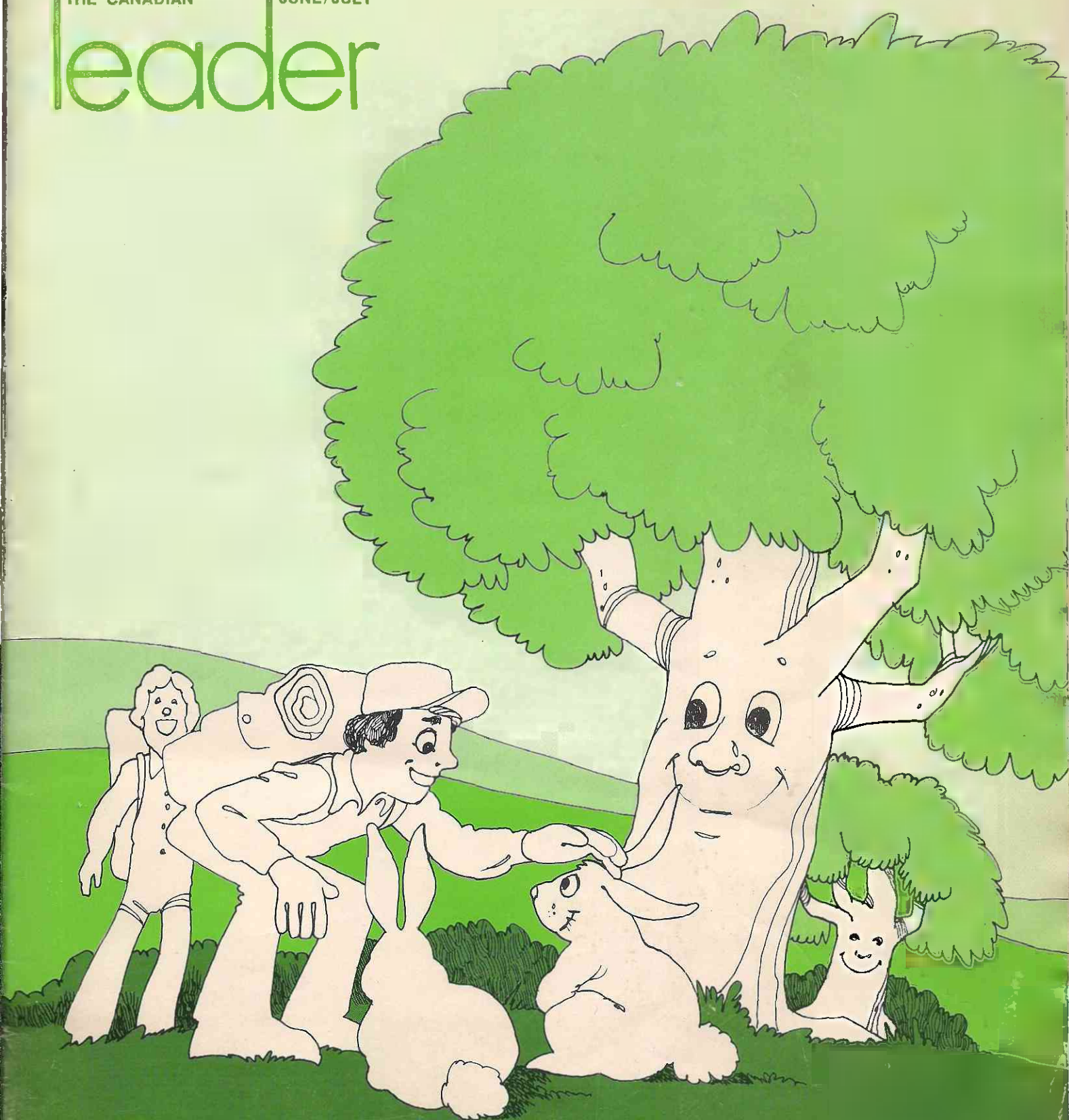


THE CANADIAN

JUNE/JULY

leader



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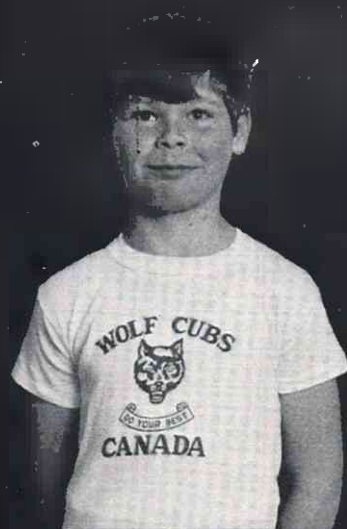
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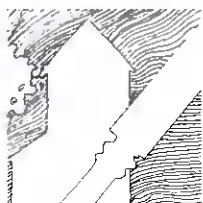
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Available through
your Scout Shop,
local dealer or
Supply Services.



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SUPPLY SERVICES



NEWS



by H. R. C. (Bob) Crouch

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MICHEL PLANT, Editorial and Advertising



COVER

What better time to introduce "Go Lightly", a special eight-page pullout package compiled by the Camping and Outdoor Activities Sub-committee which, it is hoped, will familiarize you and your group with *no trace* camping techniques. And, if you're one of many who experience problems when planning your summer program, we've featured several articles intended to help you through this and many other camping seasons. There's something for everyone, so read on!

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ISSN 0036-9462

A new, lightweight sleeping robe, approved by the Camping Outdoor Activities Sub-committee as suitable for C.J. '77, is featured in our quarter-page ad on page 34.

Lipson's Stores Ltd. 18 King St., W., **Brockville** is now an official dealer of Scout supplies.

A new **Wolf Cub Insignia** design has been added to our selection of sterling silver charms, (60-356, \$5.95).

Friendship Scouts Canada is a new crest, measuring 3" x 4½" that has been designed to commemorate practically any meeting of Scouting members. Available through dealers and Scout shops, (03-347, 85¢).

We are holding a number of back orders for the **Akela Totem Head**. Our overseas supplier is experiencing problems in getting materials for it.

The following items are no longer available:

52-323 Tent eyelets
71-108 Beanie kit
39-111 Lemon neckerchief
60-223 Cub teaspoon-set of four
60-323 Scout teaspoon-set of four
Cub and Scout teaspoons will still be available boxed singly.

C.J. '77 — SCOUT CALENDAR '77 . . . natural partners. One provides Canadian Scouts and Venturers with the opportunity to participate in the fun and adventure of Canada's largest jamboree; the other can provide the necessary funds to assist many groups and individuals to attend.

Scout Calendar '77 promotion material is being distributed by Scout offices. Over \$231,000 was raised by calendar sales during 1975. Make sure your group gets a larger share this year by planning early. **Scout Calendar '77** can help you help your boys get to P.E.I. for C.J. '77. **Plan now!**

WHO ME A Cub Leader ?



by Judy Evans.

It all started with a phone call.

"Judy?" The group committee chairman's voice had a tone that made me instantly suspicious.

"Hi Don. What can I do for you?"

"Well, we are in a tight spot and it was suggested at the group committee meeting the other night, that you might be able to help us out."

You have to give it to the guy, he has a perfect opening sales pitch. I mentally preened my feathers.

"Well I'll do anything to help, of course."

"As you know, Dave resigned as Cub leader last year and we haven't been able to find a replacement yet. You did a really good job helping him out with the badge work and we wondered if you would mind coming back this year, only as a Cub leader this time?"

There was a long pause while I searched frantically for a cast-iron excuse. Finally I said lamely, "I would like to, Don, but I don't think I have had enough experience."

"Well, you mentioned at the Scout leaders' banquet that you had helped to run a pack once."

(Unfair to remind me of the free meal that my husband Peter — a Venturer leader — and I had enjoyed so much.)

"That was 18 years ago!" I didn't elaborate, for as I remember, my main reason for helping out with that pack had been my passion for the Bagheera at the time, a six-foot Rover. "Anyway, give me a day to think it over and I'll call you back."

That evening at supper, I mentioned the phone call to Peter.

"What do you think? I don't know if I could handle those Cubs on my own."

"Well there were only about a dozen last year weren't there? We have that many kids in the house sometimes and you don't seem to have any trouble here."

Christopher, our nine-year-old, looked up.

"Hey, super! Go on Mum. Why don't you do it?"

Steve and Andy were asking if you were going to be helping at Cubs again this year and I said I didn't know."

That settled it. I had wondered if the boys would object to a female Akela but if my own sons didn't care, then maybe the other Cubs wouldn't either.

With a feeling of impending disaster, I called Don back. I must admit the relief in his voice did make me feel good for awhile but I was increasingly sure I had bitten off more than I could chew. I had only a vague idea of the format of a Cub meeting and I knew that I would have to get some experienced help from somewhere.

It came from a local Rover leader who had years of Scouting experience, some of it with Cub packs. The following day I telephoned him, explained my situation and issued a plea for help.

Half an hour later I came away from the phone feeling considerably more cheerful. He had provided me with a wealth of much needed information and offered to come along and help until I felt I could cope. However, the first meeting I would have to manage alone, as he was busy that night. He assured me that there would be very few Cubs out anyway, as news takes a while to travel.

"One thing you must remember is to hang on to your dignity at all times. Boys that age like nothing better than to see their leaders reduced to incoherent rage. You can be sure that, if you stand there, purple in the face, bellowing like a mad bull, they will be back next week ready and eager to reduce you to the same state again."

My next step was to find some permanent help. Here, Peter came to my rescue, for two of his Venturers offered to become assistant Cubmasters.

Having settled that problem I concentrated on equipment. This, I discovered was minimal. We were the proud possessors of one totem pole, two moth-eaten flags and a rather beanless beanbag. However, the group committee had given me the go ahead to buy whatever I thought necessary, so I wasn't about to complain.

A week later we had accumulated a pile of equipment in the corner of the family room. Two flagpole stands, a campfire, bulletin board and 12 beanbags — all homemade. Rope, string for tying knots and several large balls— the fancy stuff would have to wait until later.

We had decided to change the Cub night from Monday to Tuesday so that it wouldn't interfere with the local hockey practice. As our pack had dwindled to less than ten last year, I decided to advertise the time and date in the church calendar and at school. There didn't seem to be much enthusiasm and I had a horrible vision of the leaders outnumbering the Cubs.

The church hall was already open when I arrived and a deafening noise was coming from somewhere inside. As I walked in, a small boy came hurtling backwards out of the gym door followed by three others. I stepped over the writhing heap and stared with horror at the scene inside.

There must have been 25 boys there. Some were swinging from the shutters, others were kicking an old ball around the floor and several appeared to be just standing and shouting. Huddled in a group in the far corner were three very small boys with petrified

"Well, yes, but what is my jungle name?"

"Toots?" from an older Cub who knew better. I took a deep breath and then remembered the bit about my dignity.

"You Cubs who were here last year should know. What is the name of the leader of the pack?"

A dozen hands shot up.

"Akela," they all chorused. With a sigh of relief I went on to the next part.

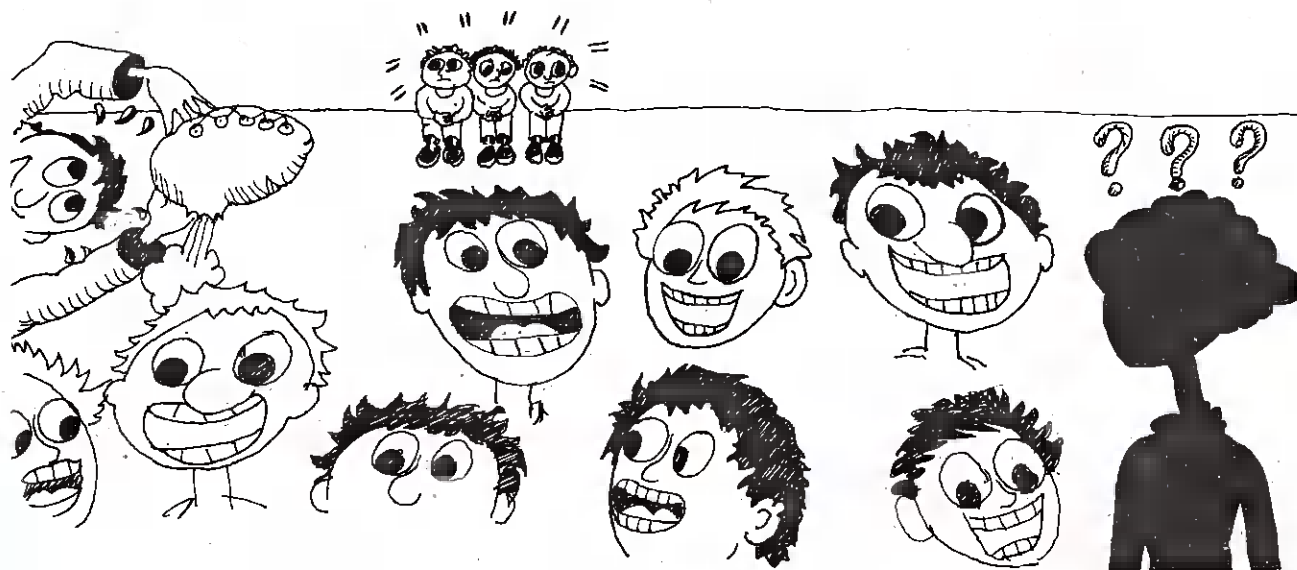
After that the meeting went smoothly, with only a few snags. The two ACM's led the boys in a couple of noisy games and then it was time for the campfire.

Here I came unstuck again. We hadn't many campfires the previous year and consequently the boys knew very few songs. The only way I had of teaching them new ones was to sing them myself.

The Cubs were surprisingly tolerant. There were only a couple of titters from the far side each time I hit a flat note and before too long we were all making a reasonably musical sound.

"Good night and good hunting."

No one will ever know the relief with which I uttered those words. I had by this time decided that Cubs was not for me and I would tell Don as soon as I got home. This time I would be firm about it.



expressions on their faces.

Where was my whistle? Surely I hadn't forgotten that! As I was fumbling through my box of equipment, one of my two assistants confidently marched into the middle of the gym, held up his hand and bellowed, "PACK."

I couldn't believe the sudden quiet. Maybe it was instant respect for someone who could shout louder than they could, but whatever it was, it worked.

Within a short time we had them all sorted out by ages and found that almost half the pack were Tenderpads. Luckily I had done my homework the week before and I felt confident in teaching the Law, Promise and Grand Howl. It seemed like a good idea to include the whole pack in this first lesson.

My assistants had picked out their jungle names the week before so I was able to give a brief description of the animals they represented. By this time I was beginning to relax a little, obviously a mistake.

"Now that you know the names of two of the jungle animals, does anyone know what my name is?"

One hopeful raised his hand.

"Mrs. Evans?"

Well, we have been running the pack for some time now and things have improved considerably. Our numbers are still increasing, 30 at last count, and we are all beginning to feel much more at ease in each other's company.

Thanks to our experienced Scouter, who appeared the next week as promised, we are beginning to look like an organized group. I have learned not to shudder when someone points me out to his mother as "the Old Wolf" and they have learned that their Akela has the voice worthy of a Sergeant Major and eyes in the back of her head.

Peter commented the other day that, considering how reluctant I was to take the job, I seem to be having an awful lot of fun running the Cub pack.

He doesn't know how right he is!

JUDY EVANS emigrated from England seven years ago, finally settling in Lynden, Ontario. Married, with four children, Mrs. Evans works as a part-time R.N., runs her busy home and an active Cub pack. In her spare time, she likes to write. We hope to share more of her articles with you in the future.

An Introduction to ORIENTEERING

PART 2

TEACHING BASICS



by Colin Kirk

6 The word *Orienteering* has been cropping up more and more these past few years. Magazine and newspaper articles appear periodically; pupils hear the word at school. People get a general impression that it is an outdoor activity, performed in the woods, somewhat similar to a car rally in principle and that a map and compass are used.

These few details stir the interest of many people such as Scout leaders, camp counsellors, outdoor groups and school teachers. However, they do not know where to get information, or how to start, or what to teach. This article attempts to give sufficient information and suggestions that will allow you to include some orienteering sessions in your plans this year.

Teaching by Doing

Orienteering is an outdoor activity and should be taught outdoors as much as possible. It is one thing to study a map or compass in a room, but a completely different matter when in a densely wooded area. Some topics can be covered indoors but as much of the practical work and exercises as possible should be taught outside.

The 'learning by doing' or 'on the job training' is the best method to use. In Sweden, the home of orienteering, this method is called the Direct Method. A booklet on the Direct Method is available from the **Canadian Orienteering Federation, 333 River Road, Vanier City, Ontario**. The various skill progressions are explained in detail and diagrams illustrate how a Direct Method Course is laid out.

When teaching orienteering there is often a tendency to cover too many things in a single session. Each session should only have one main topic. It is

difficult to cover several items such as maps, compass, distance measurement, etc., in one session.

If you try to cover too many topics it means that you may not have spent sufficient time for everyone to learn properly. It also means that you are doing a lot of talking and explaining. This makes the session become a 'classroom' experience; people doing something in their leisure time do not want a classroom environment.

Keep the talking to a minimum — get the group involved. Stimulate their interest so that they will be asking questions and getting involved.

There are three main items in orienteering: navigate, map and compass. The navigational aspect is the ingredient that makes orienteering a unique activity. The map and compass are the tools needed to help you navigate; of these the more important is the map.

Map

It is quite easy to navigate, or orienteer, using only a map. It is not possible to navigate with only a compass. The map is a picture of the terrain. It tells you what the terrain around you looks like; you can see what lies ahead, or is off to the side. From this information decisions can be made on which direction to go and which is the best route.

The woods and hills are the playing fields of orienteers. The map is a picture of the playing field. Learning how to read contours and map features and interpret them into meaningful information; how to use the map legend and scale; these are the items that should be taught when covering map. When a person is capable of reading the information on the map, then he is able to navigate to any location he desires.

Some map detail can be taught indoor, e.g. contour interval, legend, scale. However, a map walk outdoors will give the group an opportunity to visually

relate details on the map to actual land features. Maps exist of most city parks and these are quite satisfactory for introducing map reading and relating map features to ground features. Some Scout camps have excellent orienteering maps available, e.g. Tamaracouta Camp near Montreal and the Haliburton Boy Scout Reserve in Ontario. Provincial Orienteering Associations exist in every province. Contact them to find out what maps are available in your area. Some locations have permanent orienteering markers placed throughout the woods. This allows orienteering exercises to be carried out at any time.

Map Walks

These are the best ways to develop map sense. A guided map walk is a good beginning and can be done as a group.

a) The instructor stops at obvious features and the group discusses how the feature in the terrain is shown on the map.

b) Next, a map walk where, at random intervals, the instructor asks someone to indicate on the map where they are located. If the person has been 'map reading' carefully, he will be able to give an accurate location on the map.

c) When the instructor feels that the group has a good idea of map reading, he can set out several markers in the terrain. These can be as simple as coloured ribbons. The group then goes on a 'map walk', either individually or in pairs. Each marker should have a code marked on it that the boys have to write down. If they can successfully complete this exercise then they will have learned the basic skills needed to Map Read.

The main advantage of Map Walks is that the boys are 'learning by doing' and they are learning at their own pace. Errors will occur, but usually due to over-confidence and forgetfulness. The next time they will remember.

Emphasis should be put on the words *walk, don't run*. It is important that people learn how to use a map properly and that an individual always knows where he is 'on the map.' Stress the *more haste, less speed* philosophy.

Orienteering the Map

This means holding the map in such a way that it is always facing the direction you are travelling. This will place every feature that you come to in proper relationship to your direction of travel. Each time you turn, or change direction, the map should be turned to face that direction. If the map is oriented properly, it is easy to know where you are and also what you will find next along your route.

Compass Instruction

A compass is most effective when used with a map. If you have a map and know where you are located on the map, then a compass is of great assistance; it loses much of its value if you are unsure of your location.

A compass will always advise you to proceed in a straight line. It does not matter if a large obstacle is ahead of you, e.g. lake, mountain, or river. It is an instrument that cannot see what is ahead and cannot make decisions, but when used properly, is of great value.

It is recommended that for orienteering, or normal map use, that a Silva type compass be used. This type of compass has a rotating compass housing mounted on a rectangular plastic base plate.

In theory, it is simple to teach compass use. In practice, it is often confusing. Try and keep the in-

struction as simple as possible. At the end of this article some reference books are listed. Each of these books cover compass instruction using the **Three Step Method**. This is the best way to teach use of a compass.

Basically the Three Step Method teaches compass use with a map, and this is what we want. Many articles go into a lot of detail explaining how to take bearings and how to read degrees. The most important thing for compass users to know is how to get from Point A to Point B. If you can teach your group how to use the compass to get from one location on the map, to another, then you have taught the most important thing.

A person travelling between two points is mainly interested in getting from A to B. He should not be interested in whether it is 60° or 260°. The Three Step Method explains this perfectly.

The most common errors that people make while learning how to use a compass are:

1. The compass is not held properly. The Silva type compass is a very simple one to use if taught correctly. The compass must be held so that the front edge of the base plate is facing away from your body. The user should also turn with the compass, not just turn the compass.

2. Many beginners always want to follow the red needle. If the compass is used properly you will follow the direction of travel arrow on the front edge of the base plate.

It is recommended that you read the Three Step Method before you teach compass use.

Safety Bearing

When teaching compass, make sure that Safety Bearings are covered. A safety bearing is a general direction bearing that will bring the individual to a road, or some other easily recognizable feature from which he can readily travel to his start or finish destination.

Safety bearings are useful for occasions when a violent storm occurs or darkness is falling. The individual simply sets his compass in a direction that will lead him directly to the nearest road. It is also possible for the leader to give a safety bearing to his group. For example, a Scout leader with a troop of boys at Tamaracouta could give safety bearings such as "South will bring you to Lake Tamaracouta," or "West will take you to the road that leads to the camp."

A good tip for people using compasses in the woods is to tie a piece of brightly coloured ribbon on to the carrying cord. Then if you drop the compass, it is easy to spot if in the grass or leaves. Compasses are usually made of clear plastic and are difficult to see if you drop them.

REFERENCE MATERIAL

Be Expert with Map and Compass — B. Kjellström
Your Way with Map and Compass — J. Disley (This comes in both a teacher and student copy.)
Orienteering Badge Course — Boy Scouts of America

These books are available from Silva Ltd., 446 McNicoll Ave., Willowdale, Ont. For information on your Provincial Orienteering Association, contact Canadian Orienteering Federation, 333 River Road, Vanier City, Ontario.

COLIN KIRK is Executive Director, Orienteering Quebec.

An article that asks the question: Can a seeker of Scouting find it when he looks for it?

"Our group is well known in the community" is a timeworn phrase used by leaders, but just how accurate is this opinion? Does your community in general, know much about you at all or is the information confined to members of your group, parents and a few friends?

Before you sound off, read through an interesting experiment I have conducted. This experiment arose out of a casual conversation which took place at Pennant Hills when an ex-country Scouter pointed out how difficult it was to find out about local Scouting when you moved into a new district.

For the purpose of the exercise, I selected three widely separated localities in Metropolitan suburban Sydney where Scouting was very much established and I set about making contact with Scouting via the community. I disregarded the fact that branch and area H.Q.'s existed or the fact that the location of Scout halls were shown in the latest UBD directory.

"I've seen them around"

In locality A, I selected a Friday night and drove into a large service station about to close up for the night — the time was 7:15 p.m.

Purchasing a couple of gallons of petrol, I asked the attendant if he knew where the local Scouts met or who ran them.

"Can't help you mate," he replied. "Maybe the boss can — he's lived here for years."

The boss couldn't, but mentioned he'd "seen them around" and suggested I call at the food bar a 100 yards down the road — "most kids go there."

The woman at the food bar didn't know either. "I think they meet down near the church somewhere," she said on recollection, and armed with directions, I headed for the church.

It was now 7:48 p.m. and by 8:15 p.m. I had cruised three blocks about the church area but no Scouts or hall! Calling on a nearby resident, he recalled seeing some Scouts at the local fire station about three months ago and said maybe I should enquire there.

At the fire station, the on-duty officer knew of the existence of a local troop but had no idea of where they met or who ran them. He obligingly rang an off-duty chap who had conducted a "fire course or something" a few months back and came up with an address of a person in the next suburb.

I arrived at the address at 9:00 p.m. and struck pay dirt. Yes, her husband assisted the Scouts at bottle drives, etc. and she directed me to the Scout hall (it wasn't the group I originally started enquiries about, but it was a contact).

I arrived at the hall at 9:15 p.m. and found a Scout in the lighted doorway — the rest were out on a chalk chase and should be back shortly, he told me. Though he had been in the troop three years, he had never visited the group in the other suburb but he had met them at the district camp. The troop arrived back in the charge of a young A.S.L. (the S.L. was at work) who filled me in on his group but could not assist with the other group. Nevertheless, he asked his troop and a p.l. actually came up with the address.

I decided to go and look it up just for the heck of it and actually found two Scouts waiting outside the darkened hall for their parents at 9:50 p.m. Both

I've Seen Them Around

Reprinted from WORLD SCOUTING, Jan./Mar. '76

had been in the troop eight months and while they knew the S.L.'s name, they were vague about his address — *"lives up along near the R.S.L. Club!"*

When a parent arrived, he was equally vague and actually asked his son for clarification of the S.L.'s name. I called it a night but it was interesting to note that neither hall carried a unit name or gave any indication of who to contact in the group for information.

"Try the police station"

I decided to try locality B on a Saturday afternoon as I figured I would have more time. Passing a church hall, I noticed a group of teenagers at work and called in.

Out of 12 teenagers present, only one (an ex-Guide) could assist and I was directed to *"down near the park somewhere, I think."* I could only find one park and there was no Scout hall there. A "local" sitting in the park also had no idea.

The proprietor of a fish and chip shop referred me to the police station where a constable on duty was able to direct me straight to the hall but unfortunately did not know who ran the Scouts. The only indication that the building I found was a Scout hall was a sign near a sea of unsorted bottles which indicated that bottles should not be left on these Scout grounds except during bottle drives.



A careful search of the outside of the hall revealed a peeling and faded sign which appeared to have served as an information board at one stage. I could barely make out an address but decided to chance it after checking with a nearby resident.

The resident couldn't help, so I drove off to the address shown on the board. There I found a chap who had been connected with the group years ago when his *"kids were in it."* He gave me the address of one of the committee men he knew was still connected with the group and I thanked him. He did show concern that the information board, as he called it, was so outdated — he used to be the group publicity officer!

Short-Cuts Didn't Help

On the trip to locality C, I decided to cheat a little and actually to go straight to the Scout hall shown in the UBD Street Directory for the suburb concerned. I found a well built hall with very clean grounds and four boys throwing stones at trays of bottles — *they went off as I pulled up and got out to ask a few questions!*

The group's name was neatly stencilled on the door but there was no indication anywhere of how one could contact a group member. A check of houses about the hall didn't reveal much except the home of a "possible" Scout two streets up — nobody was at home!

I next called in at the corner store. It was a husband and wife team, most cooperative, but couldn't help with the exception of directing me to the local garage where the Scouts *"had been washing cars."*

The garage owner knew the group leader by surname but had no idea of his address. I was about to leave and try another garage down the road when he asked his assistant in the 'lube area'. The assistant actually gave me the address of the S.L. who lived two doors away from him. You can be lucky!

Well, it may not prove much — three isolated instances, you'll say! Nevertheless, it might be an eye-opener for you to try a similar experiment and see how you fare!

—Reprinted from *Scouting in New South Wales*

Suggestions for the Visible Troop

Scouting groups of all ages meet under very different conditions around the world and under widely varying aspects. But they all need leaders, support from parents, support from the community and new members. This requires communications. Here are some ways Scout groups have found help them become *visible* and appreciated.

The Meeting Place

Whether a group has its own building, its own room in someone else's building, or a room borrowed only for meetings, it can often be well marked on the outside so neighbours and passersby know that "Cub Pack 93 meets here the third Thursday of each month at 7:30 p.m." It helps interested parents if the name and address of one of the leaders is also listed for further information.

Community Service


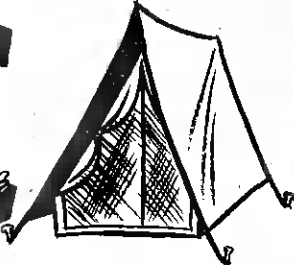



Every neighbourhood has opportunities for community "good turns" and most associations have lists of community service ideas. There can be continuing projects (maintaining a demonstration garden, keeping an area clean, shopping for older people once a week, etc.) or major projects undertaken once or more a year (community clean-up, charity 'walks', sponsors pay the walker so much per mile, repairing and painting a children's home, etc.). Valuable in training the boy to help others, such projects can also help the community see the Scouts doing things of importance, from tree-planting to dam-building.

Public Information Officer

By whatever title, an adult responsible for the flow and spread of information is an asset to any Scout group. For Cub packs, he or she may carry most of the load. But for Scouts and the older groups, he helps the boys to learn to carry out some of the communications opportunities. "PIO's" may carry such responsibilities as:

- passing district and headquarter's information on within the group and sending responses back, the two-way communication flow;
- seeing that a **bulletin board** is kept up-to-date with headquarters, Scout group and community information — advising the boys on publishing their bulletin;
- handling publicity in newspapers, radio, etc., for the group's on-going program and special events.

CAMPING WITH BEAVERS

by Bob Butcher

By now most Beaver leaders should be aware that camping and outdoor activities are a vital part of Boy Scouts of Canada's five programs, Beavering being no exception. Previous issues of this magazine have already described Beaver day camping. (See April 1975 and December 1975). I would now like to draw attention to Beaver overnight camping policies and practices.

Camping Policy

Scouting's publication *By-laws, Policies and Procedures* outlines in detail the policy, objectives and regulations which apply to camping for all of Scouting's program sections. The most recent edition which should be available by now, includes a regulation dealing specifically with Beaver camping. It reads as follows:

Beavers

(a) A colony may hold a day camp under the leadership of Beaver leaders. Day camps must have a minimum of one Beaver leader for every six Beavers.

(b) Overnight camping should take place only in the form of family camping. A colony family camp should be under the leadership of Beaver leaders. A Beaver who participates in a family camp must be accompanied by a parent, guardian, or other suitable adult.

Practices

While for some time I have been vaguely aware that colonies in different parts of the country are camping overnight, a visit to Winnipeg earlier this year, the home of Beavering, turned up a report on that council's Busy Beaver Overnight Camp. I'll focus on this camp because it involves many of the considerations that are important to any Beaver camp

whether it be a regional council camp, a district camp or a colony camp.

Busy Beaver Overnight

It is important at the outset to understand what is implied in the name of this camp as it is closely tied to the concept of tail levels. The camp was for Busy Beavers, or boys in their final year of Beavering. Winnipeg's overnight camp was not entirely restricted to Beavers. It was created for Beavers who had, or were to have their swim-up, between April 30 and September 15. So you can see that boys attending this camp were either just finishing Beavers or just beginning the Cub program but unable to attend the Cub camp.

The camp planners began by providing an information sheet for parents. It pointed out that the camp was to be held at one of the council's camp properties on a weekend in June from Saturday noon until Sunday noon. It stated the fee for the session and pointed out that this included Saturday supper, bedtime snack and Sunday breakfast. Transportation was to be provided by the parents. Registration was to be limited to 96 Busy Beavers on a first come, first serve basis. Parents were to register their boys by completing an enclosed application form and returning it to the camp planners. The notice also pointed out that a large number of parents would be required to supplement the leadership and made a plea for parents to come and join the fun as well.

The application form provided space for the Beaver's name, address and phone number but also other important information such as an emergency phone number where the parents could be reached, any special medical needs, their hospital insurance number, and most important, a place where parents signed, granting permission for the boy to attend

camp and also permission for medical treatment if required in case of emergency.

Returns of these applications were greater than expected and the planners had to increase their maximum number of spaces to accommodate 120 boys. Over 80 adults also registered in such roles as adult leaders, cooks, quartermasters, camp chiefs and assistants.

All 200 of these people were given thorough instructions prior to the opening of the camp. Adult volunteers were sent letters outlining what their roles would be and informing them of the planned schedule. An orientation session for leaders was also held. Boys were sent letters containing details on the camp location and the arrival and departure times. They also included a number of reminders suggesting that each Beaver's name appear on all articles which he brought to camp with him; that all parents and guardians should stay home the night their boys were at camp, in case their sons needed to be picked up; that boys should be fed lunch before leaving for camp, but that food should not be sent with the boys. With the letters were sent colour-coded name tags indicating which of the five sub-camps the boys were to be camped in. With each letter was an equipment list indicating all the articles a Beaver should bring with him. This included:

Articles of clothing: T-shirt, shirt, extra slacks, change of underwear, extra socks, sweater, jacket, pyjamas, poncho or raincoat, Beaver or camp hat and shoes.
Sleeping gear: sleeping bag, ground sheet, optional air mattress, optional pillow.

Toiletries: soap and container, toothbrush and toothpaste, towel and optional flashlight.

Craft items: white cotton T-shirt for silk screening, a wire hanger, nylon panty hose, a ball of string for kite flying.

Here is the planned schedule for the overnight.

SATURDAY

1:30 to 2:00 p.m. Find your tent and settle in
2:00 to 2:30 — Opening
2:30 to 3:00 — Sub-camp games
3:00 to 3:45 — Crafts
3:45 to 4:00 — Snack
4:00 to 4:30 — Sub-camp games
4:30 to 5:30 — Crafts
5:30 to 6:30 — Supper and prepare skits
6:30 to 7:00 — Free time to fly kites or go through an obstacle course
7:00 to 7:30 — Wide game
7:30 to 8:00 — Nature hike
8:00 to 8:30 — Relays
8:30 — Mug-up, campfire and bed time

SUNDAY

8:00 to 9:00 a.m. — Breakfast, air sleeping bags, pack clothes, etc.
9:00 to 10:00 — Crafts
10:00 to 10:30 — Wide game
10:30 to 10:45 — Snack
10:45 to 11:00 — Beavers' Own
11:00 to 11:30 — Parents and boy activities

The craft activities indicated in the schedule included such things as silk screening, making and flying kites and sand casting.

For the nature hike each lodge was given a pencil and pad. The boys then went out into the woods and fields to record all of the natural sights, sounds and smells they could recognize. Lodges then got together to compare notes to learn more about the nature around them.

Space permits me to list only a few of the other games and activities that the boys enjoyed. But the following should give you some ideas to try with your boys whether they be in a camp setting or at an outdoor colony meeting.

Stalking Game

This game is played with teams. Each team is given four strips of paper which are colour-coded. The object of the game is for a team to retain the greatest number of their own papers while grabbing everyone else's.

The game begins with the teams hiding in the trees. At a given signal the groups start searching out each other. When one team discovers another they must yell 'stop'. At this point the two teams line up facing one another. The discoverers then have one chance to guess who holds one of the pieces of paper on the opposing team. If they guess correctly, the discoverers take that opponent's paper and leave the scene. If, on the other hand, the discoverers guess incorrectly the opponents get one chance at the discoverers. When this transaction is over, the two groups must stop another group each, before they can stop one another again. A time limit is put on this game.

Keo Hunt

Each lodge is given a first clue which gives a set of directions to find Clue Two. At Clue Two the boys are asked to perform an activity and then instructions to find Clue Three are given. Process continues.

Goop Relay

Lodge boys and parents line up in single file. At one end of the line is a bucket of 'goop' while at the opposite end, is an empty bucket. Object of the game is for teams to scoop up some goop from the bucket and pass it down the line and place it in the empty bucket. The team completes the task and must then be seated.

Candle Shoot-Out

Here's a real crowd pleaser. Lodges are lined up in single file. A lit candle is placed a distance from the front person in each lodge. Each of these people is given a water pistol. The object of the game is to shoot-out the candle, pass on the gun and run to the back of your line.

Hot Ball (Soccer ball)

Formation: Children stand in a circle, facing in. One player has a soccer ball on the ground in front of him. ACTION: The child with the ball calls: "The ball is hot!" He kicks it across the circle, hitting it with the inside of his foot, soccer-style. Other players continue to kick the ball quickly, the idea being that it is so "hot" that they must get rid of it at once or it will burn them. This goes on, until the ball escapes from the circle. Then a new player begins the action again. This game is cooperative rather than competitive. All players work together to keep the ball moving inside the circle. Children will usually continue to enjoy this game for about ten minutes.

Steal the Booty

Boys are divided into two crews. Each crew is separated by a line. Each crew has a pile of booty on their side of the line as well as their own brig. Object of the game is to try to steal each others' booty without being tagged. If you are tagged before you reach your opponents' booty you are put in the brig. However, if you reach their booty you have free passage back to your side. One person at a time can be tagged free from an opponents' brig. Designate a time limit and have fun.

BRITISH COLUMBIA

In the 1860's, British Columbia was cut off from the rest of Canada by the mountains and prairies and it wasn't until the government of Canada promised a transcontinental railway, that B.C. entered Confederation. Fourteen years and thousands of miles of track later, the promise became a reality.

The shield of B.C. was granted by Royal Warrant on March 31, 1906. It is identified by three wavy blue bars representing the Pacific Ocean, on a background overlaid with a golden setting sun at the bottom, symbolizing the most westerly of Canada's provinces. Above is the Union Jack embellished with an antique golden crown in its centre.

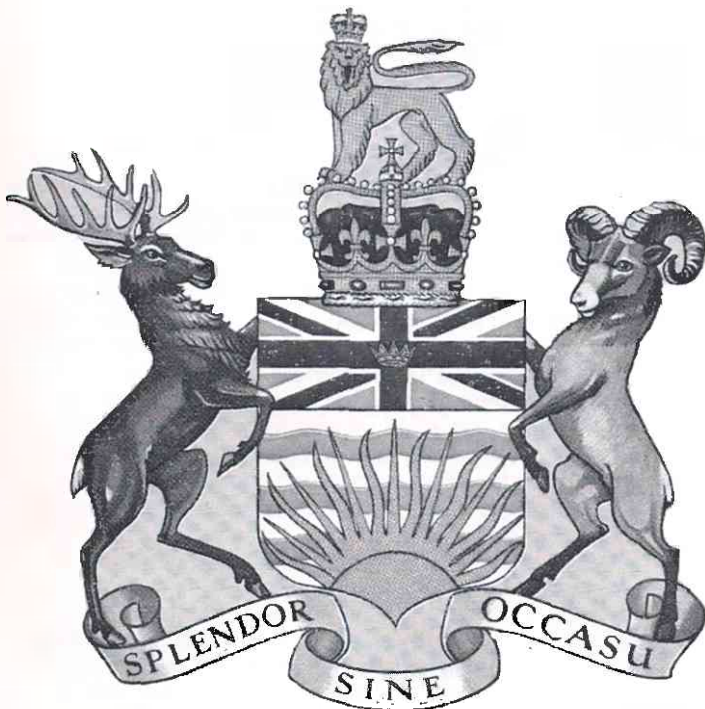
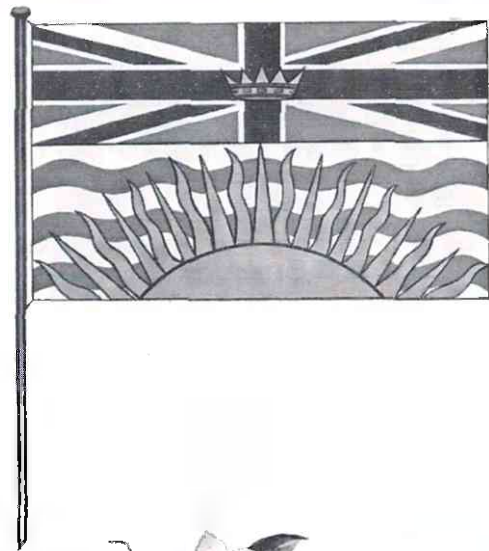
The crest above the shield is the Royal Crown surmounted by a golden lion, which in turn, is wearing a crown. To the right of the shield is a reared figure of a mountain sheep; on the left is a Wapiti or American elk, in a similar position. Below the shield and supporting figures is a scroll with the motto *Splendor Sine Occasu* meaning, *Splendor Without Diminishment*.

The flag was authorized on June 20, 1960, 89 years after B.C. joined Confederation and repeats the Arms of the province.

The western Pacific Flowering Dogwood is the floral emblem of the province. It is a tree that grows from 20 to 60 feet high and flowers profusely in April and May, before the leaves have developed. It is then covered with large, snowy, white blossoms, four to five inches across. In autumn, it is conspicuous by its clusters of bright red fruit and brilliant foliage.

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Its Flags, Armorial Beari



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PART 6

ngs and Floral Emblems.

ALBERTA

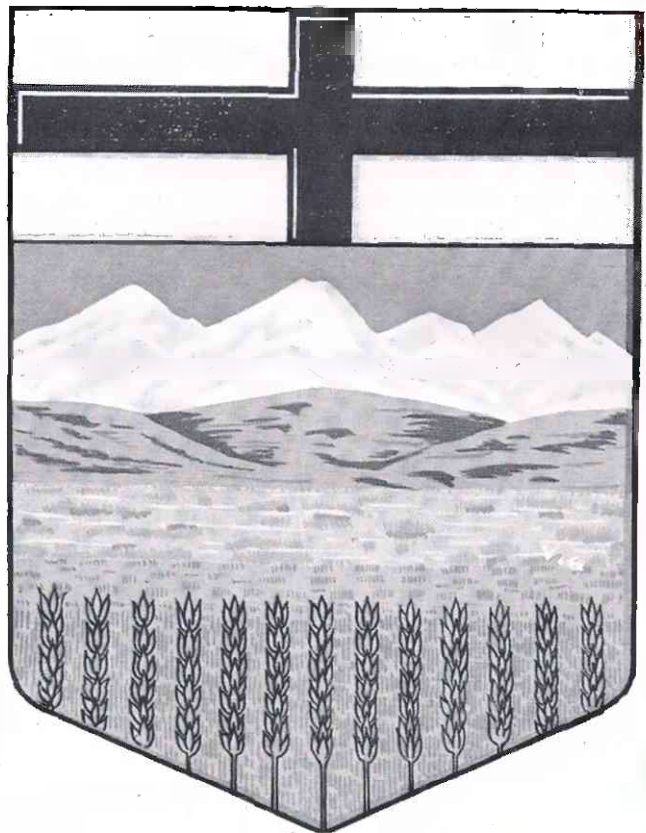
The province of Alberta was named for Princess Louise Alberta, daughter of Queen Victoria and Albert, the Prince Consort. It first achieved provincial status by the British North America Act in 1867 but it was not until 1905 that the present boundary lines were defined.

Arms were granted to Alberta in 1907 and featured, in the upper part, the red Cross of St. George on a white background. At the bottom is a scene showing wheat fields stretching to a range of green foothills and capped by a range of snowy mountains and blue sky.

Alberta adopted its official provincial flag in 1968. The flag, with a background, as blue as the western sky, carries the provincial Coat of Arms.

The floral emblem is the Wild Rose. The Prickly Rose is the most widely distributed native rose in Canada, ranging from Quebec to British Columbia. The colour and fragrance make it a universal favourite in Alberta and throughout Canada. The scarlet berries brighten the winter waste and are, to many birds, a source of winter food.

NEXT MONTH: the flags, armorial bearings and floral emblems of the Northwest Territories and the Yukon Territory.



CUB CAMPING FOR BEGINNERS

by Elizabeth Daniels

14

So, you want to take the pack camping, but you don't know much about it, and it scares you a little? It seems like such a big job, and you're not sure that you can handle the responsibility?

Good! You are right to feel this way. No one should ever take on the responsibility of other people's children unless he or she knows what it's all about, and is thoroughly prepared. Parental trust is considerable because of Scouting's reputation, so the responsibility is even greater to be worthy of that trust.

We are speaking, of course, to Akelas and would-be Akelas. Having said that, however, here is a reassuring note — it is not really that big a job, and apprehension fades in direct ratio to knowledge gained. The two key ingredients for successful Cub camping are the same as for the other things we do in Scouting — team leadership and sound planning.

"Yes, but how do I go about acquiring the necessary skills to tackle a venture like this?" you ask. The answer is that there is no one way, but rather several possible ways, used singly and in combina-

tion. If you have had no camping experience of any kind, the time to start preparing yourself for next year is right now. "I'll buy that, but can't you be a bit more specific?" Fair enough. Here, then, is our formula: Seven Steps to a Successful Start.

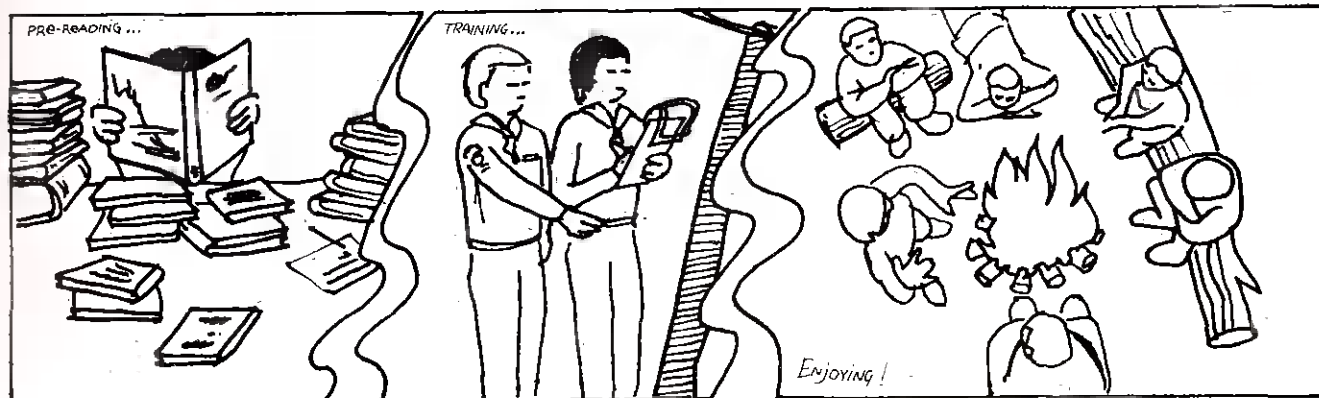
Step One: Pre-reading

Read Section 18 — Camping, in *The Cub Leaders' Handbook* (C.L.H.) This will give you a working knowledge of what is required. You will note that Akela and one or two of the other leaders **must** have had previous experience in camping with Cubs.

Step Two: Practical Experience

Contact your district service centre, if you have one, service team member or A.D.C.-Cub to find out if there are any local groups, experienced in camping, who have yet to hold a pack camp this year. One pack may have chosen a September date, when there tends to be less pressure on available campsites. It would most certainly welcome an extra pair of willing hands.

Call the Akela, offer your services, and, if accepted, ensure that you are included in the planning sessions, so that you can really become part of the team. If



there is a choice of packs, encourage your leaders to do the same thing with them.

While you are working at camp, and enjoying the boys, observe, listen and analyze. Did the plan, that looked so good on paper, really work in practice? What went well, and why? Did this take too long? Was enough time allowed for that? Were there discipline problems? How were they handled? Did the program have a high level of variety and interest? The accident rate was negligible — was that just luck? Was the food more than just adequate? And so on. If an evaluation session is not mentioned, suggest it, if only as a valuable teaching tool for you. Make your own contribution at that session. Knowledge does not increase unless new questions are asked, and a novice's insights can sometimes spark fresh approaches. Even the most experienced of us can occasionally get into a rut!

Step Three: Leader Recruitment

For Cub camping, you will need one adult for every six boys, excluding Akela. Do you have a current leader shortage in the pack? If so, now is the time to start solving that problem. Galvanize your group/section committee members into action — again — but don't leave it entirely to them. Put your charisma to work on those of your friends and Cubs' parents who have leadership potential. Follow up on leads offered by other Scouters; keep the lines of communication warm and humming between you and your service team member, the other section leaders and anyone else you can rely on. This ensures valuable help when you need it.

Step Four: Further Training

As soon as you get new leaders, give them all the help you can, and encourage them to take Wood Badge training. In the meantime, find out if there is a camping skill course being considered in your area for this winter or next spring. If not, raising the matter at the next Scouters' Club might generate sufficient interest to warrant holding one. If you are lucky, marshal your whole team and attend in a body. If not, enlist the aid of your troop Scouter or Venturer advisor to pass on some useful, practical tips to you and the Cubs in the area of fire lighting and basic

campcraft, with the emphasis on 'no-trace' conservation practice.

All leaders should have a working knowledge of first aid, but at least one should be a qualified first-aid. Persuading a member of your team to take a first aid course would be of great value to the pack.

Step Five: Increase Outdoor Content

Learning campcraft skills is an outdoor activity, and this tends to whet the appetite for more. "Doing" outdoors is good preparation for both you and your Cubs. Section 17 — Outdoors, C.L.H. can help you there. Celebrate Cubbing's 60th birthday outdoors — B.-P. would be proud of you! Why not try a sleep-over? (Page 220, C.L.H.) Great fun for all, with many of the elements of Cub camping built in.

Step Six: Organization and Planning

Well, by now it's 1977 and you have good support from an enthusiastic team. You and your Cubs know a lot more than you thought possible last July, and your confidence is high. Now is the time to decide on the date, the location for your camp and to reserve the site. You may decide (by mutual agreement) to camp nearby, at the same time and place as the group you worked with last September — just for moral support, of course. Or, you may choose to restrict yourselves to an overnight, this first time — say from 10 a.m. Saturday to 4:30 p.m. Sunday. This will mean setting-up while everyone is fresh, (it might take a little longer than planned, the first try) without the added pressure of fading daylight.

Once the choice is made, re-read the Camping section and also Section 11 — Health and Safety, C.L.H.; call your team together, including additional volunteers and use the Countdown for Camp, (pages 211 to 212, C.L.H.)

Step Seven: Implementation

Go and enjoy!

There, that wasn't such a big job after all, was it? All that preparation really paid off, and although evaluation revealed a few ways you can alter your approach next time, it was a worthwhile and happy experience for all. Will camping be a regular activity in your pack program from now on? Great! Once you know how, the rest seems simple.

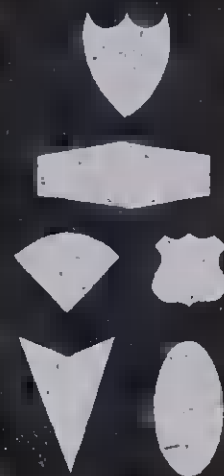
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MANUFACTURERS AND DESIGNERS OF FINE SWISS EMBROIDERED CRESTS & EMBLEMS

paksaak

by Bob Butcher

Some time ago, in October 1975 to be exact, we printed in this column a small article concerning changes in the Cub Program, asking your views on the present Cub Law and Promise as compared to the Cub Law and Promise of other countries. At that time someone had asked us to consider updating these and we wanted your opinion before proceeding. We received few letters so we circulated reprints of the article to leaders in a few councils with the added questions; *Do you feel that the Cub Law should be changed?* and *Do you feel that the Cub Promise should be changed?* Of the 175 replies we received, we found that leaders were more than 2 to 1 in favour of **leaving the Law and Promise unchanged**. That was the recommendation put before the Program Committee and that is the decision they have made.

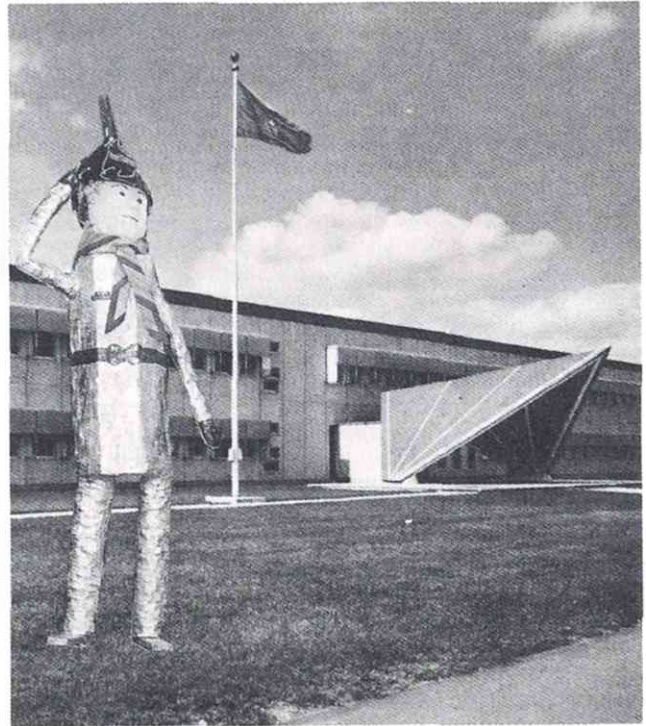
Diamond Jubilee

Margaret Buckley, D.C. reports that the pack Scouters in the Stoney Point District in Quebec, decided to celebrate the Jubilee by setting up a series of tasks which would earn a special award for each pack completing them. These were as follows: Have a party with another pack; enter a poster about the Jubilee in the District Handicraft Competition; go to camp; keep a pack log for a year, complete with pack photograph.

In addition the district staff decided to have a model birthday cake as a centre-piece at the Scout-Guide Week display in the Galeries Lachine Shopping Mall, and also handed out real pieces of cake to the public. Cubs asked the people to celebrate their birthday with them. Other district plans are to use the Jubilee as the Spring Camporee theme and they are trying to get a special woggle made up to present to all Cubs and leaders in the district.

"Be Water Wise"

A Cub leader recently pointed out to us that on page 145 of *The Cub Book* we refer leaders to the "Red Cross Water Safety Handbook." On trying to obtain this book he was told it did not exist. On checking with the Red Cross we have discovered that the correct title of this publication is "Be Water Wise — A Water Safety and Lifesaving Handbook." It is available through division offices in each province for \$1.75.



This "creature" was sighted at National Headquarters recently. Have any other sightings been made? Please let us know.

16



PROVINCIAL
BADGES
DISTRICT
BADGES
CAMPOREE
CRESTS
UNIFORM
BADGES
EVENT
BADGES
FREE
DESIGNS
AND
PRODUCTION
SAMPLES

FIRST QUALITY WORKMANSHIP

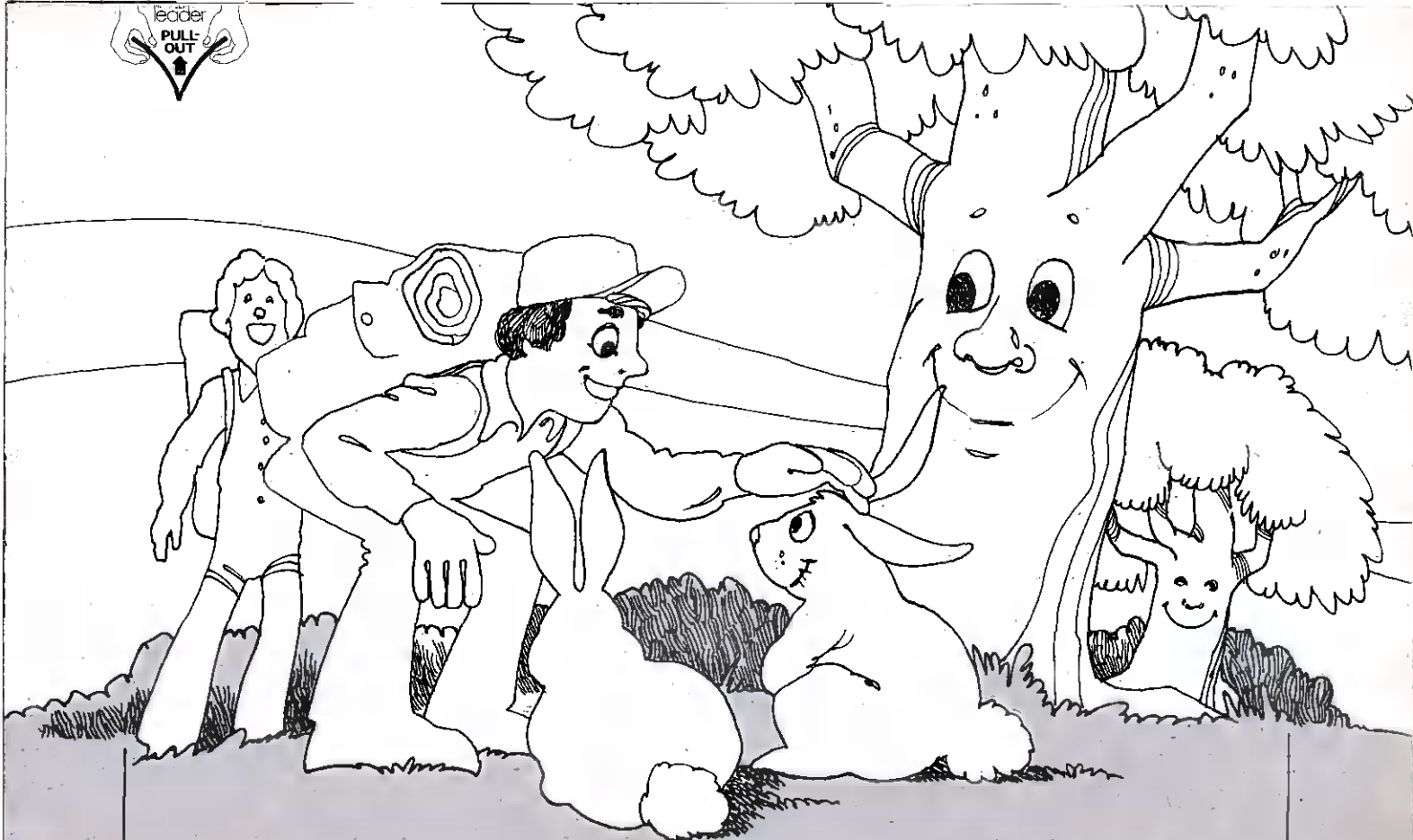
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This special eight-page pullout was prepared by the Camping and Outdoor Activities Subcommittee whose members are: Terry Trussler, (chairman), Bob Gambles, Russ Kempfing, Dave Bushell and Don Swanson.

17

GO LIGHTLY!!

TERRY TRUSSLER

Chairman, Camping and Outdoor Activities Subcommittee

Camping can be one of the simplest of pleasures and most enjoyable of experiences. It provides freedom with which we can renew ourselves and our relationships, in an environment which is naturally uncomplicated. Camping develops within us a humane sense of priorities and can teach us about our relationship with God and nature.

In an increasingly technical world, camping has sustained its value as a recreation that is inspired by the virtues of 'the simple life.' Yet, the technology which has given use to this complex society has also provided us with the opportunity to experience the joys of 'the simple life.' Modern equipment, which is durable, efficient and lightweight has reduced the difficulties and increased the pleasure of camping.

Lightweight camping equipment has also diminished the need to disturb the natural environment. Modern camping equipment, used by conscientious campers will help to preserve recreational areas in their natural beauty.

We, the members of Boy Scouts of Canada who have a commitment to camping and conservation, should consider the advantages of a new style of camping and 'go lightly.'

This issue of The Canadian Leader includes many articles on the outdoors that will be helpful to the leaders of our boys. The articles have been written to give each section leader some assistance with outdoor programming. This special eight-page pullout section is designed to be an aid to the leader who is beginning to consider lightweight camping for his group. Several previous articles introduced leaders to lightweight camping equipment and further articles, in later issues, will assist with the selection and use of other pieces and types of equipment.

Scouting has much to teach about camping and the outdoors. Our Movement should remain in the vanguard of those who are committed to outdoor life and conservation.

The Canadian Jamboree, C.J. '77, will focus on lightweight camping as a response to our commitment. Now is the time to start thinking 'lightweight' if you haven't already, and to teach your boys to 'go lightly.'

THINK ABOUT IT!

Many organizations and groups which are involved in the outdoors have developed a "code of camper ethics" or an outdoor manner code. These "codes" usually list a set of rules which are intended to govern the outdoor behaviour of the members of the respective groups.

We have no such code yet. We are deeply involved in teaching young people and adults outdoor practices and hopefully developing a love and appreciation for the natural environment. It would seem natural for us to have some code of behaviour. A simple solution would be to have such a statement prepared, publish it and have all members of Scouting learn it. But would this really work and is this approach consistent with the purpose of Scouting?

Scouting's purpose is to develop resourceful and responsible citizens. One of the Scout's laws states "A Scout is wise in the use of his resources".

Our Founder certainly gave us an indication of what our practices should reflect when he said "leave nothing but your thanks." Today's concerned outdoorsman uses the term *no-trace* camping. Both expressions reflect an approach to camping and outdoor activities which is based on an attitude of concern.

Helping our young people develop their own code of outdoor ethics will contribute to their growth as expressed by our aim. It will also assist them in developing reasoning skills which will help them to truly use their resources wisely.

Here's an approach which can be taken prior to the outdoor event, as part of the planning. It involves the prospective campers in thinking about how their actions will effect the camp's environment.

Have the campers (Scouts, Venturers) develop a list of areas or subjects to be considered. Here's a sample of such a list:

- Fire
- Ditching tent
- Sanitation (waste water-personal hygiene)

- Garbage disposal
- Cutting vegetation
- Courtesy to others using camp
- Clotheslines
- Latrines

The next step is to take each topic and "think about it".

Fire — Why do we need a fire?

- Do we need an open fire?
- What are the safety hazards?
- Will it "sear" the site?
- What is the impact of burning wood at this particular site?
- (Are we the only ones who camp here — are there multitudes of campers all using firewood?)
- What are the alternatives to open fires?

Ditching tents

- What is the reason for this practice?
- With the increasing number of campers, what does this do to a campsite?
- What are the alternatives?
- (proper site selection and tent with tub floor will reduce

the need to trench or ditch a tent)

Continue down the list you have prepared, raising questions. Answers should be based on facts, not opinions, whenever possible.

Out of this exercise there is a potential for the development of a "code of outdoor ethics" that is understood, is believed and is followed.

Think about it!



BEFORE YOU GO

Camping skills are best learned by actually camping. But despite this, some pre-camp training can and should take place before the camp. This training provides an excellent program item that can involve the boys (Scouts or Venturers) in the planning of your section's camp. Let's look at one possible approach which will cover a month's meetings, terminating in a weekend camp.

Meeting #1

- a) Boys prepare menus. Direct them to *The Canadian Scout Handbook* for ideas on menus, balancing menus and quantities.

- b) Using the menus as a basis, decide on what cooking utensils will be required (this will play a part in Meeting #4). Between Meeting #1 and #2 the boys visit a local store and price their menus to establish a total cost. (This should include items such as toilet paper, soap or biodegradable detergent, pot scrubbers.)

Meeting #2

- a) Patrols establish camp cost per boy based upon the food costing done between meetings and any additional troop costs such as campsite fees.

b) Scouter demonstrates the safe use of the stove used in the troop (two single-burner stoves per patrol are recommended as these can be back-packed easily).

c) Boys practise lighting and extinguishing the stoves. Prior to Meeting #3 the boys collect the money from each patrol member and buy the food (except perishables). The food is brought to the meeting. (Note: substitute low spoilage foods such as hard cheese, salami, freeze-dried or dehydrated for perishables, whenever possible.)

Meeting #3

a) Patrols repackage foods in plastic bags. This reduces bulky packaging and some weight plus each plastic bag will now contain just the required amount. Make sure each bag is labeled and any necessary instructions are included. Foods are then grouped into meals. Place each meal into one food bag (see patrol equipment list). Set aside for Meeting #4.

b) Scouter's yarn on first aid and safety at camp.

c) Distribute lists of personal gear and patrol gear.

Meeting #4

Each patrol to have their members bring their personal gear (see checklist) and the patrol gear (see checklist) to the meeting.

a) In patrols, each boy lays out his gear on his sleeping bag. Patrol gear is set out in the patrol corner also.

b) Patrol gear to be divided among patrol members. Try to give equal weight to each boy. Make allowances for extremes of strength and size of individuals within the patrol (a bathroom scale can help in this task).

c) Scouter demonstrates the packing of a pack:

—teach weight distribution (see page 22)

—accessibility of necessary articles (e.g. rain gear on top)

d) Boys pack gear using techniques demonstrated.

e) Scouter then weighs each pack (here's where we use those scales again). Packs should be no more than 1/5 of boy's body weight.

f) Each boy tries on his pack. Scouter shows how to adjust shoulder straps and waist

belt. Waist belt should be snug and back of waist band should rest on the "shelf" formed by the jut of the buttocks. Shoulder straps should be tight enough to prevent swaying but not so tight as to cut off circulation.

g) Boys take packed backpacks home.

h) Scouter's yarn on "Conservation".

PATROL GEAR CHECKLIST

1 tent for every 2 or 3 boys (nylon with tub floor and waterproof nylon fly)

1 dining fly (approx. 12' x 12')

2 small one-burner stoves. (Fuel containers — amount varies according to length of camp)

Nesting aluminum pots and 2 frying pans

Kitchen utensils: spatula, large fork, large spoon, can opener, slotted spoon

(Equipment taken to camp determined by menu).

Utensil bag — for kitchen utensils

Net bag — to suspend utensils while drying

Washing gear bag which contains: liquid detergent (bio-degradable), nylon scouring pad, dish cloth, garbage bags, pot holders, or oven mitts

Food bags — food for one meal in each bag

Condiment bag containing: salt, pepper, sugar, jam, butter, peanut butter, etc. (Place each in a separate plastic container)

Small trowel

Water container — plastic, 5 gallon

Rope — (nylon cord) 35' of 1/4" plus cord 2 x 50' (foodbag, tube tent) (for clothesline).

Ax and Saw — Only one per troop is necessary.

PERSONAL KIT CHECKLIST

Pack is nylon on light metal frame.

In your pack:

Sleeping bag with waterproof stuff sack

Mattress (foam, full length or 3/4 length)

Clothing sack:

one pair of short pants

one T-shirt

one bathing suit (if swimming available)

one wool sweater

one pair heavy socks

one pair underwear or

pyjamas

Toilet kit sack:

toilet paper

facecloth and towel

soap

toothbrush and toothpaste

comb

One pair of heavy socks near

top of sack or in side pocket

First Aid Kit near top of pack or in side pocket.

—Rain wear — jacket and pants best — can double as wind-proof wear — under top of pack

Windproof jacket (unless rain jacket)

—Net bag — to hang dishes up to dry

—Bowl or deep plate

—Mug

—Tablespoon

—Canteen

—Moccasins or sneakers

—Flashlight with fresh batteries

—Sunglasses

—Waterproofing for boots (as appropriate to boot leather) and extra laces

To wear:

Scout shirt

Neckerchief with woggle

Beret or camp hat

T-shirt or string vest

One pair heavy socks and

pair light socks (yes, wear both pairs at once)

One pair hiking boots

In your pocket or on your belt:

Matches

Whistle

Compass

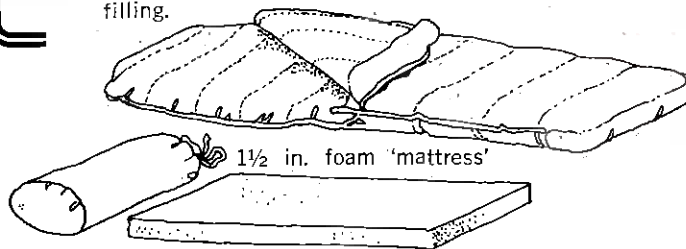
Emergency kit — seen *Canadian Scout Handbook*

Knife (sheath or jackknife)



PATROL CAMP SITE

2-3 lb. sleeping bag with Polar Guard or Dacron Fiberfill II filling.

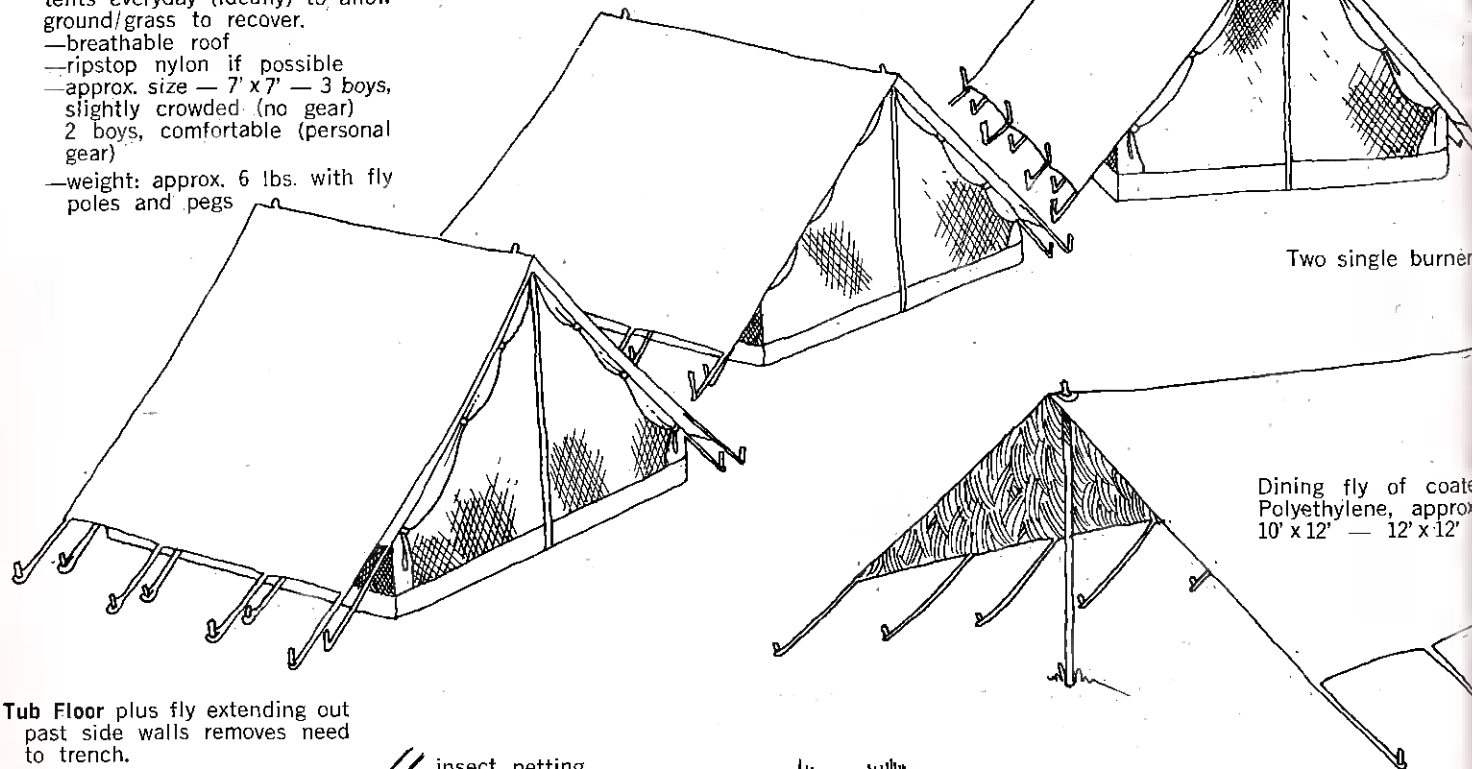


"Stuff" sack (sleeping bag container) stuffed with clothing forms a pillow.

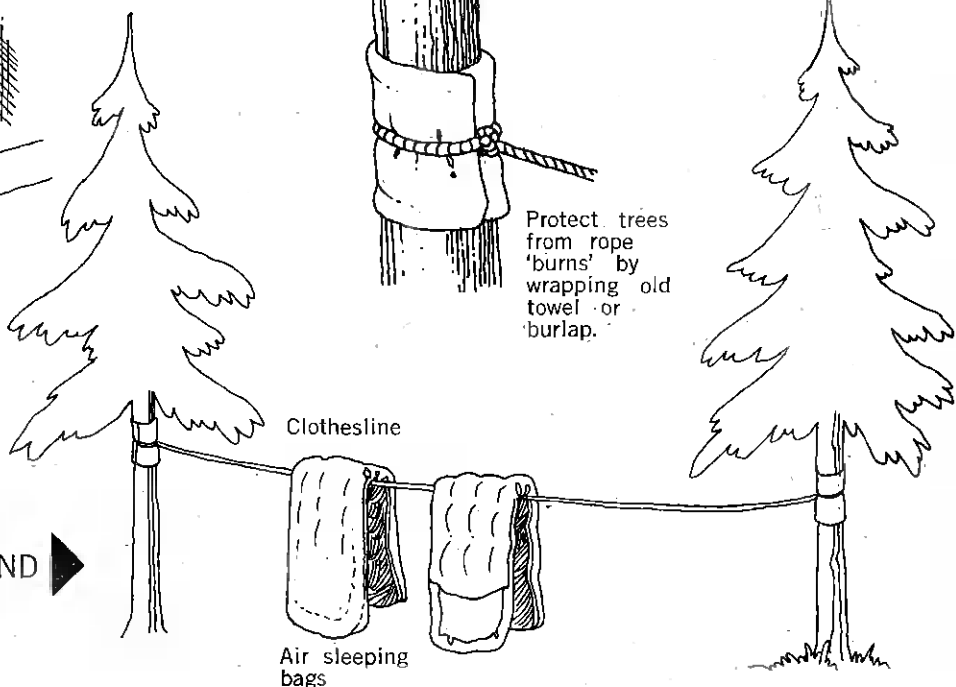
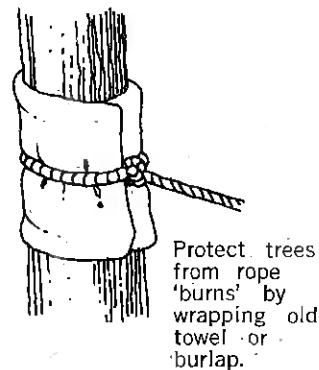
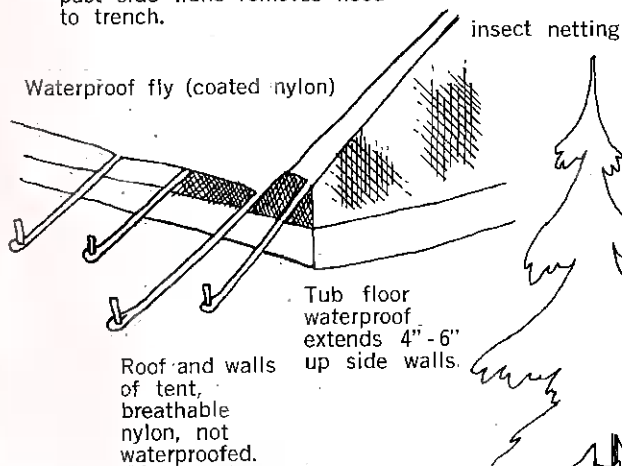
(No groundsheet required — tent floors waterproof.)

NYLON TENTS — Brail or move tents everyday (ideally) to allow ground/grass to recover.

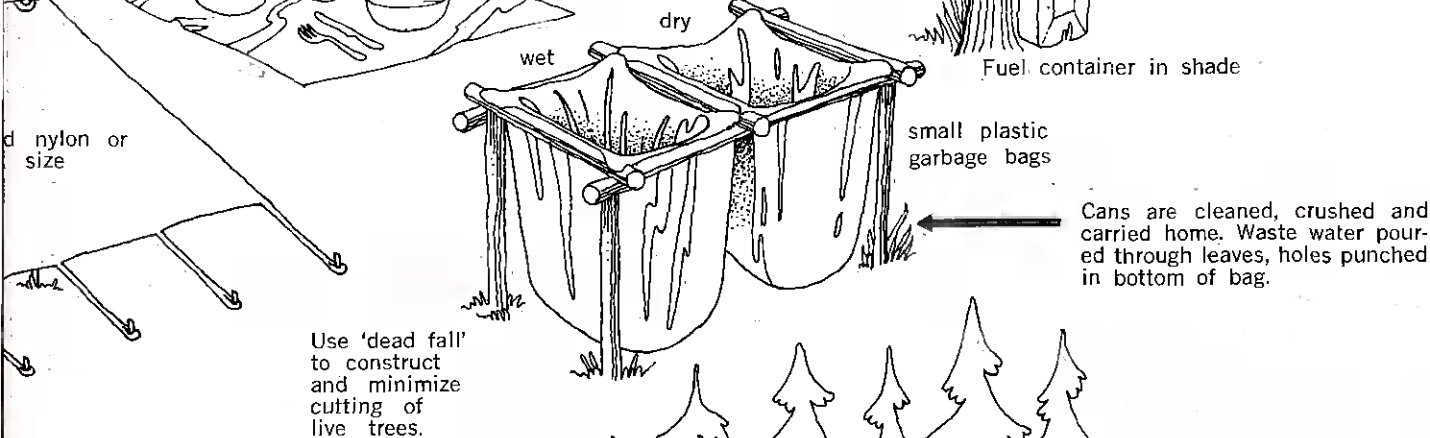
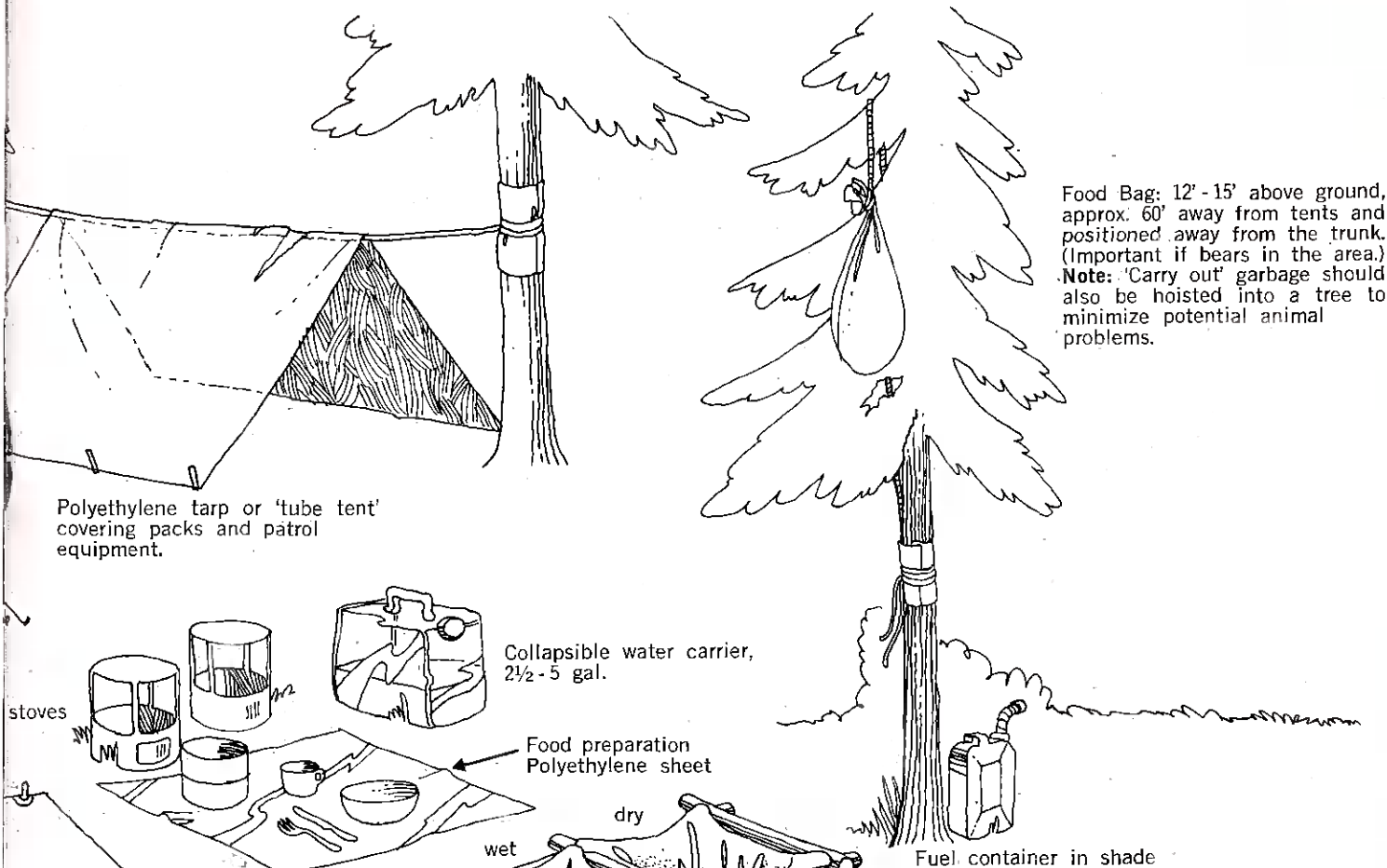
- breathable roof
- ripstop nylon if possible
- approx. size — 7' x 7' — 3 boys, slightly crowded (no gear)
- 2 boys, comfortable (personal gear)
- weight: approx. 6 lbs. with fly poles and pegs



Tub Floor plus fly extending out past side walls removes need to trench.

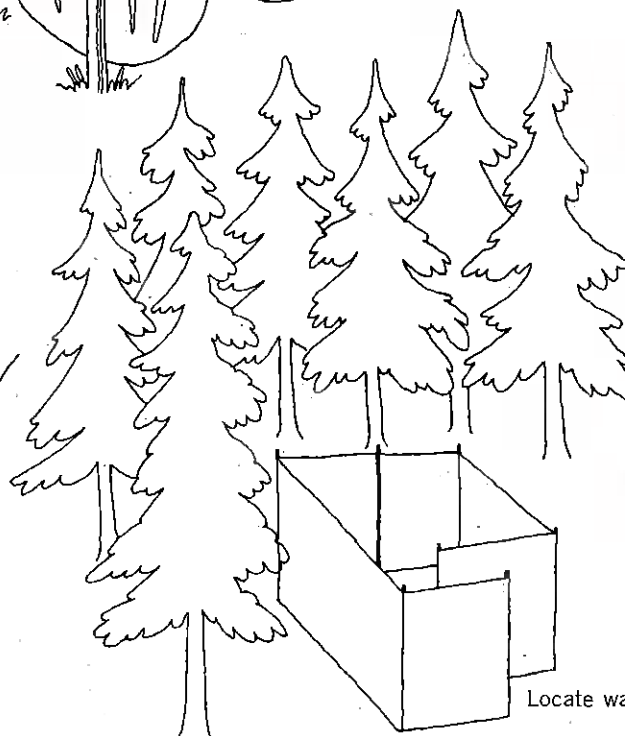
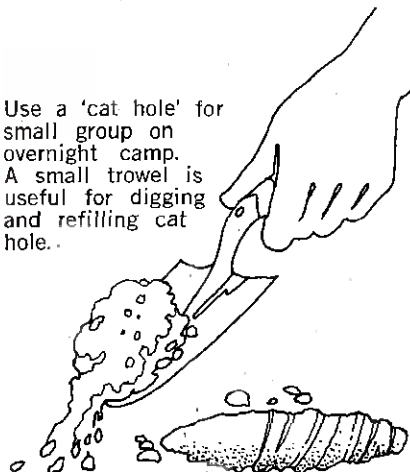


▶▶ PREVAILING WIND ▶▶



NOT TO SCALE

Use a 'cat hole' for small group on overnight camp. A small trowel is useful for digging and refilling cat hole.



Trees screen latrine area.

Latrines

- locate a minimum 50' from water
- dig no deeper than 8" — stay in 'biological disposer' layer of soil
- cover excrement with layer of soil and burn toilet paper
- erect screens to provide privacy

IMPORTANT: Use camp latrines/kybos when available.

Locate wash basin near entrance.

PACKING IN

An advantage of lightweight camping is the increased mobility. As each camper carries in all that is needed in camp, transportation is less of a problem — no large quantities of equipment and gear need be moved. Just one pack for each person — the roadway becomes a gateway rather than the end of the line.

FITTING YOUR PACK

*Choose a pack correct for your height.

- A loaded pack should rest mainly on the hips and lower back.
- Pull at shoulders should be more back than down.
- If shoulder straps cut into you, the pack is too short.

*Ask the dealer to allow trying bag out, loaded.

Weight Distribution

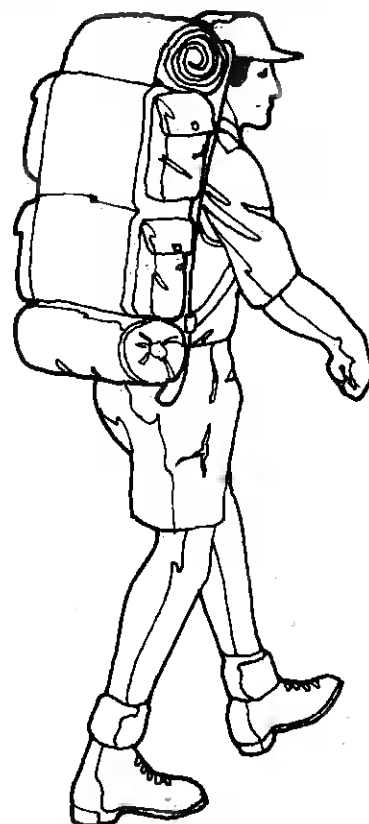
- heavy items at the top and close to the pack frame
- *A Rule of Thumb:* total weight doesn't exceed 1/5 of body weight of packer or 35 lbs. (for adults).

Pack Frame

- light, strong alloy
- shoulder straps padded and wide
- shoulder straps are adjustable
- back bands are adjustable
- joints in metal frame are solid
- waist band (padded is most comfortable)

Pack Bag — (3/4 bag pictured)

- stitching straight and even
- stress points reinforced
- waterproof nylon
- large storm flap
- outside pockets (option)
- heavy duty zippers (nylon preferred)
- compartments within



Hiking Comfort

- Canteen of water
- Avoid sunburn
- Use sunglasses
- Watch for poison ivy and other poisonous plants, insect bites (use repellent)
- Avoid overheating — strip off outer layers of clothing as you warm up, replace when resting to avoid a chill
- Don't rush. Set a steady pace.

Walking and Care of Feet

Have spare socks handy to replace sweaty socks.

Stop occasionally to rest and air feet.

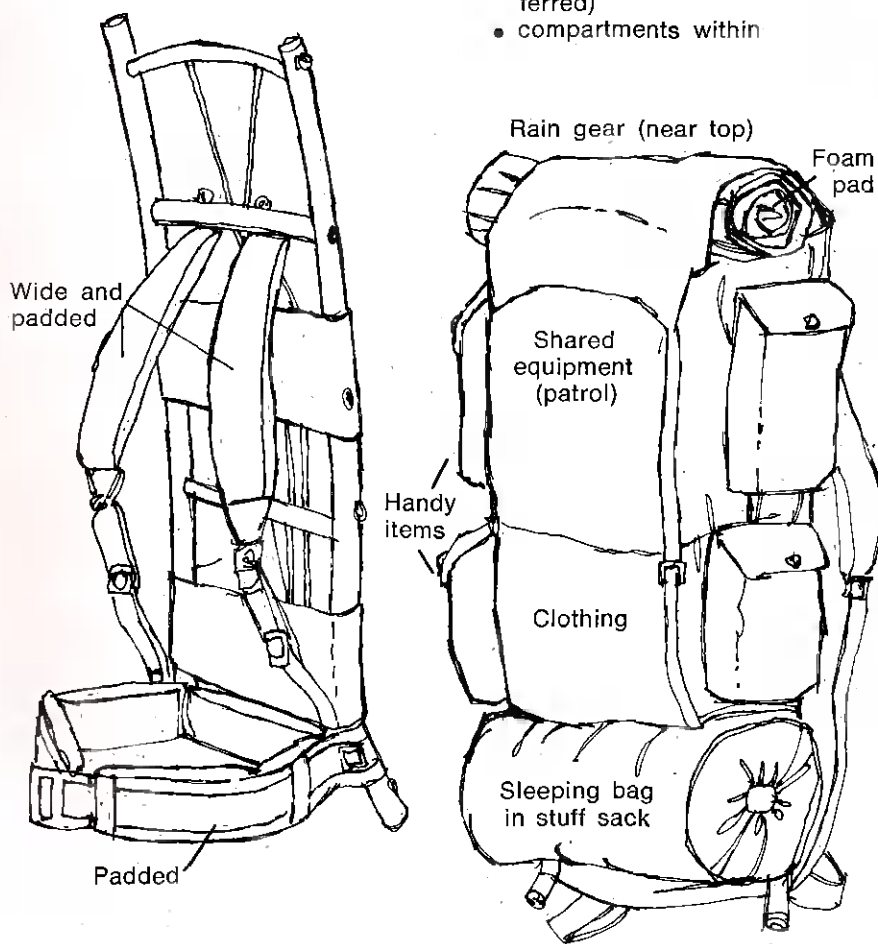
Check feet for 'hot' spots (beginning of a blister) and apply moleskin.

Clothing

- Hat for sun protection
- Layers of upper clothing to assist in heat regulation of the body
- Loose fitting pants
- Rain gear
- Extra socks

Footwear

Socks — two pair heavy over light
Boots — appropriate for terrain well broken in properly fitted waterproof
Extra laces!



TROOP CAMPSITE

Small groups are best in camp situations which require extra care for the environment. However, many groups must camp as a troop. In either case, the camping principles are the same. The most enjoyable camp, with the least impact on the environment is simple, efficient and clean.

Permanent Camp Facilities

Permanent camp facilities are more suitable for use by large groups which are liable to disturb the natural or wilderness environment. The efficiency of lightweight equipment will allow even the larger groups to further enjoy the program facilities which are available at permanent camp facilities.

Consider these points when using permanent facilities:

- All responsible camping practices should apply.
- Use the sanitation, fire and program facilities that are available and/or required by the camp.
- If possible, leave the campsite in a more natural condition than you found it.

New, Standing or Temporary Campsites

For hike camps or wilderness camps, groups are best kept small (patrol size) to minimize the impact on the environment. (Follow the details included in the patrol section diagram.) Larger groups must use extra care to reduce damage to the natural surroundings.

Hints for the entire group:

1. Site selection: Choose flat areas with natural clearings.
2. Distribution of patrols: Disperse patrol sites to minimize trampling of undergrowth. Don't crowd tents or people.
3. **Respect natural surroundings.** Don't camp on animal trails. Avoid fragile locations e.g. stream banks. Respect private property. Cut no trees. Let the forest live its own life. Leave nothing but your thanks.
4. Modify troop program: Adapt the program to suit surroundings.

5. Sanitation: Decentralize latrines to patrol sites.

6. Fires: If a troop campfire is part of the program, try using a small patrol cooking fire or a pre-existing fireplace. Use only dead, fallen wood no wider than your thumb. Keep fires small.

Take all usual fire precautions.

7. Shared equipment: Minimize the equipment you bring by sharing it among patrols.

The patrol is the most efficient camping unit. Troop camps should use the patrol system and avoid centralized camping.

FREEDOM PROGRAMMING

As a natural outcome of the idea of 'going lightly', Scouting's way to *no trace camping*, there are two major advantages which will be available to your group. First, the patrol or company has an ease of movement from one location to another and second, there is time made available for activities other than campsite preparation and maintenance. Shown below are two possible weekend programs which demonstrate the scope and breadth of activity which can be packed into a weekend.

WEEKEND #1 (spring or fall)

Purpose: To provide an introduction to lightweight camping and canoeing — possibly as preparation for a later canoe trip.

Preparation: Scouters select a lake and/or park area which will require the patrol(s) to hike three to five miles. Canoes should be available at the site or it must be possible to arrange to have them available. One or more of the Scouters should visit the site before the camp, if possible.

Part of the evening meetings prior to the camp should be used for instruction on safe use of small, single-burner stoves. (The Svea Stove # 123U was featured in the March issue of *The Canadian Leader* and the Coleman model 505 in the May issue). Explain the need for precaution

when handling white gas or naphtha because of its volatile nature.

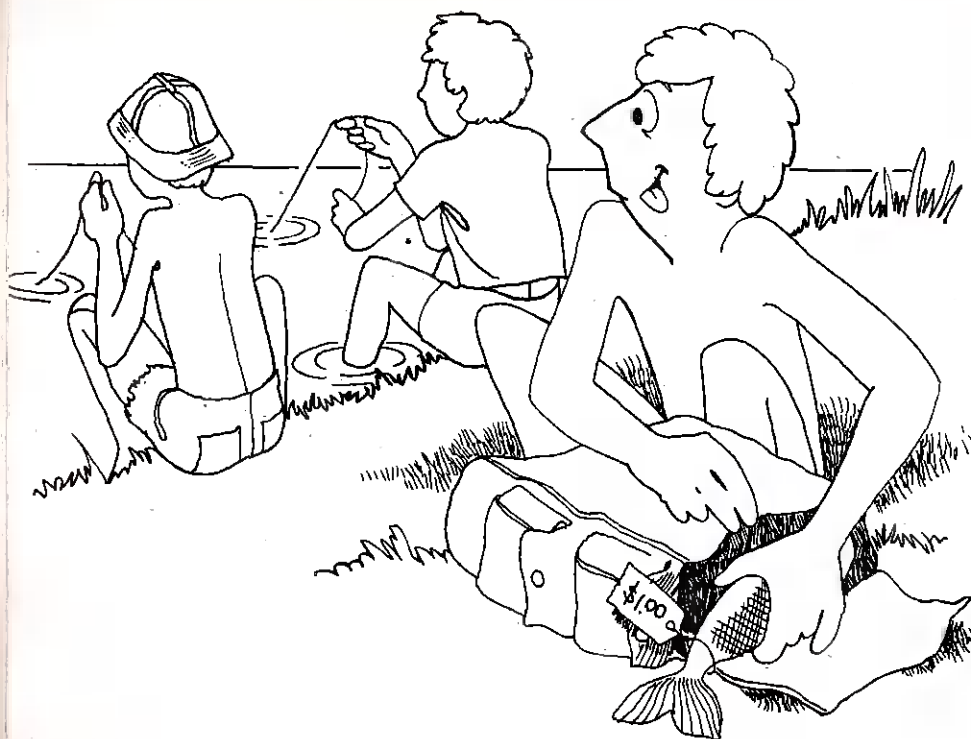
The boys should prepare their own menus and arrange to purchase their food. Demonstrate how to pack a backpack and have the boys divide up the gear required for the patrol or company.

If the boys are inexperienced as campers, have everybody bring their packs to the meeting before the camp. The packs should be packed with those items they intend to take. The packs are checked (weighed if you wish) and taken home. The idea is that the packs won't be unpacked until the camp.

Execution: Friday — Hike into the camp area, arriving one hour before nightfall. Lightweight tents can be pitched following a brief demonstration. Sanitary arrangements and safety procedures should be reviewed. Hot chocolate prepared quickly on backpack stoves will provide a suitable conclusion to a good first evening.

Saturday: Rise early and prepare breakfast. A morning dip before breakfast should awaken those members of the group who don't normally function to full capacity in the morning.

On an overnight camp, fresh eggs can be carried along for



breakfast. An easy way to pack them is to break the necessary number into a plastic jar, making sure the lid is tight. (Everyone must agree to having scrambled eggs for breakfast with this method.) A tall, slim jar (plastic if possible) like those used to hold martini olives can be used to carry whole eggs. Carefully break each egg into this jar, "stacking" the yolks. If done carefully you won't have to have scrambled eggs.

After breakfast everyone must begin camp chores. Show the boys how to brail their tents and air out sleeping bags. A full day of fun on the water is planned so the cooks prepare a lunch. This can be a cold lunch or the small portable stoves can be taken along to make a quick and easy hot lunch.

If the group is unskilled in using a canoe, the day's activities will begin with instruction in paddling and handling. A trip to a pre-selected point of interest (a beach, old house, rocky cliff) provides a chance to practise what the boys have learned.

A swim and lunch break and back to further instruction in canoe handling. Discussions and demonstration followed by practice provides the boys with insights into portaging a canoe.

Once back at the site, dinner can be served, followed by free time or a fishing contest. Why not add to the challenge by providing each boy with a hook, line and some coloured strips

of material and see who, among the group, can catch his breakfast?

Sunday: This day can start the same way Saturday did followed by a Scouts' Own. Today's program might well include a regatta made up of a variety of swimming and canoeing competitions. This will undoubtedly double the appetites for a lunch which will precede the hike to the pick-up point.

WEEKEND #2 (winter)

Purpose: To provide a snowshoe winter camping activity.

Preparation: Instruct the patrol(s) in safety aspects of equipment. Perhaps your group would like to try making their own snowshoes (see *The Canadian Leader*, February 1976, page 12). Next, select a circular route for the trip, keeping in mind that the route should be relatively short for the inexperienced. Patrol and personal equipment lists need to be modified for winter conditions.

Execution: Saturday — Begin the hike early Saturday morning unless you can get a particularly early start on a Friday evening — it gets dark early. For novice snowshoers take the time to demonstrate proper technique and fitting of snowshoes. Hike until lunch, at which time a quick, hot meal can be prepared.

After lunch it would be interesting to compare the morning's observations made on various nature items — birds, trees, ani-

mals and the like. During the afternoon, following such an exercise, the observations will be much sharper. Plan to arrive at a site suitable for camping one to one and a half hours before darkness sets in, so that tents can be set up and a meal prepared in the comfort of daylight.

If snow conditions are suitable, you may wish to try sleeping in snow houses. *The Canadian Scout Handbook* has some suggestions in the chapter on Winter Activities. Snow houses are warmer than tents. A note of caution: Be sure that all snow houses allow adequate ventilation.

Sunday: On this day you might consider having your Scouts' Own on the trail at some particular point of interest. During the remainder of the morning a winter game or snow sculpture competition would be fun. Following a hot lunch the snowshoeing can be resumed until you reach your pick-up point.

The two sample weekends can be altered by introducing various other activities. Some include:

Orienteering: This sport, which includes the making of maps, has been underrated. It is finding one's way from point to point using a map and compass (like a car rally, only on foot.) It is not just the accurate use of a compass through a series of given bearings and distances. For more information see *The Canadian Leader*, April, 1976 and page 6, this issue.

Nature Study: Don't overlook parents as an excellent source as resource people. Obviously, people who are professional naturalists or rangers can assist but, all too often, we overlook the father or mother (or aunt or uncle) who is an amateur bird watcher, naturalist or has an interest and knowledge in the natural history of an area. Usually these people are glad to share their knowledge and understanding if asked.

Conservation Projects: Participate in tree planting, dam building, hike-trail or waterway maintenance and/or development, birdhouse or feeder building, etc. **Day hiking:** Venture out by foot, skis or bicycle to a point of historical or other interest.

"Going lightly" opens many doors. Even a short hike before the camp adds a sense of adventure for the Scout age boy.

Now listen to this.

Dear John Sweet,

"Recently I camped with my patrol and had a fab time. But from dawn to dusk we were practically eaten alive by swarms of vicious horseflies. By the end of the weekend, I had a large swelling on my wrist and my patrol leader had other swellings.

"I had taken some so-called 'fly-repellant' but the flies seemed to love it. One fly alighted on a spot of the stuff as I was putting it on and it never batted an eyelid.

"Our Scoutmaster came on Sunday and told us cheerfully that it killed them in the end (we thought he must have shares in the company) but what he didn't have to put up with was the 12 hours of sheer torture we had endured.

"Other Scouts must be suffering the same way. Can you help?"

Yes, well, the reference to 'Scoutmaster' will tell you that this letter was written many years ago — actually in 1965 by none other than Patrol Second J. Hathaway of the 7th Banbury.

And what, you may ask, what, if anything, was done about it?

The answer, we regret to say, must be — very little.

Not that we ourselves were entirely idle in the matter. Indeed, it was at once clear to us that this Hathaway (J.) had put his finger on a problem of deep human concern — a problem, moreover, which must have been with us from the start. Yet never once has it received so much as a mention in the very many books about Scout camping which our own experts — D. Francis Morgan, Philip Carrington, the Tony Kemp/Jeremy Sutton-Pratt consortium and our very own Doug Mountford — have contributed to the literature of the Movement.

History does not tell us what the fly situation was on Brownsea Island, but certainly few campers since then have managed to avoid the scourge which caused that painful swelling on J. Hathaway's wrist in 1965.

Why, then, was nothing done about it at the time?

Well, we did try.

It so happened that the then camp chief at Gilwell Park had just set up an official 'Research Unit' to carry out tests on various articles of equipment and advise him in matters of quality and stability. It seemed to us that this 'Hathaway Project' would be right up his street.

Here is what we wrote at the time:

"There are several good reasons why we have selected Gilwell for this bit of research.

"1. Gilwell is situated in Epping Forest where there is no shortage of suitable flies. We, ourselves have been bitten many times and in divers places by the very species (*Hippobosca equina*) which made a meal of Hathaway and Co. in Banbury.

"2. The resident staff at Gilwell are trained in powers of observation and are known to be mad keen on woodcraft." (Note: Do bear in mind that this was written in 1965.) "It would be useless to have people working on this project who don't know a malarial mosquito from a hoverfly.

"3. The Barnacle Hospital at Gilwell is equipped for every emergency, so that if any member of the research team proved to be allergic to fly bites, treatment could be administered on the spot.

"The Hathaway Project," we went on to suggest, "should be conducted on the lines of the researches into the common cold, in which volunteers are deliberately infected with the cold virus so that medicoes



can study them in clinical conditions. We are not advocating anything quite so brutal, however. Merely that a few volunteers, detailed by the camp chief for the purpose, should be smeared with strips of fly-repellant of various brands, alternating with dollops of fly-attracting substances such as treacle, raspberry jam, honey, maple syrup etc. and exposed in fly-infested areas with notebooks and copies of **The Observer Book of Insects** so that they can record the effectiveness or otherwise of the various unguents."

Well that, in plain English, give or take a word or two, was our proposal — simple, practical, workmanlike.

And the result?

Silence. Just deep, dark silence.

Which proves, if it does nothing else, that Gilwell, notwithstanding all these comings and goings, hasn't changed over the years. They still treat our every proposal with the same aloof disregard.

Sad, man, sad.



'I KNOW WE BE OF ONE BLOOD BUT
DON'T PUSH YOUR LUCK!

Returning, if we may, to the subject of newspaper cordage, our resourceful brother Eric, has been doing some experimentation of his own at his country seat in Epping Forest and has discovered a new way of making rope with sheets of the London Evening News, which apparently is ideal for the purpose. (Advert.)

Take one wire coathanger. Cut the cross-piece with wire cutters. Straighten the two legs so that they lie alongside each other in parallel with the hook intact at the top. Smooth off the cut ends with a file and make quite sure that the wires are quite straight and free from kinks. Now open out a sheet of newspaper, lay it diagonally on the dining table, thread the bottom corner between the two wires and start winding by twisting the hook.

The result will be a neat tube, slightly tapered, so that one end is open while the other is fairly tight.

When you have made three strands, place them alongside each other but 'staggered' so that they overlap by about six inches, and, starting at the thin end, lay them up together in the normal fashion, finishing about six inches short of the overlap at the open ends.

To join the short lengths of rope together, simply slip the thin ends of one length into the open ends of the other and then carry on laying as before. You will find that this 'highly unorthodox splice' is quite strong **so long as the rope is kept under tension**. Once the strain is relaxed, there is some risk that the ends will separate. On the other hand, it is probably thrice as speedy as the orthodox method of short-splicing and perhaps all it needs to prevent this tendency to disintegrate is to put a scrap of sticky tape at each join. You might like to try it and let us know what gives.

Are we wrong in believing that in recent months there has been a slight but significant upsurge of interest in the art of producing fire by friction?

If this is so, perhaps a few words of advice from the acknowledged expert at Gilwell, Mr. Eric Colley, would not come amiss.

1. Keep your apparatus tucked away behind a radiator or something of the sort so that it is absolutely dry. (This, of course, does not apply to the leather thong on the bow.)

2. Place a small heap of punk (tinder) in the v-shaped groove in the baseboard, so that when a spark is created it will fall into it.

3. Make sure that the firestick (elm) is kept upright throughout the firemaking operation. To achieve this, rest your wrist — not your forearm — on your knee.

4. Keep the pressure on the firestick constant but increase it as you increase the speed on the stroke towards the crisis of the operation.

5. Take your time. Nothing will be gained by hurry.

Agenda

—being the first of a series of items for possible submission to the next meeting of your patrol leaders.

Suggest that it is high time that the troop held one of those good, old-fashioned treasure hunts, consisting of a trail of clues hidden in odd places, each leading to the next and finally to the treasure, itself.

Each patrol must try to find some novel situation

in which to conceal the 'clue' for which they are responsible: e.g. in a plastic bag, submerged in the canal with a 'Jiff' type, plastic lemon bobbing just below the surface to mark the spot; or perhaps in the breast pocket of the Duty Sergeant's tunic down at the cop-shop (well, you could always ask. The fuzz can be remarkably cooperative when they realize that something worthwhile is going on in their manor — it makes a change;) or in the hymn-frame at the parish church, by courtesy of the rector; or even in some more peculiar spot involving the use of field-glasses to read the 'clue' in a tenth storey window of a high-rise building. A moment's thought will tell you that this simple exercise will need a deal of organization — not so much on the part of your patrol as on your own! — which should make it just right for your lot.

Do let us know how you get on.

And if you have any ideas for inclusion in this new series, please do not fail to send them in.

Please.

Night stunts are deservedly popular with the proletariat, not because they are enjoyable in themselves, but because they make a strong appeal to the imagination of growing boys. The odd thing is that one rarely hears of them happening at summer camp. Why not? We must do something about this before it is too late.

Here are a few suggestions:

1. Test the rate of flow of river or stream by building a small raft, setting a lighted candle upon it in a jam jar, and timing it over a measured course. When you have done this (and manfully resisted the temptation to sink your raft by throwing stones at it) use the same jam jar to tap the bed of the river for marsh gas. *Comment:* Yes, yes, we know all this has all been done before, but never during the hours of darkness, when the results should be so much more spectacular than in broad daylight. Particular note should be taken of the colour of the flash. Reports will be welcomed.

2. Divide the patrol into two teams, equip each with a hurricane lamp, and send them off in opposite directions round a circular course, the aim being to arrive back dead on time without having been spotted by the rival gang.

3. Split the troop into teams of three, making sure that the teams are evenly balanced as to age and experience. Give each team a cooking stove and a map reference where they may pick up the ingredients for a slap-up midnight feast, and launch them into the blue. *(Comment:* This activity will only succeed if the aforementioned 'ingredients' are really and truly mouth-watering. Any cheese paring in this department will ruin everything. In fact, it might be a good idea to get the teams to draw up their own menus in advance.)

4. Each patrol to make a hot-air balloon. All balloons to be launched simultaneously on the stroke of midnight from different points in the landscape. Patrols to take compass bearings on each other's balloons so that, having made due allowance for drift, they can pin-point the launching pads on the map, at the same time estimating the maximum height. *(Comment:* To minimize fire risk, the balloons must be tethered with sailtwine. Apart from the main consideration, this will enable patrols to determine the heights of their own balloons so that they can check

the estimates.)

5. (Comment: We do not suppose for one moment that any troop in the land will be sufficiently enterprising to attempt this particular night stunt. This does not discourage us from publishing it here. We are convinced that the basic idea is a good one. Not only that, but it might actually *work*. You can't blame us if the spirit of do and dare is running a bit low in our great Movement at the moment. Now read on.) From a topographical map, each patrol must select a point outside a given radius from the camp — depending on the nature of the terrain — from which they think a light at the head of the flagstaff will be visible. They then trek across country to their chosen vantage point and test the accuracy of their own map-reading by taking back-bearings on the light at the masthead (always presuming that they can actually see it.) If they fail to see it, they must move until they do. Wherever they end up, they must erect a flagstaff of their own and exhibit a riding light on which rival patrols must take a bearing. On return to camp, all cross-bearings, back-bearings, etc., are marked off on the master map. This will result in a fantastic spider-web of criss-cross lines which, if it *does nothing else*, will reveal the true state of map-reading in the troop.

Cultural Interlude

We have just heard of a go-ahead Venture Scout unit who decided to become art students for one night only and devote the whole of their weekly meeting into a "Life Class." They turned their den into a studio, provided themselves with easels, brushes and pigments of various kinds, adjusted the thermostat to raise the temperature a bit and looked round for a suitable model.

It was at this point that their Venture Scout leader chickened out and, against the will of the majority, insisted that the model should be a male of the species

What say you? Did he do right?

Culture, as you know, has never been given undue prominence in this column. On the other hand we hate to think that we are regarded as a sort of male jolly-hockey-stick type all tangled up in woodsmoke, garden canes and elastic, which is what quite a lot of otherwise quite intelligent people appear to think.

Anyhow, to correct the balance, here is our first published musical composition, vintage 1971.

It is based on a boyhood recollection of a north-country ploughboy clip-clopping homeward through the drizzling rain on the broad back of his faithful dobbin with a wet sack over his head and shoulders. Words by us. Music ditto, with considerable professional assistance from a lass called Elaine Pearce, niece of the above. Actually, when we'd finished work at the piano, Elaine and I thought we'd perfected a new art-form until someone looked it up in the music. dic. and found that what we'd composed was merely a thing called an 'Accompanied Canon,' well-known to such other composers as Purcell, Dr. Arne and John Sebastian Bach. As you see, it is nothing more than a two-part round with a third group of voices or instruments pounding out the backing — in our composition, the clip-clop obligato.

Never mind. Over to you. Just hum the thing to yourself in the bath while bashing out the accompaniment with a wet sponge on the surface of the water, and you will, I feel sure, be carried away by the utter innocence of our composition; then get weaving to bring yourself, your fellow Scouts and boys up to concert pitch so that you can do it justice.


I, for one, can hardly wait.

Returning briefly to the subject of culture, it may surprise you to hear that the 'Ging Gang Gooly' song, which bobbed up at Gilwell immediately after V.J. Day was being sung with great gusto in the 1st Howdon (2nd Wallsend) when I, J. Sweet, was p.i. of the Woodpigeons — that is to say, in the early 20's of the present century. It was later superseded by a bowlerized version which went:

Ging gang goo, gorra — gorra — vacha,
Ging gang goo, gorra — vacha, goo.

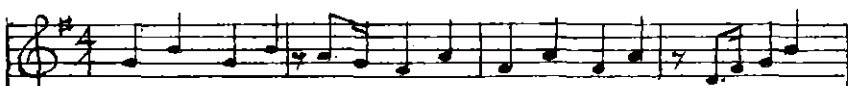
—and was forgotten until our warriors, returning from Burma, Malaya and other places to the east of London, restored it happily to the campfire repertoire.

You didn't know that, did you? Come! Confess.

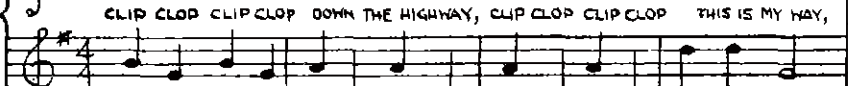


• dobbin and me •

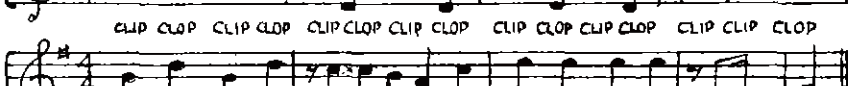
A TWO-PART ROUND WITH ACCOMPANIMENT



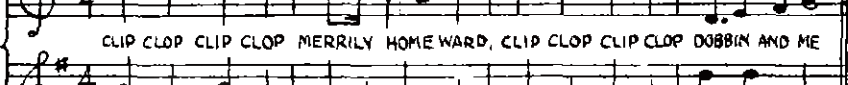
CLIP CLOP CLIP CLOP DOWN THE HIGHWAY, CLIP CLOP CLIP CLOP THIS IS MY HAY,



CLIP CLOP CLIP CLOP CLIP CLOP CLIP CLOP CLIP CLOP CLIP CLOP CLIP



CLIP CLOP CLIP CLOP MERRILY HOME WARD, CLIP CLOP CLIP CLOP DOBBIN AND ME



CLIP CLOP CLIP CLOP CLIP CLOP CLIP CLOP CLIP CLOP CLIP CLOP CLIP

TRAINING TALK



by Reg Roberts

TRAINING FOR THE GREAT OUTDOORS

One would think that in a land as big as Canada, with so much undisturbed country in which to camp, that most Canadians would be born campers, having all the required knowledge and skills of living in and making the best of the outdoors, right at their finger tips.

That may have been the case at one time when the big cities were few and far between and when knowledge of the outdoors was a matter of life and death. Indeed, it may still be the case for a few people who live very close to the land and to whom survival is still a major factor.

For most of us though, living in the outdoors — camping, hiking, canoeing and all that goes with that sort of life, requires a number of skills and outdoor knowledge that must be learned. This learning process, if it is to be effective, should come through practical experience.

Far too often, I think, the virtues of the outdoors are sold to new leaders without consideration of their ability to handle themselves in an outdoor situation and sometimes the results, if not disastrous, may be enough to turn someone off from trying that experience again.

In terms of camping experience, if I was to rate myself on a scale of 1 to 10, I would probably come in at 6 or 6½, and while that may not seem very high it's a far cry from where I was when I first joined the Scouting Movement.

Living most of my life in a big city had not equipped me very well for my first camping experience and the wonder is that I survived at all. The reason I did however, is as valid today as it was then. It's simply that a number of people took the time to help me learn how to cope with this new and different environment.

Some of you who read this are responsible for the training of adults and many more are responsible for the training of boys. It is through this training that members of our organization can come to understand the outdoor programs and become proficient in carrying them out.

If anyone has any doubt as to why most boys join Scouting, asking them will soon answer the question — they want to go camping. It becomes obvious

then, that when recruiting new leaders we need to assure those with few camping skills that we will provide opportunities for them to learn.

Where does one begin? The best place is right at the beginning with the introductory interview. Service team members or whoever conducts the interview should advise new prospects of the training opportunities available to the novice camper.

Some mention should be made of council-owned campsites and other local camping areas which are available and an assessment made of the new leader's present ability in the field of camping.

Having made an assessment, taking into account knowledge and skills the person may have and the others needed, it's a short step from there to planning a program which will provide the opportunities to learn more in these specific areas.

I am aware that many other items need to be discussed at the first interview, but camping and the outdoors aspect of Scouting is a significant factor, and seeds for the future should be planted at this time.

Part I Wood Badge training is likely to be the next formal training opportunity and while much of the training at this level tends to be theoretical, every opportunity to link theory to practical matters should be used.

There are three sets of Wood Badge Guidelines now available; one each for Cubs, Scouts and Venturers, and each place appropriate stress on the camping and outdoor elements of the program.

Trainers using these notes or conducting a Part I course from their own prepared format should make sure that the aim, principles and methods of Scouting are seen clearly to focus on the outdoors and that the many ways of using the outdoors beneficially, are firmly stressed.

For example, talking about a wide game is one way of learning but meeting at a local park and becoming involved in a game is a more effective way.

Part II Wood Badge training is a further opportunity of emphasizing the outdoors and since these courses are usually held in a camp setting, they present an even greater variety of opportunities for learning to practise camping skills.

While much learning can take place in the more formalized courses mentioned above, many other opportunities should be considered in an attempt to inform and upgrade new leaders and provide updated information for those with longer service.

Training in camping and outdoor practices should be an ongoing process and for people to learn the best possible way, carried out in an appropriate setting.

Recognizing that Canadian climatic conditions do at times create problems, some of the training for the outdoors may have to be carried out indoors. But generally, training for the outdoors should be done outdoors, if it is to be truly effective.

In conducting training sessions we should also keep in mind that many of us learned about camping in the days before an expressed concern for the environment and some 'unlearning' must take place. Many new ways of doing things now must be considered. Not only must we learn to become good campers and outdoorsmen, we must also learn to protect and respect the outdoors as never before.

Training for the outdoors can take many forms, but well trained adults should ensure well trained members, in each of the sections.

The outdoor ability assessment I spoke of earlier

could result in a series of one night or one day sessions dealing with such subjects as:

Tents — different styles for different events; maintenance and repair, how to pitch in different terrain; lightweight versus heavier styles; handling in wind and rain.

Food — Menu preparation for various types of events; dehydrated versus freeze-dried food; balanced diets; use of aluminum foil; for the patrol, troop or Cub pack.

Fires — for cooking, baking, survival, camp fires; the prevention of and potential dangers around fires; where to locate and how to construct.

Stoves — charcoal, gasoline or kerosene; new development in lightweight stoves; bottled gas types, efficiency of.

Equipment — Pots and pans; rucksaks, ponchos, walking boots, snowshoes, skis; how to make them.

Safety — First aid kits; prevention and care of blisters, sunburn, frostbite; sickness at camp.

Those are just a few subject areas and each could be expanded upon so that an appropriate training package could be developed. Of course there are many other areas of interest and these could be considered as they relate to programs in the outdoors.

Many of the basic skills have never ever been considered by the beginner, camping and living in the outdoors and often it is only by trial and error that some even come to light.

By planning a systematic form of training in these basics, every leader in Scouting could, in a reasonably short time, become familiar enough with the fundamentals of camping practice to feel comfortable when taking out a group of boys.

I would venture to guess that in any area of this country there are quite a few people who are really good outdoorsmen; some of them in Scouting. With this kind of human resource available, training should become easier to conduct.

Make use of the seasoned camper to help train others. Arrange gatherings where such expertise can be brought in so all might benefit and if possible, hold in an appropriate location so that the novices may practice their new skills.

Have someone in the district or region keep track

of new developments in the field of camping and outdoor activities, then, either through local publications or leader meetings, share new knowledge on equipment, safety practices, or places to go, with all leaders.

There are many publications which can be used to support this training and many books on outdoor practices. Most government departments have information on wildlife, native trees, historic walking or canoe routes and safe-practice techniques while in the outdoors. These are all grist for the camper's mill.

The Canadian Leader magazine regularly features articles on equipment for use in the outdoors and the best ways to use it. Also, from time to time, there are clearly set instructions on how to make some types of equipment at home or with the section, that can be used on hiking or camp trips.

I said earlier that as a result of systematic training in camping skills most of our leaders could become reasonably successful in conducting themselves appropriately in the outdoors, perhaps that is understating the case.

When parents entrust their young to the Scouting Movement, I am sure that while one of the expectations is that the boys have an enjoyable experience, another is that they learn to live in harmony with the outdoors. A third, though perhaps unspoken expectation, is that the boys will be as well cared for as if in their own homes.

Of course, there is a big difference between home and some campsites in rugged parts of a province, but the expectation is still there. As long as we believe in the value of camping and the outdoors as a place where boys and young men and women can increase their knowledge, skill and awareness, it is essential our leaders are given the best opportunities to learn how to make it happen in the best possible way.

Finally, I express the hope that Scouting, which has always laid claim to being a forerunner in the field of camping and the outdoors, keep that image in the eyes of all who see us or join us.

One way of continuing to stay ahead is to ensure that a full and effective program of training for the outdoors is made available for all of our leaders and those who are yet to come.

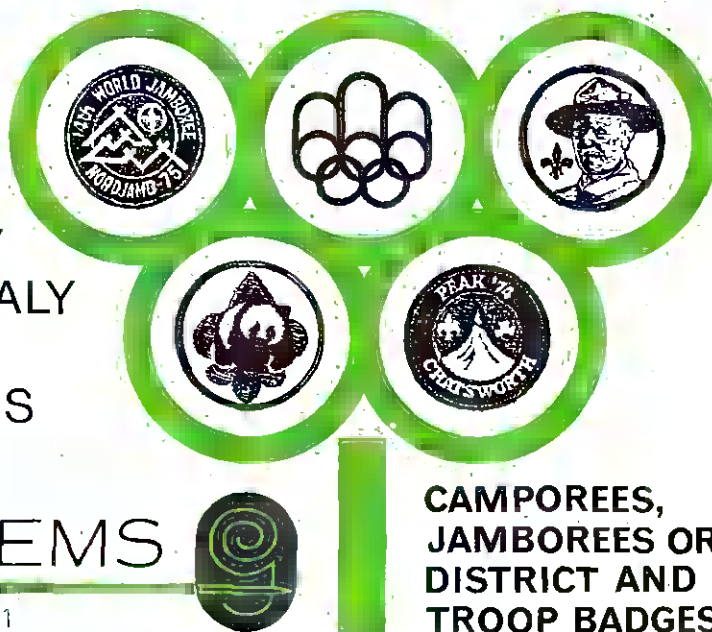
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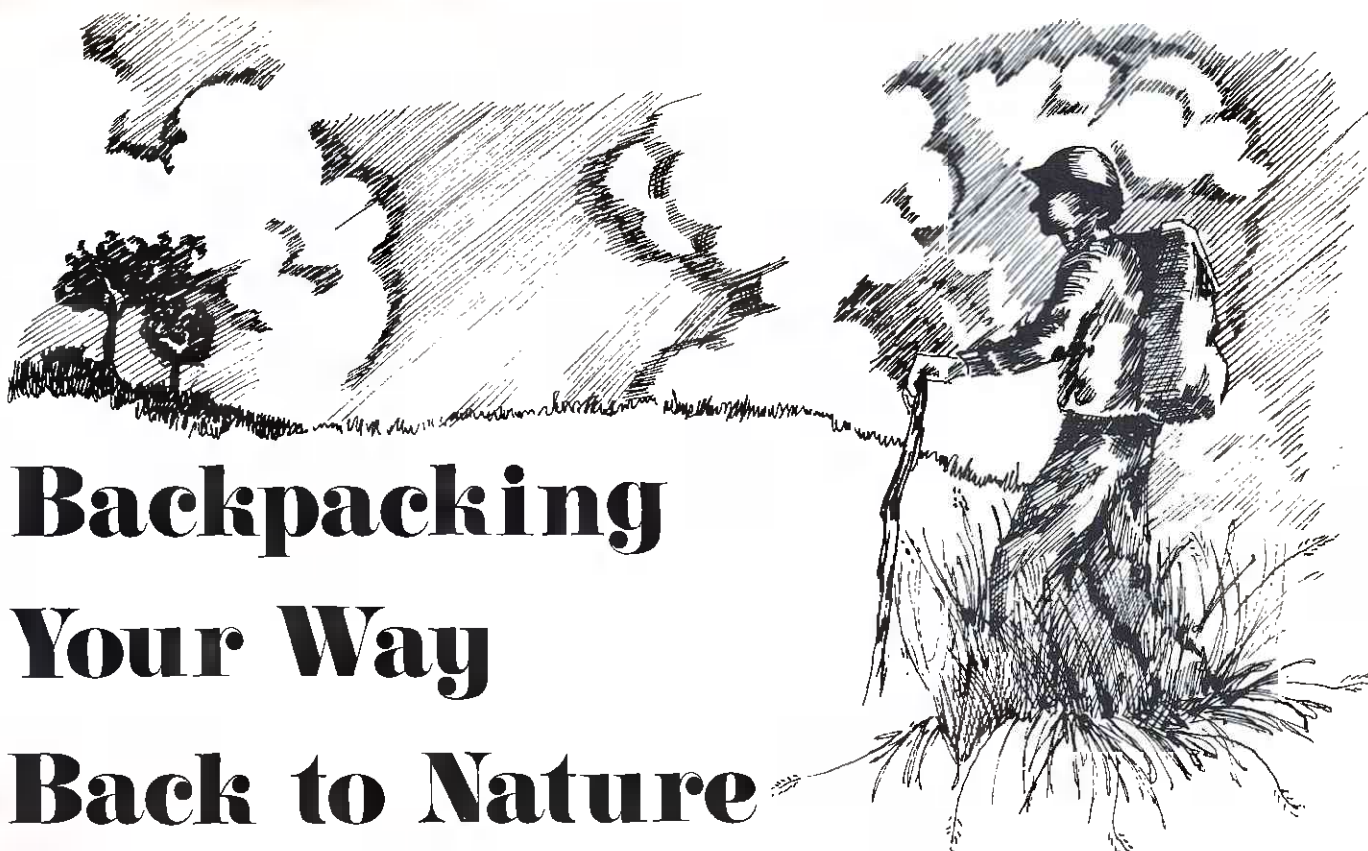
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Backpacking Your Way Back to Nature

by Evert Meijerink

Each year more and more people discover backpacking as the ideal way to 'get back to nature.' It provides a complete change of pace from the frantic city life to a slower-paced life, where one has time to look around and see what is happening; to enjoy the simple things in nature without the complexities that normally surround him or her. This is just one of the varied reasons backpacking has become a widespread sport.

But as the number of backpackers and campers increase so do the chances of damage to the environment.

Without realizing it, many people are helping to destroy the very environment they cherish, by wantonly using the trails and forests without further consideration of the results, be they good or bad.

As the trend continues and the number of hikers increase, it is realized that we must use our forests wisely if they are to survive this influx.

This means re-educating the axe-wielder and cantosser to modern, innovative, 'no-trace' methods. But most important, we must introduce the novice to this new way of thinking.

With the advent of the new, lighter and more compact equipment on the market today, it is no longer necessary to be an expert in woodcraft, and building a campsite that looks like a miniature fort is simply not necessary.

Some 30 years ago, there was very little choice in backpacking equipment. Unfortunately, along with limited choice came heavy loads and a number of other problems. One could carry just so much. Now, however, with lighter loads of the right equipment, in the proper backpacks, the off-the-road traveller sleeps warm and dry and eats appetizing meals, which are easily prepared.

Hiking has become easier over the last few years because of this modern equipment that is now available.

Thus, the first problem a person encounters when he or she starts hiking is *how* and *what* to buy in the way of equipment. They step into a large sporting goods store and are immediately overwhelmed by racks of boots in every size, shape and sort. They are amazed by the variety of design in packs available. They may flounder from one item to another; sleeping bags, tents, stoves, food and clothing. They probably never dreamed that the quantity, variety and price range would be so great. This alone sometimes turns off a potential hiker. Others make an attempt to outfit themselves and often come out either over or under equipped and all too often, broke.

Let's look at some of the problems encountered when selecting equipment. It is impossible to itemize all the equipment in detail, within these pages, so let's look at it with regards to *how* to buy *what* and *where*.

First, you should know what type of hiking you will be doing, also considering when and where. Will it be a day hike or are you going into the wilds for a week at a time? Will you be on mountains, beaches or roaming across plains? Hot or dry country, or cold and wet? Will you be hiking in the summer or will it extend into late fall and possibly winter? This should be considered as each season and climate require a variation of equipment.

Next, seek advice. This can be done using a number of books, catalogues and people. Visit various sporting goods stores as well as mountain shops and talk to the personnel. Those employed in the mountain shops are usually well versed in equipment selection for the novice. However, don't take their word as gospel. Talk to friends who have hiking experience and gain from their knowledge. Don't hesitate to ask a fellow hiker on the trail. Often this person will be quite willing to hand out advice on the pros and cons of various pieces of equipment.

From this preparation you should be able to make a list of personal gear. However, before even stepping into a store, look around your own home. Chances are much of your older clothing, no longer suitable

for city wear, will be ideal for the trail. A reasonable trail kitchen can be put together with beat-up utensils and tin cans. Your work boots may be sufficient for the first few hikes. Indeed, they may prove to be one of your finer pieces of hiking equipment. Some people walk many a sore mile before finding the right boots.

Some of the more expensive items may be rented. Not only does this avoid an immediate major outlay, but it gives you a chance to compare various styles.

If this is not feasible, make do with a tarp which costs only a few dollars while saving for or considering the purchase of a tent. The same applies to sleeping bags. It may be possible to borrow before you buy.

When it comes time to buy, the big spender can easily blow \$500 on a 'first class' outfit. However, it is possible by scrounging, buying secondhand and borrowing, that you can put together a basic outfit for less than \$50, spent over several months. This way, your outfit can be assembled one item at a time, as the budget allows. Also by making your purchases over an extended period of time, you will have a better knowledge of what you want and need, before actually buying.

Now that you know what you're looking for you can, with a certain amount of confidence, start buying.

Army surplus, sports stores and mountain shops are the usual source for equipment. Mountain shops are normally a good place to start, as they have a good variety in equipment and good advice to offer. Keep in mind too, that some shops may not have the experienced personnel to assist you, so you may end up with a salesperson who doesn't know anything about hiking. Taking a knowledgeable friend along is good insurance against getting the wrong advice.

As you've noticed by now, I haven't mentioned any equipment in particular. There is just too great a variety to get involved with, in a short article. However, abundant information is available in books that can be found in your local bookstore and from hiking friends.

Another subject to be lightly touched upon is food. Here again, there is such a controversy that it is best to consult the books, and experienced hikers for the advice. One question that should be kept in mind is: are you eating to hike, or hiking to eat? Some hikers make meals that look like a feast while others

are content with a simple meal to fill the stomach that is, at the same time, nourishing. The decision is up to the individual. For some, the meals make the hike and are well worth carrying the extra weight and the time spent in preparation. The choice is yours.

To many backpackers hiking becomes a way of escaping from city noise, pollution and other annoyances; a respite from their hectic city life.

This description is all well and fine for a veteran backpacker to say, but for the beginner, the act of hoisting a pack may, at first, be too much for him or her. Walking for miles along forest paths with a loaded pack may be more like torture than pleasure. This is why it is important to start gradually and work your way up. It may be best to start with day hikes, carrying light loads. Indeed, the beginner should start out by increasing their walking stamina before trying it with a pack. After several day hikes, try an overnight hike with full pack. With the experience gained, it soon becomes possible to take longer trips, farther afield. One should not overload his pack with too much gear. How much is too much? Good question and it again depends entirely upon the individual. One person, in good shape, may have no trouble hiking 15 miles a day with 60 lbs. on his back. On the other hand, another person, also in good shape, may have trouble with 25 lbs. and five miles. The average person, however, should feel comfortable with 20-25 lbs. for an overnight hike. As you can see, it's important to start with light loads on short hikes and slowly increase the pack weight and length of trip. This becomes an important point to consider for the experienced hiker about to break in a novice to the joys of hiking.

Many other topics should also be mentioned to the novice. Things like where to walk and set up camp, bugs and beasts, finding routes and potential danger involved with the sport. All this information can be found through books and experienced friends.

Remember, the challenge and adventure of hiking comes from learning to live with the land, not against it. The next time you're out on the trail, try to **take only pictures and leave only footprints.**

EVERT MEIJERINK, a Rover and member of the National Rover Subcommittee, is an experienced and enthusiastic backpacker.

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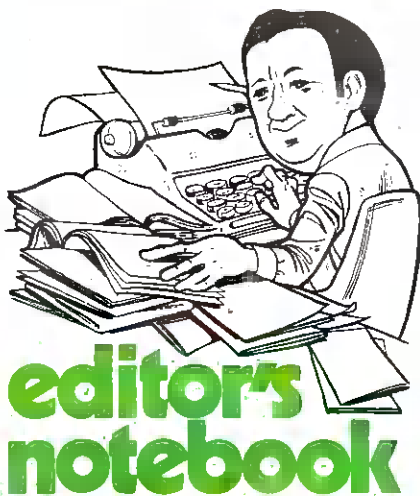
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My admission of 30 years adult service in Boy Scouts of Canada in the March Editor's Notebook, brought forth a flock of unexpected but very welcome communications from old friends, in the form of letters, phone calls and even a tape recording. While a number of these items were genuinely congratulatory, others were of the "but you're much older than I" variety. And I might add, a couple of these came from people who were there to open the door for me the night I joined. In any case, it was nice to hear from so many and even nicer (I must admit) to know that they read this column.

One letter, however, took me to task for spending **too many** years in Upper Canada and in the process, forgetting some important facts about the geography of the province of my birth. This one came from the same **Don Smith of New Glasgow, Nova Scotia**, who was praised in this column last month.

It seems that on page 22 of the March issue, we listed, among other donors to the Canadian Scout Brotherhood Fund, a \$50 donation as coming from **Pictou County District Council, ONTARIO**, and Don was quick to tell us in no uncertain terms that we had erred.

In my own defence, I hastened to tell Don that when the proofs for that particular page crossed my desk in February, I noted this apparent error but on checking with the originating department, was assured that, not only was there a Pictou County District Council in Ontario but that the money had come from that council. At that point I could only think that another displaced **Bluenoser** had made his way to Upper Canada and had decided to name his new home after his old.

Anyway, **we were wrong** and now know that the \$50 in question did come from **Pictou County District Council, NOVA SCOTIA**.

I trust that this public admission will stay Smith in his determination to have my N.S. passport revoked and he can be assured that it will not happen again. I'm a great believer in the old saying — "Fool me once, shame on you; fool me twice, shame on me."

In the **Richmond-Georgia District, British Columbia**, they start teaching rules of the road and bicycle safety early. **Tony Marcott, 7**, was one of about 50 Beavers who participated in a tough 30-minute safety course based on guidelines provided by the B.C. Safety Council and conducted by two RCMP constables. **Province photo by Dave Paterson.**



During the '39-'45 war, the Nova Scotia Provincial Council opened a hostel where ex-Scouts and Scouters visiting Halifax with Canadian or Allied forces could spend a few relaxing hours with people who shared a common interest. Located in rooms off the provincial office on Barrington Street, the **Tweedsmuir Room** became a home away from home for thousands of men and women from all over the world. At the same time the district camp at Miller's Lake became a rest and recuperative area for men serving on the hazardous North Atlantic convoy run.

It would appear that many still remember with gratitude, the service provided by the Tweedsmuir Room service team who were

directed by **Bill Speed**, then provincial executive director, N.S. and his wife **Mabel** and the people from all over the world that they met there.

Don Duncan, the president PED-N.S. sent along the following letter from **Kenneth D. Gowie, 178 Sherwood Ave., London, Ontario, N6A 2E6**, with the hope that, just possibly, we could help. At the top of the letter he noted, "This continues to happen 30 plus years later. Might be a human interest story for the Editor's column. That's the Editor with the 30 plus years of service."

"During World War II many happy hours were spent in Halifax as a result of the hospitality of the provincial Boy Scout organization. How well I remember Bill and Mrs. Speed!

"Now I am trying to locate the name and address of a young man who was also a member of the group who enjoyed the fellowship of other Boy Scouts in Halifax.

"If the records still exist of the men who frequented the Tweedsmuir Room, I'd be grateful if someone could try to identify for me a signals rating of the Royal Navy, who was on the staff of the British rear admiral. (I believe his designation was R.A. 3). The young man was nicknamed WAG and was from Hownslow West, London, England.

"He would have visited the rooms frequently after June, 1940 and before the end of 1941.

"Still grateful for my association with Scouting and wishing your organization continued success."

Perhaps my good friend **Ron Jeffries**, Editor of **SCOUTING** magazine in the U.K. would like to help with a note in his editor's column?

From World Scouting's **NEWS-LETTER** . . . Organized by the World Bureau's Geneva and Lagos offices, and the Kenya Scout Association, the **1st Africa Scout Conservation Seminar** was successfully held in Nairobi, Kenya, in February, 1976. Thirty participants from Cameroun, Ethiopia, Kenya, Nigeria, Sierre Leone, Tanzania and Uganda heard experts, studied materials and planned ways to increase Scout conservation activities in their own associations. Field trips were made to Lake Nakuru, "Lake of a Million Flamingos", and to national wildlife parks with conservationists as guides. One feature was the testing of the 'International Show-and-Do Conserva-

tion Project Kit' (see pages 34 and 35 of the April issue for information on how you can obtain one for your troop) with each participant undertaking one chart's experiment or demonstration. The charts proved to be very practical and useful. Each Scouter in attendance planned ways to multiply the seminar back in his own association by running similar training sessions, translating and republishing the charts and by adopting the World Conservation Badge as an official part of their program . . . In **Costa Rica**, 20 Rovers participated in training on fish conservation and then assisted in the release of 5,000 trout in the La Paz River . . . In **Britain**, **SCOUTING** magazine announced the winners of their challenge to see which Scout could camp out the most nights in 1975. The joint champs, **Richard Markham**, 13 and **Graeme Hurry**, 15, managed to spend 365 nights outdoors — every night of the year! Two runners-up almost did the same but had to spend a few nights indoors because of illness . . . The third conference on 'leisure, sport and culture' of the **International Committee on Travel and Exchange for the Disabled** was held in Iran (the site of the 1979 World Jamboree) with the 288 participants from 22 countries, mostly young adults with physical handicaps. Iranian Scouting was host for the conference which was based in Scout camps in Tehran and Isphahan, with 68 Girl and Boy Scouts aiding delegates in their meetings and tours.

A Scout winter camporee was once again part of the **Owen Sound Annual Winter Carnival**. More than 200 boys from six centres camped overnight in a local park and took part in a fun program.

One of the most popular attractions was this barrel bronc. The bronc consisted of an oil drum, a conventional saddle and four ropes, one from each corner to a nearby tree. After a competitor climbed into the saddle, one or more boys began tugging on each rope. The action sent the drum into strange gyrations simulating the bucking of a horse. Managing to stay on the drum for 15 seconds was considered a good ride. **Sun-Times photo by Doug Camp.**

The packages received recently from our national clipping service



contained a fair number of reports of winter Cub camps. At one time, Cub camping was pretty well confined to the summer months, but it would seem, recently, that either pack Scouters are becoming more adventurous or perhaps more suitable winter accommodation is becoming available.

This photograph from **The Daily Mercury** of **Guelph, Ontario**, shows four happy Cubs from the **14th Guelph** heading out for a winter weekend at Camp Nemo, near Burlington, where they participated in winter games and hikes and built snow sculptures.

The **International Relations Committee** has decided that Canadian Scouting should try to send at least one troop to the **11th Australian Jamboree** to be held at Rossmyrne

Park, 32 km east of Melbourne and 5 km from the large industrial city of Dandenong, from December 30, 1976 to January 7, 1977. Eligible are registered Scouts born between Dec. 31, 1961 and Dec. 31, 1964. Registered Rovers and Scouters (male and female) will be welcome to work on the Jamboree staff. The fee is approximately \$100 Canadian. The National Office is now exploring the most economic fare from Canada to Australia, based on a 14 to 21 day time period. While information is sketchy at the moment, Boy Scouts of Australia have been asked to provide details as soon as possible. If you or your boys are interested, you should complete and submit an application form immediately. The form, 'Application to Attend an International Event' is available from your local or provincial Scout office.





Journal of early February, a story describing how the 11th Port Arthur Beaver Colony was planning to share a typical Beaver meeting, as well as Valentines they had made, with the residents of Dawson Court, a senior citizen home. This seems to be a good melding of the idea of sharing, spiritual fellowship and creative activities.

At a Beaver display at a shop-

ping centre in Montreal I spotted the five little characters in the photograph and persuaded the leader to send me a photo to share with you. They are fabric Beavers stretched over tin cans of differing size. From small to large, they have five different coloured Beaver tails. It seems to me they would be a useful device in any colony to help explain growing and tail levels.

Leaders of the 52nd Cityview United Colony in the National Capital Region took their Beavers to the public library where they viewed a film on Beavers and took a brief tour of the library. Some boys purchased a membership card. When parents arrived to pick up the boys, some were able to assist their sons in selecting a book or two. The leaders report this as an excellent way to learn about the principle of sharing in the community — by taking care of books and returning them on time, as well as getting to know more about the many services available at the library. Thanks to **Gloria and Ian** for sharing the idea with us.

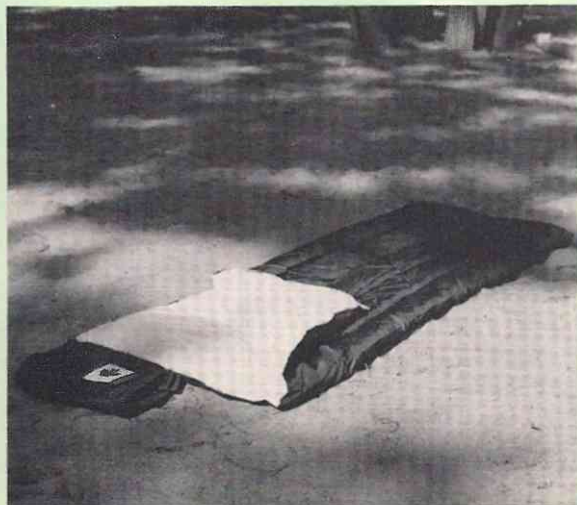
Looking through the newspaper articles provided by our clipping service, I discovered in an item from the **Thunder Bay Chronicle**



34

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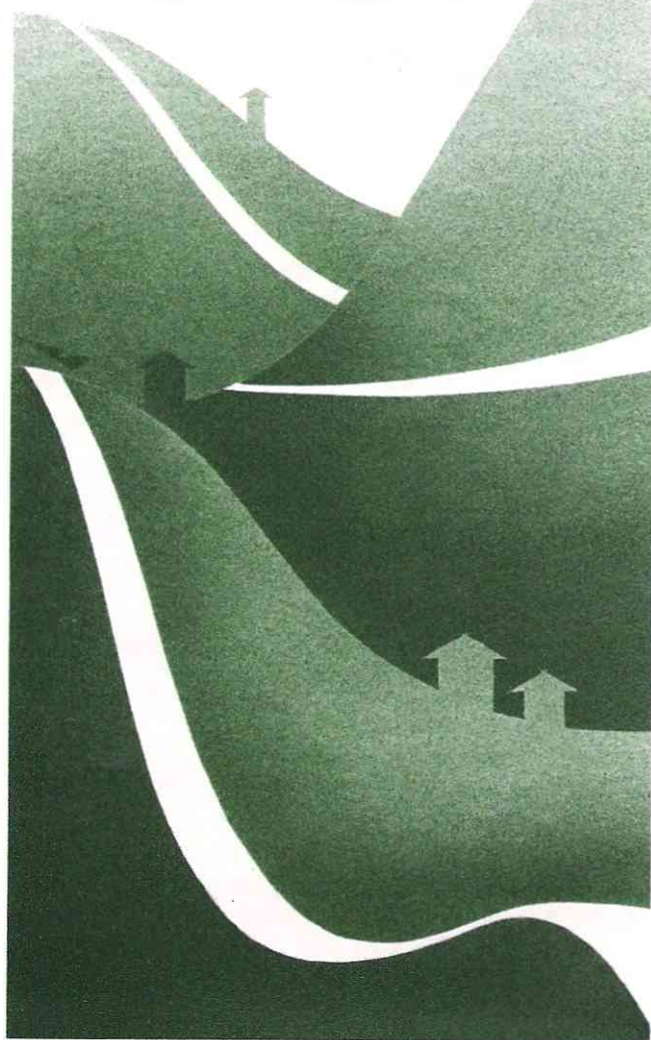
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We Live In The Country



by Joan Kearley

Every coin has two sides — and Cubbing for the country boy is not just fun, it's a way of life. He skis to the school bus stop during the week, not just on Saturdays; he takes his simple fishing rod and gets brook trout because Mum says she'd like some for supper; and while the Green Star emergency kit is fine for the boy who moves about in a world of buses and public phones, it has little or no function in the wild woods.

So, we follow the rules and are flexible. We put a survival kit where the emergency kit lives and we use it. Each boy gets a sheet with full instructions on how to make a kit and, if someone comes up with a bright idea, it's included in the next stencil we run off.

This is how we make our kits:

Using a half-pound, ground coffee tin with a tight-fitting lid, or a square toffee tin that can be bought at any good confectionery, we set to work and make a red, flannel pouch with a drawstring of good cord, into which we can put our can. The purpose of the red flannel is 1) it stands out clearly in the woods and is not easily lost; 2) it is also easily seen by a searcher if the owner is lost in the woods; 3) the fuzzy, red threads on the open seams inside the pouch can

be pulled off and used to bait a fish hook. The tin can be used to boil water over a fire.

Inside we put:

1. A compass which the boy must be able to use, even if he just follows the magnetic arm in a straight line.

2. A pencil and paper, so that a boy who is lost and lies down for a rest, can leave a message in the red pouch for anyone who comes searching, telling them where to look for him.

3. Waxed matches in a waterproof bottle; a small styro ball impregnated with wax for fire lighting; a sharp penknife to make tinder with or cut dead, dry branches from trees.

4. A roll of rabbit wire and a fish hook with coloured wool or feather bait on a piece of line.

5. Adhesive strips for minor injuries.

6. A sheet of heavy foil (folded tightly in which to cook fish or rabbit).

7. A packet of onion soup mix and chicken-flavoured cubes with which to make soup or flavour a rabbit.

8. A packet of unflavoured gelatin which, being very high in protein, will help sustain the lad if he melts it in his onion soup or chicken-flavoured broth.

9. One packet of orange flavour crystals, will give him some vitamins.

10. One packet of hot chocolate with milk powder for quick heat and energy.

11. A honey bar made according to the recipe on page 229 of **The Cub Book** or, with such items as dates and prunes instead of figs and apricots, as they are more readily available in the kitchen cupboard.

When packed the can should be wrapped in a giant orange, heavy-duty garbage bag to use as a tent, before the lot is put in the pouch, and slung from the shoulder.

With this outfit and providing he does not panic, any lad can keep himself alive until help arrives.

Now let's look at the Woodsman Badge from the point of view of the country person. First, no country person would think the badge more than a plaything as it stands. The requirements are fine — they just need sorting a bit.

First, we take the important things and make them compulsory requirements, and then we add one more item that does not appear.

1. Make, carry and know how to use your survival kit on all hikes and expeditions into the woods.

2. Know how to build, light, control and douse a cookfire and smudge fire (the hazard of forest fire is always with us).

3. Know how to use a compass and be able to find your way between two points using a series of compass directions.

4. Know the simple rules for woods safety; know the signs of hypothermia and how to prevent and treat it (*The Canadian Leader*, March '75).

These we deem absolutely **basic** to survival in the woods, even if a boy is setting rabbit snares or fishing in a brook; weather can change very quickly and anyone can sprain an ankle!

The second section consists of the rest of the requirements set down in the book and the Cub can do any four of the seven.

We feel that, while the badge is a lot harder to earn, what the boy learns will stand him in good stead for the rest of his life.

JOAN KEARLEY is Cub leader of the 3rd Thorburn Cub Pack, Pictou County, Nova Scotia.



Muchas Gracias, Amigo

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

Kapuskasing District, Ont. (Trees for Canada)	\$385.46
Ontario Rover Round Table on behalf of Ontario Rovering	100.00
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Part 1 Wood Badge Course, Camp Shegadaynou, Woodstock, Ont.	40.00
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Part II Service Team Course, Camp Cedarwin, Windsor, Ont.	28.04
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Scouting and Guiding Movement of Ft. McMurray, Alta. (Church parade)	21.50
1st Lucky Lake #287, Lucky Lake, Sask.	15.00
22nd Toronto Scout Group, Ont. (Church Parade)	114.59
Westmount District, Que. (Founder's Day Service)	91.32
2nd Kleinburg, Ont.	10.00
Napanee Valley District, Ont. (Scouts' Own Service)	50.00
Air Force Trenton District Council, Trenton, Ont.	23.50
Fraser District Council, B.C. (Church Parade)	45.82
Gilwell Course, Oromocto, N.B.	11.33
Pictou County District Council, Nova Scotia	50.00
13th Seymour Scout Group, B.C. (Church Parade)	35.19
46th Uplands Scout Group, Ont.	50.00
13th and 22nd Bendale Ont. Beavers, Cubs, Scouts, Venturers and Rovers (Church Service)	34.30
Quebec Provincial Council Ladies' Auxiliary Committee in memory of Mrs. Stella Bimson, Que.	10.00
Port Hope District Council, Ont. (B.-P. Sunday)	79.22
West Central Area, Windsor District, Ont.	48.85
Cambridge Beavers, Cubs and Scouts, N.S. (B.-P. Service)	60.00
1st Pinawa Scout Group, Man.	11.00
Beavers, Cubs, Scouts of the 98th Fraser and 101st Carleton Districts, B.C.	24.85
Flin Flon District Council Thinking Day Service, Man.	17.12
Brandon District Council Church Service, Man.	46.00
Cubs, Scouts, Venturers and Rovers, Aurora District	48.50
Yellow Briar District, Ont. (Trees for Canada)	362.63
1st Birch Cove Group, N.S.	65.50

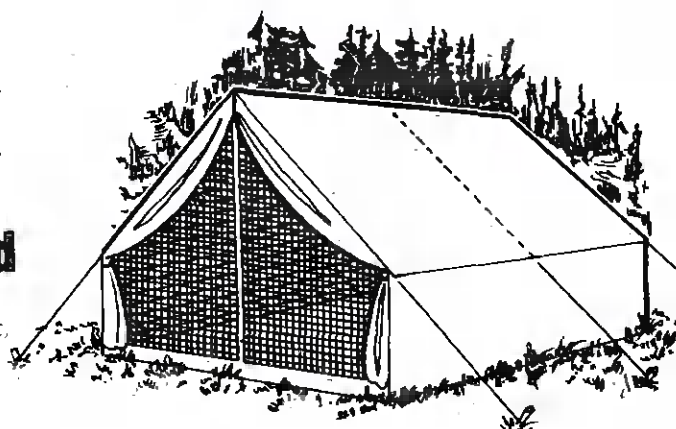
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**CAMPER-HIKER SPECIAL
3-MAN NYLON TENT**

Recipes and Games



This month's contribution comes from T. "Greybeard" Gray of the 21st Calgary.

PANCAKES

- In the fall of '73, my wife and I were camped near Ballarat, South Australia. The larder was low — one egg and a handful of granola in the bottom of the sack. I combined the two, and that one meal-cake (with a little sugar and a bit of tea) made breakfast for the two of us. To our surprise, it was quite filling. We have since made these cakes using other grains, but plain granola (without the dried fruit) remains our favourite.

BALLARAT PANCAKES

1 egg
handful granola (or corn meal, oatmeal etc.)

sweetner (honey, jam, sugar, syrup, etc.)
Mix granola with egg to make a paste thick enough to stick to the spoon. Scrape into heated, greased frying pan, mash into a pattie. Fry at low heat until lightly browned on both sides and egg is set. Serve with sweetner.

BULLSEYE PANCAKES

1 cup pancake flour (pre-mixed)
1/3 cup powdered milk
1 cup cold water
sliced luncheon meat — as much as a tin

Mix dry ingredients with water. Fry slices of luncheon meat on one side. Turn. Pour pancake batter over and around each slice of meat. When pancake browns, flip and cook other side.

Serves two to four, depending on age and appetite.

ESCAPE

Equipment: one parcel and one flashlight per guard.

- This is a night game. 'Escapees' are placed in a small compound marked out in the centre of a field. Scouters or patrol leaders act as 'guards' and are placed around the field with flashlights. The object of the game is for the 'escapees' to escape and reach a given objective without being identified by a guard.

FLAG RAIDING

- *Equipment: two flags*
This is best played in a wooded area. The troop divides into two teams. Each chooses a base about 90 yards apart and plants their flag in the ground. The 'umpire' signals the start of the game and teams defend their own flags and try to capture their opponents. Wool 'lives' are worn on the wrists — a boy who loses his 'life' goes to the umpire and spends two minutes resting before rejoining his team. When a team captures their opponents' flag they try to carry it to the umpire. The team getting their flag to the umpire first wins.

ZULU BOY

- A Cub, wearing a white hat or scarf, is sent off into a defined area of ground which gives good cover — bushes, shrubs, trees, etc. He is given five minutes' start. The other Cubs are then sent out to find him. He must not remove the white hat or scarf. The first Cub to find him then becomes the Zulu Boy.

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BUNDLE RELAY

The object of this relay is for each line to try to tie themselves into a bundle before the opposing team does. The first player in each line is given a ball of cord. At a signal, he passes it to the next in line behind him, but holds on to the end. The ball is passed from player to player, unrolling as it goes. When it arrives at the end of the line, it is passed up the line behind the backs of the players until it reaches the first player again. The team that first wraps itself into a bundle is the winner. The sequel to the race consists in untying the bundle by passing the ball back and winding it as it goes.

CURIO COLLECTOR

This game is played out of doors. Name the curio, and the crowd scatters to find it. The boy finding it first gives a shout and others gather round. If successful, that is the starting place for the next search. Send for such things as: tree struck by lightning; tree with last year's catkin; tree with branches on one side; tree with moss on north side; fruit of ash tree; nut gnawed by squirrel; evidence of rabbit; robin's nest; an animal's footprint, and so on.

FIR CONE

Twice as many cones as players. Divide into two camps each about 20 yards from dividing line. Equal members on each side. At GO, battle starts — each player throwing as fast as he can, first the two cones in his hands and then others from the opposite side. At signal, all stop and cones are counted: those lying beyond the 20-yard mark score two, others score one.



THOUSAND ISLAND PANCAKES

pancake batter (prepared or from scratch)
diced leftovers

Prepare batter using your favourite recipe. Heat leftovers in a skillet, pour batter over top, cook same as regular pancakes. NOTE. Grease skillet well. The solids tend to stick.

An imaginative title for a way to eat last night's supper for breakfast. It can be quite tasty — honest.

I thought everyone in Canada knew about the following snack, but some friends from Ontario have never heard of it . . .

MOUNTAIN MIX

In equal proportions, mix unsalted peanuts, semi-sweet chocolate chips, and black raisins. Nibble as needed.

(You can add crushed hard candy, sunflower seeds or other nuts.) In the summer, I omit the chocolate (and suggest omitting the candy) because it gets a bit sticky.

FLAME THROWERS

—adapted from the *Australian Scout Handbook*, page 227

Take a rye cracker, spread with butter, add a layer of vegemite (or marmite, mustard or ketchup, depending on taste and availability), add a thin slice of raw onion and a slice of metwurst or kubasa. Cap with another cracker. Eat and breathe out — preferably downwind from the group.

BUILD A TREK CART

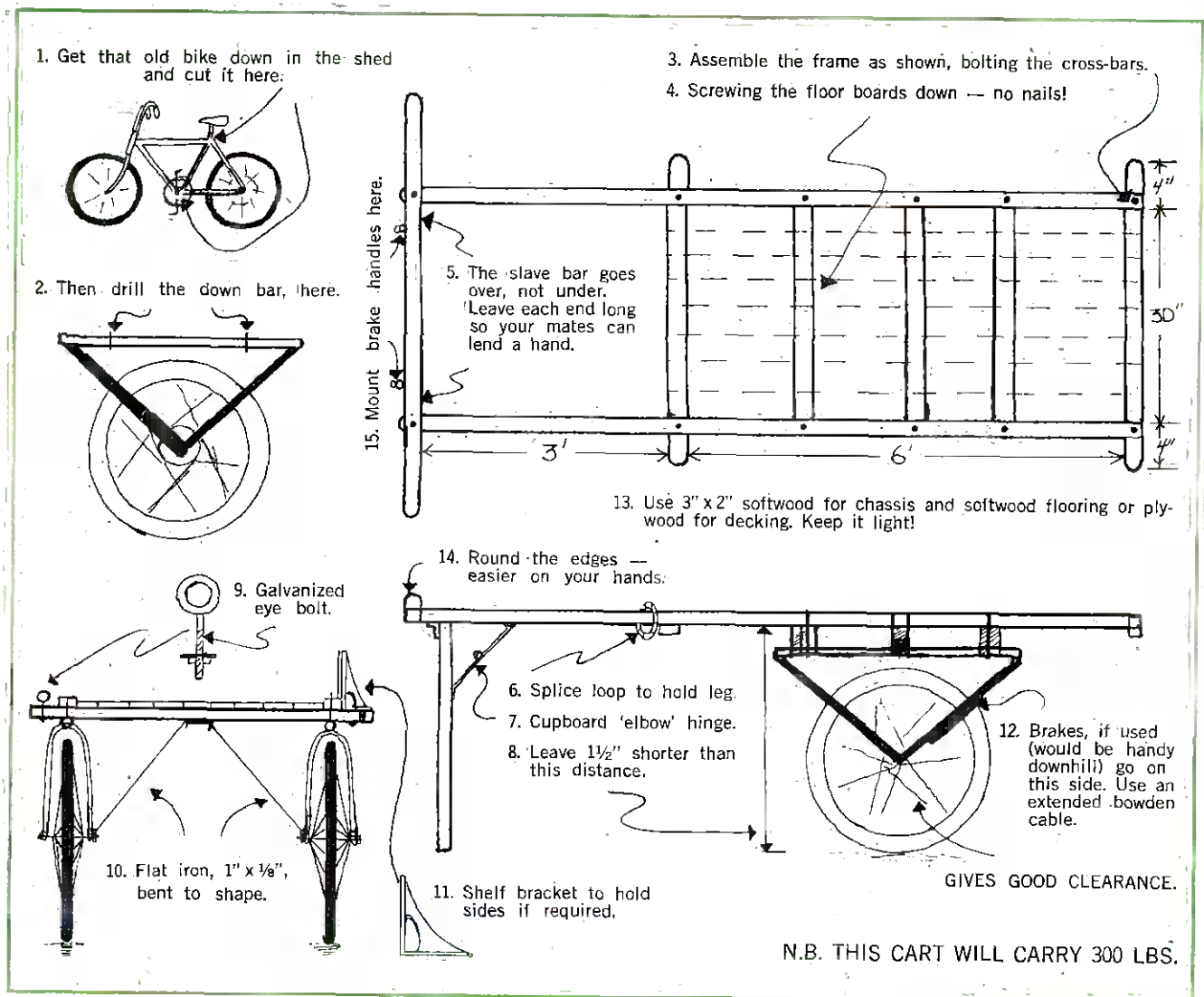
by 'Dogger' Ryan, AAC Scouts, Yarra-Batman Area
Reprinted from THE VICTORIAN SCOUT, Australia

An old idea with a new twist was tried out by Preston District, in Australia, at their recent District Hike when they tried out the trek cart in the illustration.

Three pride and joys were lined up on the Yabamac

parade ground, loaded with all the patrol's gear and the Chief Construction Engineer of one of them showed off the braking system (it worked) and the horn mounted on the drag bar. Another one had a pump mounted in a special fitting under the loading platform, two spare tires under the load, and two spare tubes — which were used to hold the load on.

Apart from one or two minor incidents, including one cart shedding a wheel, the carts stood up well.





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