothing, footwear, personal-hygiene kit, bedding, first-aid kit and survival kit;
 - b) with another Scout prepare a list of any patrol gear required;
 - c) with another Scout prepare a menu and food list for at least six consecutive meals;
 - d) demonstrate how to pack your personal and patrol gear and food;
 - e) explain the selection, use, care, carrying and storage of tents used for hiking.
3. Know the precautions to be taken or the practices to be used:
 - a) to ensure drinking water is safe;
 - b) to ensure practical traffic safety when hiking on roadways during daylight and darkness;
 - c) to avoid getting lost;
 - d) to ensure protection against insects;
 - e) to avoid sunburn and sunstroke;
 - f) to deal with poison ivy, oak, sumac or nettles;
 - g) take care of your feet;
 - h) to avoid accidents when swimming in unknown waters.
4. With members of your patrol, discuss with one of your Scouters the practices to be used when hiking and camping overnight to minimize damage to the environment.
5. With another Scout, using a topographical map, explain and demonstrate to two other Scouts working at the bronze stage:
 - a) fifteen map symbols;
 - b) contour lines;
 - c) map scale and distances;
 - d) grid reference system.
6. With another Scout, using a pathfinder compass, explain and demonstrate to two other Scouts working at the bronze stage:
 - a) its parts and how it works;
 - b) the sixteen principal compass points and give the equivalents in degrees;
 - c) how to find true north;

- d) how to find a bearing;
 - e) how to follow a bearing between two points.
7. Identify **nine** different types of the following and explain their value to the environment and man:
 - a) trees or shrubs;
 - b) wild plants or flowers;
 - c) birds;
 - d) mammals, fish, amphibians or reptiles;
 - e) insects.

8. Make **two** of:
 - a) survival kit;
 - b) simple, personal, first-aid kit;
 - c) map case;
 - d) packboard or knapsack;
 - e) cook kit or stove;
 - f) lightweight tent or tent fly or trail fly.

NOTE: Items chosen should be made *specially for this stage* and not to qualify for a previous stage or another badge.

9. a) With another Scout, demonstrate and explain to two other Scouts working on their bronze or silver stage appropriate practices concerning:
 - i) selection of a tent site;
 - ii) pitching and striking your hiking tent;
 - iii) care of bedding, food and other equipment;
 - iv) personal hygiene and sanitation;
 - v) waste water and garbage disposal.
 b) Demonstrate to your Scouter the safety precautions to be taken when filling and lighting a light weight gas or kerosene stove and the precautions to be taken with storage of fuel.
10. Cook two meals consisting of meat, one vegetable and potatoes; dehydrated, freeze-dried or fresh items may be used.



WINTER SCOUTING BADGE

This badge moves from a winter outing or hike at the bronze stage to overnight camping at the silver and gold stages. It includes winter activities as well as camping.

The revision will result in the Scout (at the gold level) knowing how to handle the eight items listed in requirement number one.

1. Requirement No. 1 Bronze — delete "two of" and insert "five of."
The requirement would then read: "Know how to avoid and/or deal with five of the following . . ."
2. Requirement No. 1 Silver — delete "four of" and insert "six of."
The requirement would then read: "Know how to avoid and/or deal with six of the following . . ."
3. Requirement No. 1 Gold — delete "six of."
The requirement would then read: "Know how to avoid and/or deal with the following . . ."
4. Add the following to the bronze, silver and gold requirement No. 1: hypothermia (which will be explained in the revised edition of *The Canadian Scout Handbook*).

NEXT MONTH — ADVANCE NOTICE 2
Campcraft & Safety Badges

THOUGHT FOR THE MONTH: stand well with your boys and stop worrying about your perishing public image.

"Obstacle Expeditions" usually are associated with training courses, camps, and the wide open spaces, but **give me one good reason why you should not get your patrol leaders to plan one for next week's troop meeting.**

You can't?

Very well. Let us together work out the *modus operandi*.

For a start, I think you will agree, it might be better if we provided the boys with the ideas and equipment and just left it to them to set up the "incidents" at the rate of one, or perhaps two, per patrol. The staffing of the incidents might be carried out by Venturer or pack Scouters. (Dear me, what a brilliant idea. Ever been done before, I wonder?) Later, always provided the experiment proves reasonably popular, you might leave the whole thing: ideas, equipment, and organization in general, to the boys themselves, while you sit meditating peacefully in the unbroken silence of the troop room, or pay a statesmanlike visit to your sponsor or the district commissioner to discuss some problem to which you already have the perfect answer. (Believe me, it is by innocent devices such as this that we qualify for our medals in the fullness of time.)

Anyhow, we imagine that the activity would run something like this: starting at different points, patrols would move from one incident to the next at intervals of (say) eight minutes and 47 seconds exactly. (We need not explain the psychological importance of that apparently eccentric timing.)

The incidents must be capable of completion in the time allotted.

All essential equipment, plus one or two unnecessary extras, should be readily available.

The course should be circular and the incidents equidistant.

Responsibility for strict timekeeping should be in the hands of the observers at each incident. They should direct the teams to the next incident in the circuit and tell them exactly how many seconds they have to reach it.

As for the incidents, here are a few ideas at random:

1. Lay a trail one hundred yards long which can only be followed by someone "in the know" but is virtually invisible to anyone else.
2. Blow the lid off a coffee tin by internal pressure.
3. Working in open ground, demonstrate how you would make use of the 40-foot rope and single-sheave pulley block provided to set up a tackle to give a mechanical advantage of two to one. (Note: one idea would be to get all save two members of the patrol to bunch together to provide the necessary anchorage. One Scout would act as the load and hold the pulley block; the other would operate the tackle, with the rope running from the "anchorage," through the block, and back to the operator.)
4. With the 14 Scout staves and heavy mallet provided, erect the framework for a self-locking bridge across an 8-foot gap marked out with sisal



twine. No other gear is available. (Note: the method is to lock the staves in a friction grip and use four of the staves as pickets driven into the ground to prevent the framework from slipping. Work it out for yourselves, or look it up in your file copies of this magazine.)

5. With a 15-inch square of card or stiff paper, a stick of chewing gum, a matchstick and a spool of thread, estimate to the nearest foot the height of a flagstaff or similar object. (Note: the method is to fold the card diagonally to form an equilateral triangle and suspend the spool of thread to act as a plumbline. The chewing gum would be used to secure the thread to one corner of the triangle, and the matchstick to hold the other end under the spool. The rest is plain commonsense and a little elementary trigonometry.)
6. A circle of sisal twine about 20 metres in diameter is pegged down in open ground. In the centre, two jam jars, one containing a lighted candle. A good hank of sisal twine is available. The instruction reads: "working throughout from outside the circle, reverse the position of the jam jars in relation to each other. If the light goes out, you've had it." (Note: obviously, the jar containing the candle must be left severely alone. The other can be moved by putting a slip-knot in one length of sisal with other lengths attached to the loop to hold it open until it has been slipped over the other jar.)

Brilliant ideas for other "incidents" of this sort will be warmly welcomed.

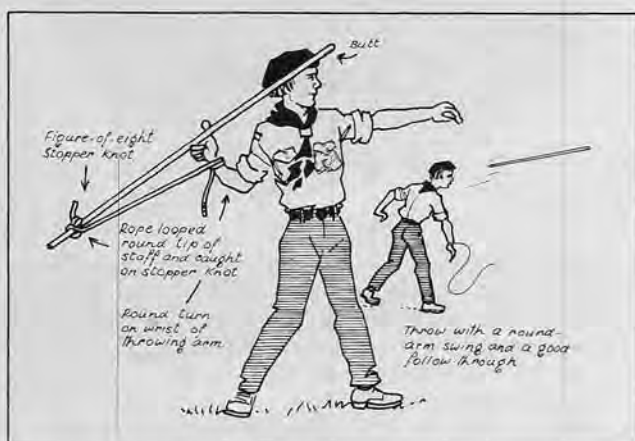
In my opinion the most disgusting non-word in the language at the moment is — I can hardly bear to say it — "unisex." I do hope you agree.

HOW TO BREAK NEW GROUND IN ONE EASY LESSON: take a handbell and a tape recorder to your next troop meeting and get the patrol leaders to organize a "Town Crier" competition to find the best barker, who will then become the official channel of communication between the Top Brass and the *hoi polloi* for the next month or so. The details may safely be left to the boys themselves but do remind them that, in the best circles, "OYEZ!" is pronounced "O-YAY!" (not, repeat not, "O-YEH!") and that it isn't always the chap with the loudest voice who is most clearly heard.

Let us know what happens, if anything.



An idea! Call up one of your patrol leaders, show him this diagram, and ask him to carry out a little field research on scientific lines to determine whether a "javelin" thrown by this method travels farther, faster or with greater accuracy than by an orthodox throw.



It may be that we in this department are somewhat traditional in our attitude to Scouting. If so, don't imagine for one moment that we are apologizing, John Thurman, one-time Camp Chief at Gilwell, used to say that tradition is a good servant but a bad master. Our sentiment exactly.

Anyhow, when it comes to the conduct of that key activity in Scouting, the weekly troop meeting, we believe firmly in the seven principles laid down many years ago on our first Wood Badge Training Course at Gosforth Park in Northumberland. Here they are, almost word for word as we recorded them in our official notebook at the time:

1. Troop meetings should be disciplined, fast-running and physically active, with occasional thoughtful intervals.
2. In normal circumstances no troop-room activity should last longer than one-fifth the total time from flag-up to flag-down. (Note that this does not apply to activities out of doors.)
3. Unless otherwise stated in advance, the general pattern of the meeting should be invariable. Boys are conservative by instinct and like to know where they are going. Variety of activity is essential, but too many "surprises," at the whim of the Scouter, are apt to cause resentment. In any event, patrol leaders should never be taken **completely** by surprise.
4. The voice of authority should be omnipresent but seldom heard. Talk from the Top should be kept to a minimum.

5. The Scouter may delegate responsibility as he pleases but must always remember who will carry the can if anything goes seriously wrong.
6. The drama of the meeting should build up to a climax, followed by a rapid *dénouement*, leading naturally to home-going inspection, notices (read by the official barker or duty p.l.), flag-down, prayers and dismissal.
7. Scouters must enjoy their own troop meetings. If they don't, neither will their boys.

To all that I would add the suggestion that, on the road home, the Scouter should analyze the meeting to a standard formula drawn up by himself, e.g. How did it go on the whole? Were the patrol leaders allowed to do their job? Did I give the other Scouters plenty to do? Did we learn anything — not just "them" but "us"? Did the activities link up with what we did last week? . . . and so on. Do not, I beg you, be too critical of yourself; and do remember, Charlie, you, too, Ernest, that it is often activities which appear to go wrong which are enjoyed most — and are remembered.



The other day Mr. Harry Ffitch, Coxswain of the Hutton (All Saints) Group in the county of Essex, England, asked one of his patrol leaders to seek ideas from the troop regarding summer camp, 1975. He got one or two "ideas" he could hardly have expected — which just goes to prove the value of the experiment.

1. No parents visiting.
2. No mixed patrols (we mean of **Scouts**, of course!).
3. Only a patrol leader at camp for one year.
4. More spare time.
5. More training before camp.
6. Ask for ideas from Scouts as well as p.l.s.
7. Include new activities.
8. Evening meals not to be so late.

You might like to risk a similar questionnaire on your own mob.

Arising from the above, we have no doubt that Harry Ffitch took special note of No. 6 and had a few penetrating questions for his patrol leaders at the next meeting of their council . . .

To psychologists like myself and young Charlie here, Nos. 1 and 3 give much food for thought. We have to admit ourselves baffled. What possible reason could there be for NOT wanting to see one's Mum halfway through the intolerable hardship of camp? And why the "one year only" sanction on patrol leaders? Comments from readers will be very welcome.

NORTH ATLANTIC TROOP-NIGHT WINNERS

Although John Sweet put every possible discouragement in the paths of would-be-competitors, a number of Scouters evidently were successful in talking their boys into taking up the challenge to win them a prize. We send our congratulations to our two winners —

J. S. Allan, 175th Toronto
Allen P. Smith, 36th Halifax

Personally autographed copies of John's new book, **SCOUT PIONEERING**, are on their way across the Atlantic and will be forwarded to the winners when received.

During the last ten minutes or so we have been trying to think of some use you might make of your newly-appointed "Town Crier."

Here is an idea:

"Oyez, oyez, oyez! Be it known that during the last few minutes some person of evil intent has concealed an incendiary device in the troop room. It must be found and defused. It must be found and defused. God Save the Queen."

The "incendiary device" could be nothing more than a match wedged between two floorboards. It would be defused merely by striking it and immediately blowing it out.



For those who are interested, below are the solutions to the small problems we posed in "Winter Workout No. 2" (March issue).

The only possible way of climbing the apparently unclimbable beech tree would be by way of the pendant branches. We didn't think it was possible until we saw it done by a member of the Norfolk County Training Team, Mr. Ralph ("Felix") Walker, at Old Lakenham Hall, Norwich, England, some years ago.

In the second problem, one way of preventing the guylines from tearing through the rotten tent canvas would be to drive two pickets into the ground in line with the eaves and stretch a rope tightly between them, inside the tent, level with the lower edge of the roof canvas. The guylines could then be threaded through holes in the brailing and tied off on the rope. (Historical note: this was the method adopted by the patrol leaders of the 2nd Wallsend Troop at Easter, 1920, when their old tent was being torn to shreds at Battle Hill Farm on the very night the local branch of the I.R.A. had selected to set fire to all the stackyards

in the north country, including our own. Never a dull moment!)

In problem three, gondolas could be seen in Venice, junks in the China Seas, large rafts of logs in the timberlands of North America, dhows in the Eastern Mediterranean, and curachs (coracles) in the west of Ireland.

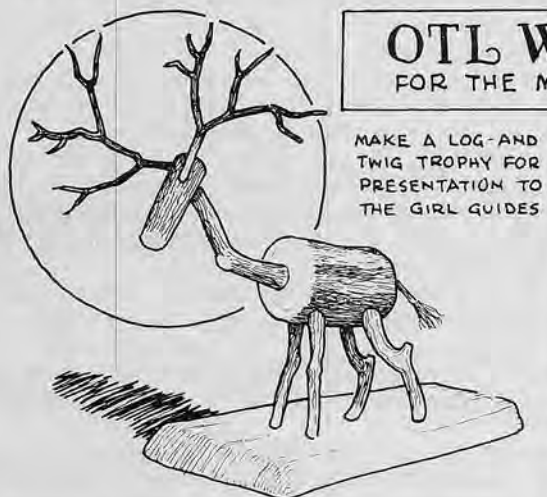
The strange apparatus shown in the workout was, of course, a Ducking (or Scold's) Stool, used for cooling-off nagging housewives, dishonest bakers and brewers, and other anti-social types in what used to be called "Merrie England," circa 1800.

In the final "problem" (which could have baffled no one) the tide was clearly on the ebb.

Do let us know if you find these "worksheets" of any interest to your patrol leaders and we will do what we can to keep up the supply. Incidentally — if you will forgive us for mentioning it — an occasional word of encouragement, or even criticism, from the readership would do nobody any harm. Contrary to what many people seem to think, articles like this one aren't written by computer. Shylock had something to say on our behalf in *The Merchant of Venice*, Act III, Sc. 1: "If you prick us, do we not bleed? If you trickle us, do we not laugh? . . ." and so on, down to the punch line where he explodes into tears of self-pity, moaning, "and no satisfaction, no revenge: nor no ill luck stirring but what lights o' my shoulders; no sighs but o' my breathing; no tears but o' my shedding."

(EDITORIAL INTERVENTION: Sure you've got that right, John? "Nor no ill luck . . ." A double negative? From the Bard himself?

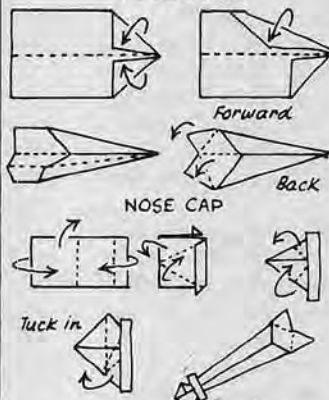
SWEET (complacently): Look it up, sir, look it up. Exit Editor in search of the office copy of *The Plays of Shakespeare*.)



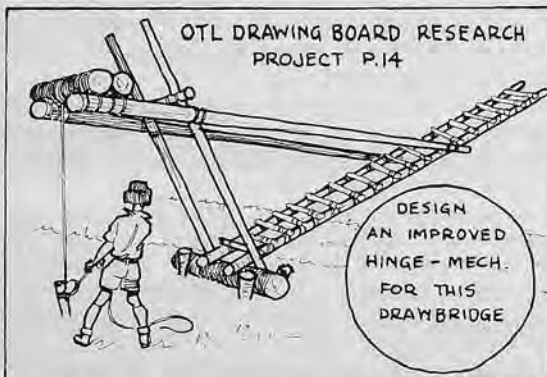
OTL WORKSHEET FOR THE MONTH OF APRIL '75

MAKE A LOG-AND-TWIG TROPHY FOR PRESENTATION TO THE GIRL GUIDES

MAKE AND FLY THE SLOWSPIN GLIDER
FUSELAGE

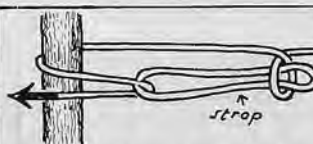


IT SPINS AS IT FLIES



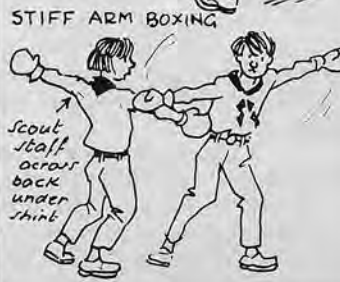
OTL DRAWING BOARD RESEARCH
PROJECT P.14

DESIGN AN IMPROVED HINGE-MECH. FOR THIS DRAWBRIDGE

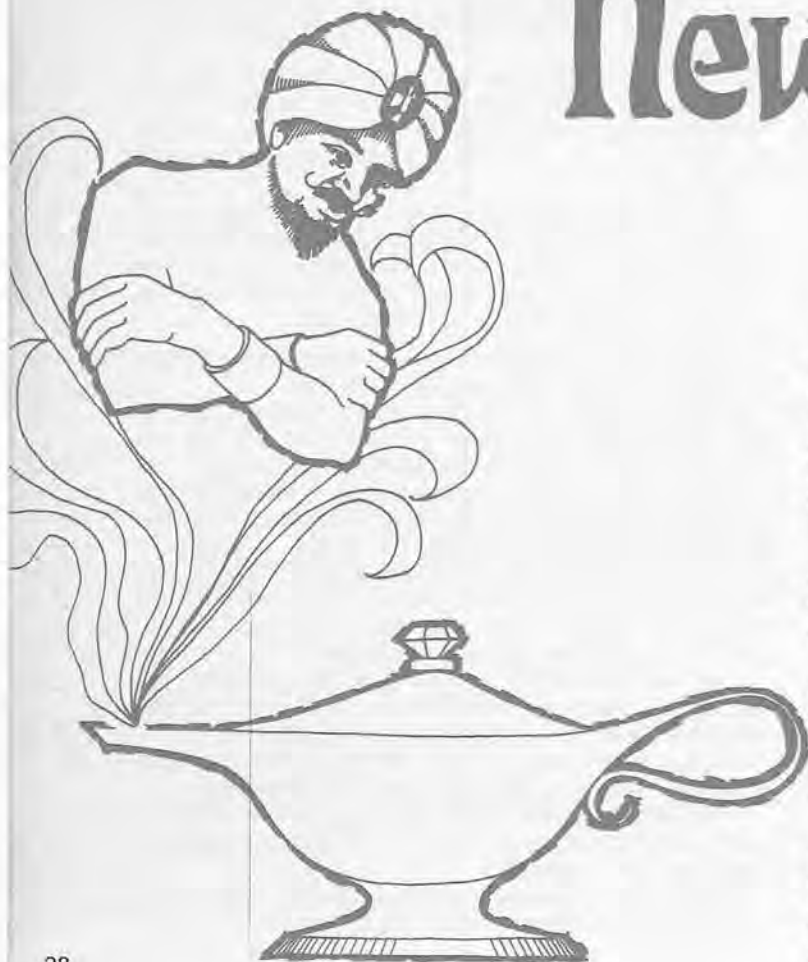


THE OTL IMPROVED HARVESTER'S HITCH

THE HUNG DUCK RELAY



New Badges for Old



28

By R. J. Roberts

As a young boy, I remember reading the story of *Aladdin and His Magic Lamp*. You, too, will recall, I am sure, that all Aladdin had to do was make a wish, rub the lamp and his wish was granted.

Aladdin had a wicked uncle who wanted to get the lamp for himself. The way he finally got it was by dressing as a lamp salesman and wandering through the streets calling, "New lamps for old." Aladdin's young wife, who was always on the lookout for a bargain, traded in the old magic lamp for a new one, which had no magic at all.

From time to time, we get letters from people who suggest we should enlarge the present list of proficiency badges by adding some new ones and, when I hear this, I am reminded of Aladdin's uncle calling, "New lamps for old."

I suppose I'm never really sure of the reasons behind the requests that we introduce new badges or drop some of the old ones, and I wonder if, in some cases, it's a search for something magic to stimulate a program which may not be going well in someone's pack.

Now, before anyone takes pen in hand to write saying that was not the reason a badge change was suggested, let me add that some of the proposed badges obviously are designed for the best of motives and could become valuable additions to the badge portion of the program.

In other letters, we have been asked to check (as we are now doing) with other pack Scouters how they would react to additions or deletions in the badge area of the Wolf Cub Program. The badge section of Cubbing is but one of the eight elements which make up the program you work with — the others being games, music, acting, star work, outdoors, handicrafts and stories.

I believe it's important to recognize this fact before reading on, as it would be simple to operate a program built entirely around badges and ignore the other seven elements.

However, the design of the Cub program, with all eight of the elements being fully used, is intended to provide an appealing, active and enjoyable experience for all the members, covering the broadest possible area of interests. It is unlikely that one element alone could do this successfully.

Assuming for the moment that the eight-element program is a good one, how are we to handle the requests we receive to include new badges or to drop some of the old ones? Naturally, we need to keep up with the changing times, and a badge calling for skill in repairing a wagon wheel should probably give way to one calling for skills in changing a bicycle tire.

As a first step, it would be useful for a pack Scouter to examine the reasons for suggesting a change. If, in looking down the list of the twenty-six badges now available for Wolf Cubs, you find that some are woefully out of date, you should make this known.

If, during this review, you notice that some very important areas of a boy's interest don't seem to be covered, you should check this out. If, in talking with other pack Scouters, you learn that they feel the same way, then further action is required.

If you have a particular hobby you have shared with your Cubs and which you know they have enjoyed, I believe care must be taken that such enjoyment in **your** pack is not interpreted as a need which all boys have and, consequently, a desire to see a new badge created.

Moving away from the badges themselves for a moment, it would be well to look at the relationship of all the elements, one to another. In the Cub program, it is intended that proficiency demonstrated by a boy in one area be credited against a similar requirement in another area.

For instance the Carpenter's Badge requires that a boy is able to show how to use five basic tools. Tawny Star requirement #1 is identical, so proficiency once demonstrated covers both.

For the Woodsman Badge, a Cub must lay and light a simple fire, and point out the North Star and three constellations. The Green Star requirements cover the same general area in greater detail so, again, a boy achieving areas of one would automatically qualify for the other.

In many of the star-work areas, the requirements

are multiple choice and can be achieved through methods suggested by the boys or their leaders. Also, some of the requirements suggested, which may be difficult to achieve due to geographic location or physical incapability, are expected to be modified accordingly by the pack leaders.

In the same way, then, many of the suggestions for new badges can be adapted to fit into one or another of the eight elements in the existing program structure.

Again, for instance, in areas that are completely flat but also have a heavy annual snowfall, it seems logical to look at the existing requirements for the Skier's Badge, which tends to be for downhill skiing, and adapt them for those who are competent and enthusiastic cross-country skiers.

You will appreciate that, if action was to be taken on every badge suggestion, we would soon have over a hundred badges in the Cub program. As an example, the following have been submitted for consideration to the Wolf Cub Subcommittee in the last few months.

Hobbycraft: requiring a number of different projects to be completed, including plastic or wooden kits purchased from hobby stores.

Water Skier: for proficiency in and knowledge of this popular sport.

Keeo Badge: a special award for the Cub who works with a Beaver colony and completes certain tasks during the time he is active.

Cross-Country Skier: proficiency, knowledge and endurance over a specified distance.

Winter Activities: includes basic survival and participation in winter sports, hikes and rambles.

Winter Cubbing: as above, but more detailed. Some requirements are fire lighting, cooking and star gazing in the winter.

Snowmobile: knowledge of machine, ability to handle; survival techniques and knowledge of terrain.

Snowshoe: proficiency in using snowshoes, knowledge of repairs to same, emergency procedures and participation in a number of snowshoe events.

Public Relations: requires ability to get along with people and participation in a number of related activities.

Banker: savings account required, regular deposits, knowledge of deposit-slip procedure, cheque writing and have saved a predetermined amount within a twelve-month period.

Senior Citizens' Aid: adopt a senior citizen for one year. Make regular visits, do odd jobs and establish a pattern of reading and talking to the senior citizen.

Photographer: own a camera, take a specified number of photographs and mount same, have knowledge of camera, film number, and how to load and unload.

The twelve badges listed above have all included a set of proposed requirements, many others have simply been suggested on a "have you considered the such-and-such badge" basis. I am sure many of you will have other ideas that could affect the badge element of the Cub program.

One of the main reasons for writing this article is to share with you some thoughts of how the badge element, together with other elements of the program, can fit together to make a magic experience for boys in your pack.

Another reason was to share with you some of the suggestions of other pack Scouters of possible additions to the badges we have at present.

The final reason was to seek your reaction to both of the first two, based on your own experience with your Cubs and fellow leaders.

Are you satisfied with the choice of badges now available to your Cubs, or would you like to see more?

Would you like to see some of the existing badges discontinued or revised?

Do you feel you are able to incorporate new ideas (as reflected in the list of badges above) into your program **without benefit of a badge?**

How do you feel about the proposed badges and, if you could add new badges, what areas should they cover?

Now is your chance to rub the lamp — please do so soon and let me know the result.

Send your comments to:

R. J. Roberts,
Director, Wolf Cub Program,
Boy Scouts of Canada,
P.O. Box 5151, Postal Stn. 'F',
Ottawa, Ontario K2C 3G7

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National Competitions for Venturers

By Doug Campbell

The judging for the 1974 Amory Adventure Award and the Nicholson Trophy has now been completed. This year the winner of the Amory Adventure Award is the **29th St. Helen's Venturer Company of Vancouver, B.C.**, for their expedition to the Queen Charlotte Islands. The expedition was the result of many months of planning, and proved to be an exciting and challenging expedition.

The 1974 winner of the Nicholson Trophy, for wildlife photography, is **Reni Barlow of Scarborough, Ontario**. Reni won this year's competition with close-ups of wildlife in black and white.

Congratulations to Reni and the 29th St. Helen's for jobs well done. Also, we would like to thank all who entered the Amory or Nicholson competitions for 1974. Their work was well done and showed good planning and initiative.

The low number of entries received this year would indicate that Venturer companies are not involved in exciting programming but from first-hand experience we know this is not true. Perhaps companies are just not aware of the national competitions available to them.

Many Venturer companies go through extensive planning, fund raising and personal training, preparing for many different types of expeditions and programs. Today Venturers are hiking historic routes, canoeing the rivers of Canada, and exploring virgin territory — all with the air of Canada's early explorers. It is important that we hear of their successes. What they have learned through their planning and participation can be used to encourage other companies to do the same.

Today, young men of Venturer age enjoy meaningful and challenging competition, and the Amory and Nicholson Award schemes provide that opportunity. Full information about competitions is contained in *The Venturer Handbook* and your members should be encouraged to read about them. Why not include the subject on the agenda of a future meeting?

Amory Adventure Award

A former British High Commissioner to Canada, Viscount Amory, donated this award — a plaque with a reproduction of Jacques Cartier's ship, *Grand Hermine*, and the Canadian Space Satellite Alouette mounted on it. In making the award available, he stipulated that it be awarded annually to the Venturer company which displays the most initiative in conceiving, planning and executing an outdoor adventure.

The competition is open to all registered companies and must be planned and carried out by the members without adult help. The activity must last a minimum of 72 hours. An illustrated log book must be submitted by the participants and contain the details of why the activity was chosen, its purpose, how it was planned and a day-by-day record of the route taken, type of country, trails, flowers, birds and animal life.

Historical features should be listed: battlefields, ruins, historical routes; and a description provided of human life, agricultural or industrial developments and local crafts, if any. Photographs, maps, sketches and leaf specimens also should be included.

For the company that chooses to compete for the Amory Adventure Award, the many hours of planning and preparation for the event could make extremely interesting programs prior to the adventure being carried out.

Having decided on the type of activity, the location must be chosen, route planned and maps of the area checked. Transportation has to be laid on and funds raised to cover the cost involved. Members of the company should be designated to handle such things as preparing the menus and deciding on the type of food to take along; others will examine the route for the historical areas that should be checked out.

Someone should be responsible for keeping the notes for the log and another member for the photography. Everyone should pitch in on the fund raising and the planning of equipment required for the adventure.

Planning such a trip also can involve any number of outside resource people. A qualified photographer

could be invited to discuss the finer points of picture taking. Someone familiar with the area in which you intend to travel could talk to you about aspects of the trip. A visit to the library might reveal many historical areas that you may wish to investigate.

As you can see, the decision to try for the Amory Adventure Award can generate all kinds of interesting program ideas.

The Nicholson Trophy

Most Venture companies have always been involved with the out-of-doors and living in harmony with nature. The out-of-doors provides an opportunity for Venturers to learn about the wildlife of Canada in a good learning environment. With this in mind, Venturers may consider entering the Nicholson Trophy competition for photography of Canadian wildlife.

The Nicholson Trophy was made available to Scouting by Commissioner L. H. Nicholson, M.B.E., R.C.M.P. (retired), former Deputy Chief Scout of Canada.

In this competition, Venturers are encouraged to take pictures of animals, fish, birds or insects that are "alive" and in their "wild" state, and the possibility in Canada for this type of activity is almost unlimited.

Fortunately, we live in a land where wildlife still abounds, and by preserving some of this wildlife on film, we can record it for some time to come without harming any of the subjects.

Program ideas in this area are many — learning to handle a variety of different cameras can be explained by resource people. If a company is really serious, a darkroom could be built and used to develop the pictures you take, thereby introducing yet another side of photography to the members.

Any number of projects can be set up for the members, such as learning camera techniques, attending photographic-club meetings or exhibitions, displaying one's own pictures, planning trips to capture illusive animals or birds on film and, of course, submitting the best of your shots for entry in the Nicholson Trophy competition.

Rifle Shooting Competitions

It also should be noted that there are two national competitions for rifle shooting, the **Drummond** and **Pepsi-Cola Trophies** for 22-calibre rifle marksmanship. Any Venturer company that is presently involved in some form of rifle-shooting program may wish to consider entering either or both of these national competitions. Again, the rules for these competitions can be found in *The Venturer Handbook*. Venturer companies may want to hold district or regional shooting competitions, using the Drummond and Pepsi-Cola targets, for the purpose of entering them in a national competition.

Awards

In each of the national competitions, there are trophies and keeper shields for all the winners. Also, entries in the Amory Adventurer Award receive a participation certificate.

Ensure all Venturers are aware of the national competitions and what they need to do to become involved. It could lead to a whole new outlook in your Venturer activities.

For information write to: Venturer Services, Boy Scouts of Canada, P.O. Box 5151, Station 'F', Ottawa, Ontario K2C 3G7.

Please send me the rules of the competition for:

- ☐ Amory Adventure Award
- ☐ Nicholson Trophy
- ☐ Drummond Trophy
- ☐ Pepsi-Cola Trophy

My name is

My Venturer company is

My address is

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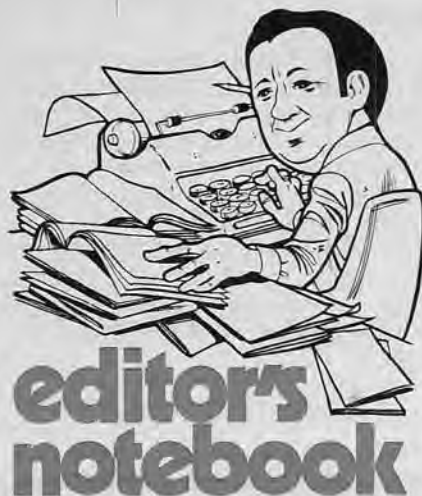
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In **On the Level** of March, 1973, **John Sweet** gave instructions on how to build a device called the **Abington Guided Missile Launcher** which could, when properly constructed, hurl a missile (a spool) along a length of twine (or equal) for some distance and at great speed. He noted that the existing world record of 76 yards had been set in 1964, by a patrol from Italy, at the Essex International Jamboree held near Southend-on-Sea, England, and challenged Canadians to try and better the mark.

In October, 1973, he reported that a Pack and Troop Scouters' Part II Wood Badge Course held at Camp Opemikon, near Ottawa, had failed in an attempt to beat the record and could do only 63 yards.

Now comes news from **Peterborough** that the world record has been beaten and by a wide mark. Scouter **John Van Hooydonk** writes to report that the **Mohawk** and **Green Phantom Patrols** of the **2nd Peterborough Troop** successfully fired a missile **160 yards!** The event was covered by **The Peterborough Examiner** which devoted a three-column story and four-column picture to the successful team.

John reports that his patrols are not content to rest on their laurels and are now aiming at a mark of 200 yards.

He also reports that, besides breaking world records with the launcher, the troop also uses it for fun and games. During January, four launchers were set up opposite each other and two spools fired simultaneously at each other in a "smash-up derby" competition between patrols. All participants wore safety goggles to avoid dan-

ger from flying pieces. They also put two solid rolls of cap-gun caps in the middle of the two launchers, turned out all the lights and again fired two spools. They hit with such a force that all the caps exploded and blew both spools apart. As well, they hold races with the launchers.

John and the 2nd Peterborough have issued a challenge to troops across the country to try to better their mark. Why not take up the challenge and give your boys some real fun? **Photo by Peterborough Examiner.**



Donovan F. Miller, president of the British Columbia Provincial Council and member of the National Council, Boy Scouts of Canada, is Chancellor Elect of the University of British Columbia and will take up his duties later this year. Our congratulations to a distinguished member of our Movement on being so honoured.

From World Scouting's **NEWS-LETTER**. . . The **Chad Scout Federation** became the 108th member of the World Scout Conference, effective December 21, 1974. The Federation comprises two associations with a total membership of 4,000 . . . And here's dedication: in **Australia** two Venturer leaders from the town of Esperance travelled on each of three weekends to Perth to attend a Venturer Wood Badge Course, a total of 2,694 miles. . . The **Sri Lanka (Ceylon) Scouts Association** conducted a "Community Development and Food Production Pilot Project" at Tamitta Village, 18 miles from

Colombo. Under the direction of the Department of Irrigation, 350 Scouts worked with villagers to create irrigation channels for 40 acres of paddy fields. After each day's work, the Scouts held campfires and meetings with the villagers, and the program was completed in four days. Based on the successful experience, five similar projects in other parts of the country are now planned . . . In **Austria** the **European Forum of Former Scouts** is holding a competition for the best original song composed by someone under 30. A prize of \$500 is being donated by the city of Salzburg . . . In **New Zealand**, Scouts cooked and served a complete meal for the Fitzroy Rotary Club at one of their weekly meetings. The Rotarians paid the Scouts the full restaurant prices and, with the profits, the Scouts were able to purchase camping equipment . . . Scouts and Explorers of **Spain** are conducting a contest to see which group can collect the most used stamps for the Scout U Stamp Bank at Nordjamb.

The **Provincial Council for Ontario** recently established a **Speakers' Bureau** of youth members and prepared them to speak before conferences, workshops, service clubs, and in church. It was felt that teenage members, speaking with honest enthusiasm about the Movement, would make better ambassadors than adults.

Members of the executive staff in Ontario were asked to submit names of prospective candidates to take a public-speaking course and it was later felt that the success of the course was due in great part to the fact the boys were hand picked.

Each boy was sent a letter of congratulations on being chosen by the provincial executive director. Participants were told that acceptance of the invitation to attend the course indicated they would be willing to accept speaking engagements, following the completion of the course.

Nineteen Venturers, Rovers and young leaders took part in the workshop which was held at the Provincial Training Centre, Blue Springs. Leadership was provided by a speaking expert from **Bell Canada** plus two assistants.

The course was the same one used by Bell in a four-day program to train their executives in public

speaking; condensed into two days and an evening, the work load was intense. The participants spent their time preparing material and presenting speeches before a live audience.

The course leader stressed two things: confidence in yourself and extensive knowledge of your subject matter. The total cost of the workshop was \$412, with the instructors donating their time as a good turn to Scouting.

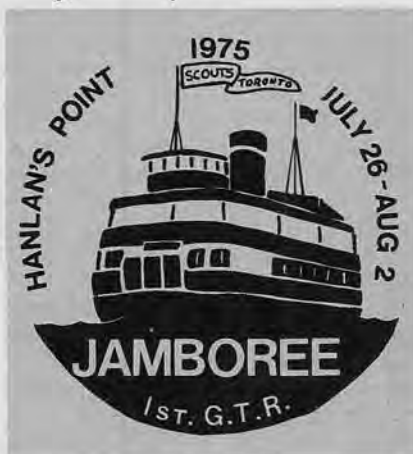
In subsequent months, field executives were informed of speakers in their areas and care was taken to match speaking assignments with talent and interest.

The idea of a speakers' bureau has proven very worthwhile for Ontario and future workshops are planned to train more speakers.



While it may be just a bit early to be promoting spring Apple Days, this photo which we received recently from **Hamilton** was too good not to use. To quote the newspaper's caption: "If that old adage 'An apple a day keeps the doctor away' still applies, medical offices will be silent for years after the Boy Scout Apple Day, today and tomorrow." The two apple salesmen, **Patrick White** (left) and **Larry Penick** not only made \$81 during the time they were selling, they also showed up early to help shine and pack apples. **Photo courtesy The Spectator, Hamilton.**

This is the official crest of the **1st Greater Toronto Region Jamboree** which will be held at Hanlon's Point, Toronto Island, from July 26 to August 2. Representatives from the United States, Britain and Maple Leaf Region, Germany, are expected to attend.



David Keast, East Division Service Scouter, **London District**, wrote recently to report on a very successful **Shopping Mall Display** held by his division. The main purpose of the display was not recruitment but merely to put Scouting before the public. The display was divided into two areas in the enclosed mall: live displays involving Beavers, Cubs, Scouts and Rovers, and a static display that included two automated slide presentations, posters promoting special district events, displays of uniforms and badges, lair curtains, totems and a list of where and when all groups and sections met. The static display was manned by leaders and members of the Service Team.

The real drawing card, however, were the Cubs, Scouts, Rovers and Beavers themselves. Ten packs participated, each putting on an hour-and-a-half program which included games and handicrafts. The Beavers conducted short programs and the Scouts and Rovers had a camping display and activity area. The display ran Friday and Saturday and closed with a sing-song.

We know from experience that the management of shopping centres and malls, for the most part, are receptive to Scouting displays and, in most cases, need only to be assured that the event will be well planned and supervised.

A great way to show the public that Scouting is alive and active. **Photo by Glenn Barned.**

The **34th Hamilton Scout Group** has always received financial support from the employees of the **Dominion Foundaries and Steel, Ltd.** in Hamilton and this year approached the editor of the plant newspaper, **Dofasco News 'n Views**, to ask him to allow them to express their appreciation in his publication. Editor **Wayne Wolski** did better than expected. He had the group photographed and put the picture in the January issue of **News 'n Views** with a large, captioned, **Thank You** and a short story.

Keep industrial publications in mind when you're looking for help and publicity. They don't always have a lot of room to spare but are usually happy to help, when possible.



What Can One Family Do?

(Continued from page 5.)

Carry a little bag in your boat for your own litter or any you might find floating on the water or discarded on beaches.

Human waste is not considered a problem if discharged in open tidal waters. Preferably, pump bilge and wastes into marine holding tanks in boat harbours and anchorages. Use shore facilities when in port.

Combustible garbage can be disposed of by placing at low-water tide mark; sprinkle with barbeque starter and burn.

Remember, plastic bottles, bags, cups, etc., do not decompose or sink and become hazards in waterways. Dispose of these in shore containers.

If you're at sea for a long time and it is not practical to carry all your garbage to port, remember to puncture cans at both ends and fill bottles with water so they sink, but only in open, deep water.

Keep your boat motor in top shape. Be careful when filling your tanks so no gas and oil spillage fouls the water. Old oil should be disposed of at service barges or shore.

CHANGING YOUR DRIVING HABITS

The auto is responsible for about half of all the country's air pollution, including 60% of the carbon monoxide. Learn to depend less on the auto. If you don't need

a car, don't buy one. If you must buy one, choose a small car. Buy a bike; walk more and get the benefit of better health as a bonus; campaign for better transportation systems. If you must drive, use these tips.

1) Keep your engine perfectly tuned for most efficient fuel use. Have the positive crankcase valve cleaned regularly. A clogged valve may double your engine's emission. Keep the carburetor properly adjusted. Clean or replace the air filter regularly. A grimy filter can increase emission by 75%. Use no-lead or low-lead fuels. Keep spark plugs and points in good condition.

2) Don't let your engine idle needlessly — idling produces the highest concentration of pollutants.

3) Double up on use. Join or form a car pool for regular trips.

4) At the gas station, don't let them "top off" your tank — this polluting spillage will be drained into the sewage system.

5) Drive smoothly — fast acceleration and deceleration cause high pollution emission.

6) To protect your own lungs, try to avoid driving in the city during peak traffic hours. If you're stuck in a traffic jam, don't smoke. The combination will increase the amount of carbon monoxide you inhale.

OTHER DO'S AND DON'TS

DO campaign for tertiary sewage treatment plants in your area and

DON'T complain about the cost, because it's for your health and welfare.

DO shop carefully to avoid spoilage; cook just enough to avoid leftovers or use leftovers in organic compost heaps.

DON'T forget to involve the kids—even the youngest one. They have an even bigger stake in the future of the environment than you. Have a family contest to see who can devise the best anti-pollution plan for your household.

DO become involved and inform yourself about environmental protection. Hysterical protest and indictment of business or governmental action is not constructive. Remember, businessmen and government members are interested in the future, too. Work together for progress. Use logic and legitimate facts.

DON'T forget that many agencies are working toward a land-use planning concept that will maintain our corner of the world. Much study and input is needed before final plans can be accepted. Do you have any expertise to add?

DON'T THINK YOUR CONTRIBUTION IS TOO SMALL . . . you, your family and neighbours are a big part of the pollution problem, and play a big role in overcoming it.



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**14th World Jamboree
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Lieutenant-General W. K. Carr, leader of the Canadian Contingent, has issued a personal invitation to all tour members to visit Lillehammer, Norway, site of the camp, and share in the excitement of the Jamboree. It will be a never-to-be-forgotten experience.

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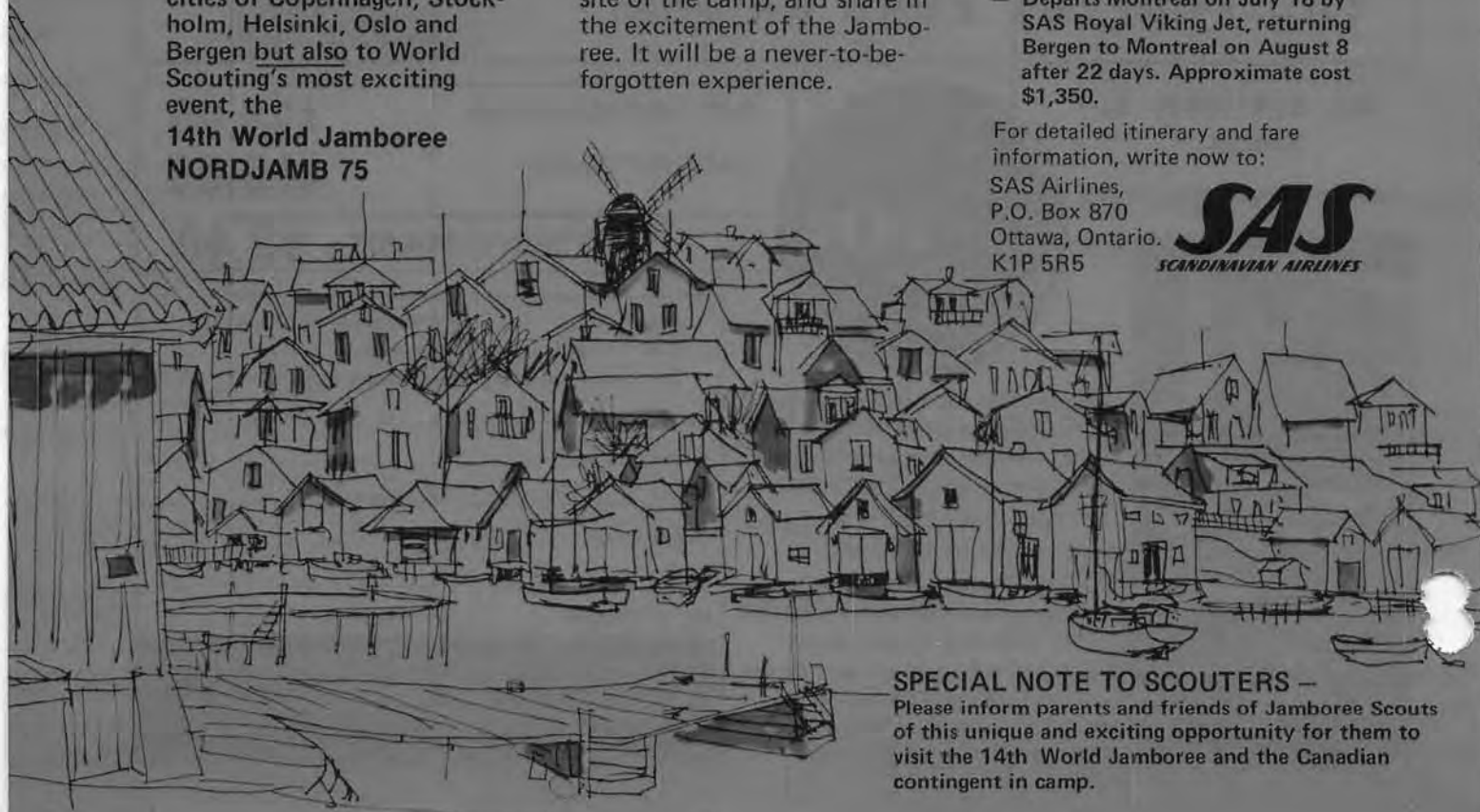
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SPECIAL NOTE TO SCOUTERS —

Please inform parents and friends of Jamboree Scouts of this unique and exciting opportunity for them to visit the 14th World Jamboree and the Canadian contingent in camp.

SONGS & GAMES



LET'S ALL SING

(Tune: *As the Birdies Sing*)

Let's all sing at the council fire,
Sweetly, softly, low,
As the flames upward higher leap,
Let our voices go.
Bring in all the harmony,
Voices right in tune;
If you don't know the words,
Then do like the birds,
Tweet, tweet, tweet, tweet, tweet.

SHADOWS OF EVENING

(Tune: *Red Sails in the Sunset*)

The shadows of evening
Speed swiftly the day,
Its trials and troubles
All melted away.
The glow of the starlight,
High heavens above,
Betoken God's message
Of hope and of love.
For with the day's dawning
Comes light bright and clear,
The sun's ray of morning
Will show us He's near
To guide all our actions
Whilst others we lead
To aid our endeavour,
To live by our Creed.

MONKEY TAG

For this game you need a spot with plenty of strong trees.

Ordinary tag is played but any person in danger of being touched by "it" can spring up and grab a bough. As long as he is suspended from a tree, he may not be caught.

"It" is not allowed to wait until a player drops to the ground. He must chase another player.

Players should not stay at the same tree for they are not permitted to cling to the same bough twice in succession.

BIRDS FLY

The leader tells the players to flap their arms up and down when something is named that flies.

When something that does not fly is mentioned, they must hold still. Those who make a mistake must drop out.

To confuse the players, the leader flaps his arms at every command. The commands should be given in quick succession, e.g., ducks fly, geese fly, pigs fly.

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BALLOON BURSTING

Give each player a balloon, inflated to standard size. These are tied onto a rear belt loop of each player, with a piece of string about six inches long.

Each player has a newspaper which he rolls tightly. Players pair off and, on signal, each player tries to burst his opponent's balloon by hitting it with his newspaper.

When half the original players have burst balloons, the winning players again pair off. This continues until only one player remains.

GRASSHOPPERS

Boys are in relay file. The leading player of each team will toe the starting line, holding a bean bag or ball firmly between his knees.

On "Go," the first player of each team hops to the end of the room (or around an obstacle) and back, beyond the starting line, where he hands over the bean bag or ball to the next "grasshopper" in his team. Continue until each player has completed the course.

If a player drops his bean bag or ball, either he goes back and starts again or retrieves it and carries on — this must be established by the leader at the commencement of the game.

Winner is the team who finishes first.

Games — page 210

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ARE YOU SLEEPING?

Are you sleeping, are you sleeping,
Brother John? Brother John?

Morning bells are ringing,
Morning bells are ringing:
Ding, ding, dong;
Ding, ding, dong.

Frère Jacques, Frère Jacques,
Dormez-vous? Dormez-vous?
Sonnez les matins, sonnez les matins,
Ding, dong, do;
Ding, dong, do.

Dutch: Vader Jacob, Vader Jacob,
Slaapje noq? Slaapje noq?
Alle klokken luiden,
Alle klokken luiden,
Bim, bam, bom.

Maltese: Hija Ganni, Hija Ganni,
Mhix se tqum? Mhix se tqum?
Dagget il-qanpiena,
Dagget il-qanpiena,
Tlinn, tlaam, blomm.

Spanish: Companero, companero,
Duerme ya? Duerme ya?
Toca la campana,
Toca la campana,
Din, dam, dom.

Polish: Panje Janje, Panje Janje,
Rano wstaj? Rano wstaj?
Wszystkie dzwony dzonia,
Wszystkie dzwony dzonia,
Ding, dang, dong.

German: Vater Jacob, Vater Jacob,
Schlafs du jets? Schlafs du jets?
Alle glocken klingen,
Alle glocken klingen,
Bim, bom, bim.

Songs — page 12

World Conservation Badges

(Continued from page 7.)

the natural environment and the effect that man has on it, indicating how the balance of nature is being disturbed and what must be done to regain the essential balance. Some points for discussion should be:

- the meaning of such terms as ecology, conservation, environment, balance of nature, life cycle, food chain, biocides, recycling, photosynthesis, organic and inorganic material, biodegradable matters, humus, carrying capacity, non-renewable material;
 - the effects of fire on wildlife, of deforestation, overgrazing, soil erosion, water pollution, air pollution, and the effects of mankind in general (over-population, tourism, etc.);
 - causes of flooding; methods of flood control;
 - how the extinction of animal and plant species affects the ecological balance;
 - what are the benefits of predatory birds or mammals;
 - investigate the impact of human hunting activities and that of predators. Analyse and evaluate any differences;
 - how oxygen moves in a cycle.
2. Take part in at least **two** activities which are concerned with the environment. (This may be done in cooperation with other agencies.) This should include the study of an environmental problem, its causes and possible remedial action. The report on the field work carried out should be supported with photographs, maps, sketches and any other evidence, e.g.:
- make a map of the legal garbage dumping places and make this available to the public in your community;
 - find in your community an area with "natural green" and "man-made green," identify and evaluate the differences;

- obtain, adopt and develop a piece of land as a nature reserve or help the owner of such a reserve to manage it;
 - play an active role in a local, national or international conservation project;
 - take part in a project for the improvement or beautification of the local area;
 - carry out a camera safari and then display your evidence of animal life or interesting vegetation;
 - carry out a boat expedition and study wild fowl or pollution;
 - take the initiative to carry out a conservation information project including, for example, the gathering of public opinion, printing of hand-outs, arranging a public display, making exhibitions, etc.
3. Become aware of the major conservation organizations and institutions in Canada and in the world.

On a map show and become aware of the major nature reserves in Canada and why they have been created.

Know where to obtain copies of the federal and your provincial conservation laws.

Venturers will wear the world badge either:

- 1) on the left sleeve between elbow and service stripes, or
- 2) on the sash above the service stripes.



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