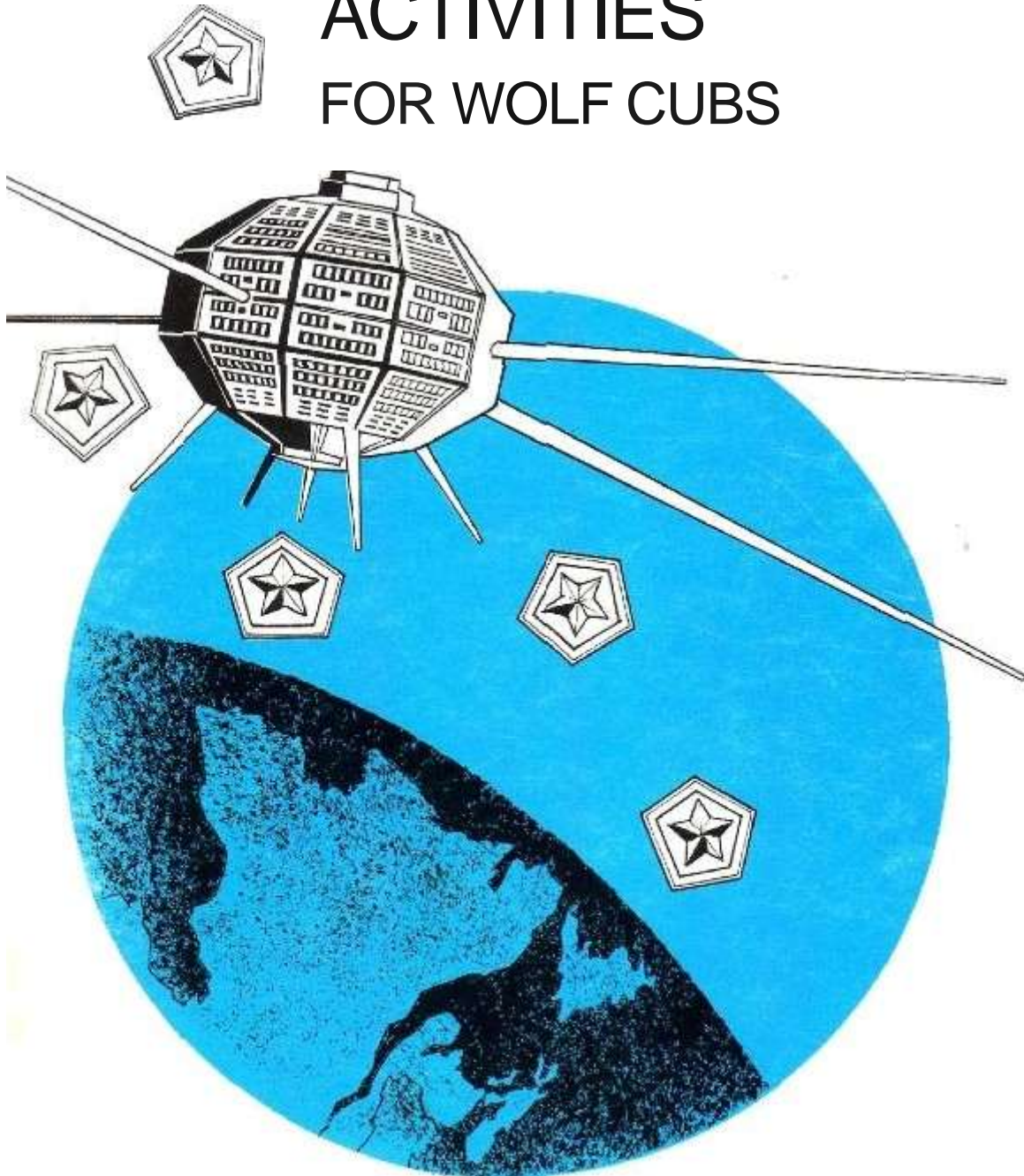


STAR AND BADGE ACTIVITIES FOR WOLF CUBS



A guide for leaders
Pack Scouters Series No: 6

STAR AND BADGE ACTIVITIES

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Editor's Notes:

The reader is reminded that these texts have been written a long time ago. Consequently, they may use some terms or express sentiments which were current at the time, regardless of what we may think of them at the beginning of the 21st century. For reasons of historical accuracy they have been preserved in their original form.

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STAR AND BADGE ACTIVITIES FOR WOLF CUBS



A guide for leaders Pack Scouters Series No: 6

(Revised August, 1968)

*originally
Published by the National Council
Boy Scouts of Canada
Ottawa, Ontario*

STAR AND BADGE ACTIVITIES

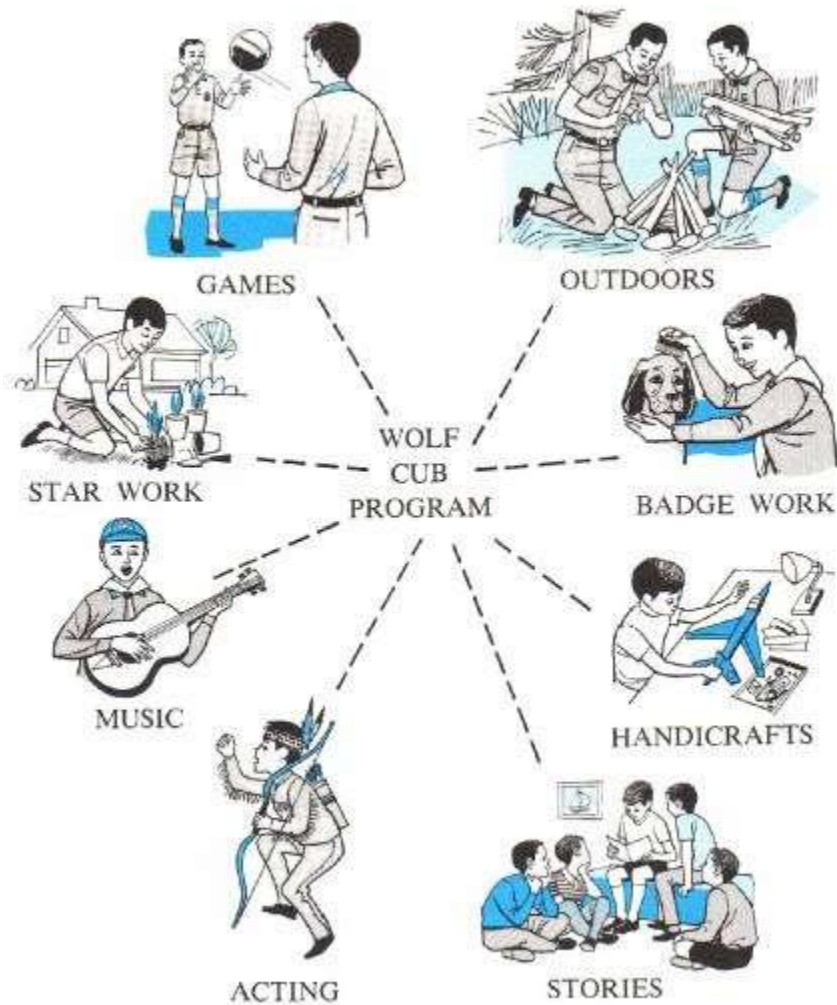
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STAR AND BADGE ACTIVITIES

INTRODUCTION

The Wolf Cub program is made up of a number of interrelated elements as shown by this diagram:



In this book we deal with star and badge work which forms the somewhat structured elements of Cubbing.

The star and badge schemes were completely up-dated in 1968. The need for allowing choice, for providing “flexibility”, for putting more emphasis on “boy (group) centered activities” and less on “program-centered activities” and permitting the encouragement of “recruitment at all ages” was recognized and will continue to be emphasized.

STAR AND BADGE ACTIVITIES

Much of the material is geared to ten-year olds in order to provide a challenge and appeal to them. Drop-out statistics indicate a serious loss at this age level and it is hoped that this would level out if these two elements of Cubbing were made more attractive and challenging to this age group.

However, the material does appeal to the eight and nine-year-olds. The eight-year-olds may need more help both in the pack and at home but their main interest, in any case, appears to lie more in the creative activities of the program.

The book, therefore, is a guide for leaders and others to help them to work more closely with the older Cubs in particular. It is supplemented by *The Way to the Stars*. It deals with the requirements of the star and badge schemes and offers copious suggestions to leaders to assist them in guiding boys in these two aspects of Cubbing.

FOREWORD

This is one of a series of six books designed for Scouters and others working with Wolf Cubs. The complete series consists of:

- Cubbing
- Pack Operations
- Program Building
- Creative Activities for Wolf Cubs
- Outdoor Activities for Wolf Cubs
- Star and Badge Activities for Wolf Cubs

The titles show that the total Wolf Cub program has been covered from the basic book on *Cubbing* through general ideas on pack operations and programming and on to specialized activities, such as acting, games, music, stories, crafts, outdoor activities and star and badge work.

We are grateful to Scouters and others who have provided ideas, suggestions and other valuable information for inclusion in these books.

The program activities and, as a result, the book series are under constant review in order to keep them up-to-date. Comments and suggestions on the books or about Cubbing in general will be welcomed by the Wolf Cub Subcommittee of the National Program Committee, National Headquarters, Boy Scouts of Canada, Ottawa.

STAR AND BADGE ACTIVITIES

SECTION 1

TENDERPAD WORK

In order that a recruit may be invested and become a full member of the pack as soon as possible, the Tenderpad requirements are limited to having boys know and understand two simple important requirements.

- The Wolf Cub Promise (which includes the Cub Law)
- The Grand Howl (which includes the salute and motto)

All recruits must complete these two requirements.

The details of the requirements are covered in *The Way to the Stars*. Scouters should encourage parents to assist their sons to review and understand the importance of the ideas implied in the Promise.

This understanding will, of course, vary with the age and ability of each boy.



SECTION 2

STAR WORK

The Five Star Scheme is

- only one of the eight aspects of the Wolf Cub program.
- most effective when blended with other aspects of the program.
- designed to provide a wide number of appealing activities from which Cubs may choose according to their needs and interests at any particular time. Learning is most likely to occur when interest is aroused.



- Designed to allow Cub-age boys to explore and move out into the world as their age and experience broadens their horizons.
- designed to provide a greater challenge to older Cubs while at the same time allowing younger Cubs to participate, if they so wish. Generally, younger Cubs are more attracted to and interested in games, stories, acting, crafts, etc.
- designed to provide for participation in small group activities allowing at the same time for individual and pack activities. As boys move toward their 10th and 11th birthday they do more things with their peers. Learning takes place much more readily in such peer groups.
- designed to facilitate and encourage persons other than pack Scouters to help with activities. Cubbing expects wide use of parents as well as drawing on resources in the community in terms of people, materials and ideas in the development and use of its program.
- designed to make Cubs more aware of some aspects of their daily life, and how they may learn to cope with them. Cubs are introduced to the complexities of the organized world, see some of the wonders of the natural world, learn something more about coping with their own growth, and are encouraged to make full use of their imagination and creative abilities.

STAR AND BADGE ACTIVITIES

Cubs and the Five Star Scheme

In Book One *Cubbing* of The Pack Scouters Series, we mentioned some things about boys of Cub age that leaders need to keep in mind in order that they and their boys may have an enjoyable experience in Cubbing.

Some additional points have been brought to our attention during the last few years and we wish to share them with you.

1. Listen to the Cubs. Generally, they know what they want. Usually, they have many bright (some impertinent) ideas to offer. Use your judgment in making adaptations.
2. Provide opportunities for *all* Cubs to lead in something — a game, a song, a skit, a story, the grand howl, etc. Those who wish may receive formal recognition for a requirement but the important point is that many and not a few will have a chance to develop some leadership skills.
3. Let Cubs do their own research on requirements. Seeking out is part of growing. Boys of this age are seekers. They ask questions, demand reasons and want to do and try things themselves. Their minds are open. They won't mind changing their opinions. They experience great joy in making a discovery. And if they are introduced and encouraged in "the discovery method of learning" their fresh interest and approach to learning may be retained for life.
4. Encourage Cubs to seek their own resource personnel. They know what the parents of each boy does. They know their locale — the shops — the garden experts — the fishermen. And usually they are not shy about asking for help. In fact, many a father has been committed to a task "forced" on him through the word and action of his son.
5. Experienced leaders recognize that boys learn best when they are interested and actively involved — a basic principle of learning. Also that boys learn a great deal from one another so it is usually best to work in groups. We all learn through our senses so let the Cubs see, feel, taste, smell, hear. Consider the experience and influence of EXPO.

Parents and the Five Star Scheme

Parental involvement and interest is presupposed in the Star scheme. Much of the success of the scheme depends on leaders and the help, guidance and encouragement of the boy's family. In homes where this is lacking, leaders need to make a special attempt to compensate. Home projects will have to be de-emphasized. Perhaps an assistant leader or one or more willing parents can act as "parent substitutes." Time before or after meetings can be set aside for these boys and their "substitute parents" to discuss projects, ideas, requirements, etc. A wise adult need only listen to be of help to such boys.

STAR AND BADGE ACTIVITIES

Flexibility and Choice in the Five Star Scheme

All aspects of Cubbing require a flexible approach in their implementation. Activities must be geared to needs of boys in differing situations. Cubbing aims to help boys grow and adjust to their own development and to their widening environment.

The purpose of each star area (and of each badge) will help leaders plan activities. Requirements may be adjusted to fit situations as long as they fall within the limits of the particular purpose.

The role of the leader is to help and to provide needed guidance and opportunities for boys to grow. It is not the leader's role to do the boys' tasks nor to make decisions for them. Cubbing is attempting to help each boy develop his potential, to be competent and to be able to handle himself in socially acceptable ways. This will differ in degree from boy to boy and even with the same boy as he grows older. Even six months in the life of an eight-year-old will show a difference.



Choice

An essential element of the scheme is choice. Learning to make decisions (or choices) is a vital step on the road to independence and emotional maturity. A Cub will choose which star or stars he will work on. He may concentrate and complete one star or he may move from star to star or he may choose (especially so for younger boys) to show little or no interest in star work.

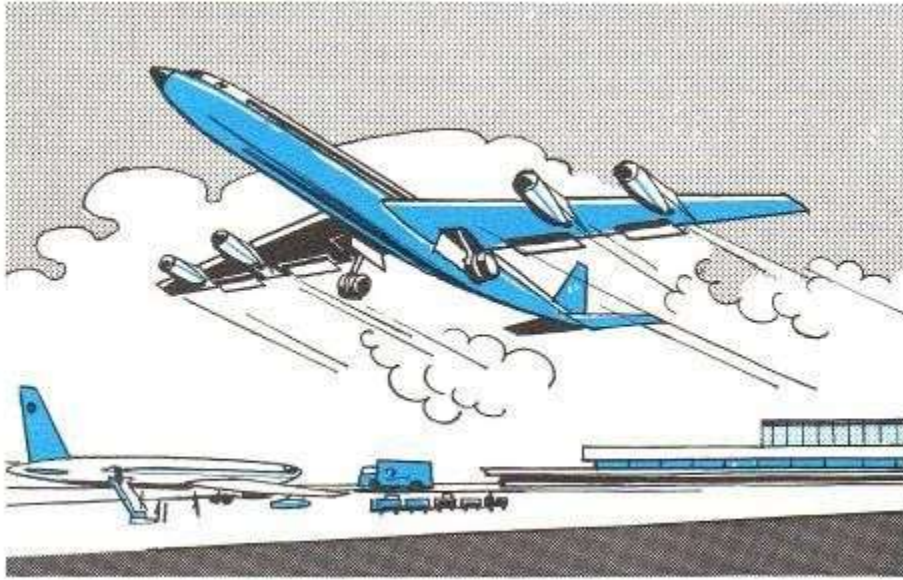
Sensitive leaders will recognize these differing but normal situations and make the best of them. Generally speaking, if emphasis is on activities rather than recognition most Cubs will participate (for the activities are boy activities) without being too concerned about formal recognition.

All five stars have equal status, there is no required order for completing any one nor is there any great merit in completing all five.

STAR AND BADGE ACTIVITIES

Activities are Prior to Recognition

In planning programs, emphasize activities rather than recognition. For example, a visit to an airport is of interest to *all* Cubs not only those who wish to pass Blue Star Requirement No. 12. Therefore, plan the trip for the pack and, at the same time, allow for those who wish to complete that requirement but remember this is incidental to the trip, in which everyone should participate.



Purpose

The purpose of the star areas is most important. Each should be kept in mind when and if requirements have to be adapted to suit the needs of boys in particular situations or boys who are handicapped. Any alternative requirements in the Black Star, for example, must assist the particular boy “to explore the natural world”.

The Way To The Stars

The 1968 edition of *The Way to the Stars* contains the details of the Tenderpad, Star and Badge requirements as well as a number of ideas to help the Cubs work on and complete the requirements. The book has been written primarily to appeal to the typical ten-year-old because of the necessity to challenge and retain this age group in Cubbing as well as attract new boys of this and younger ages to the program.

The details of the Five Star Scheme will be found in *The Way to the Stars*. For convenience, the areas are in alphabetical order but this does not mean that a Cub must start at Black and work through to Tawny. He may start anywhere and may work on two or three areas at one time if he so wishes. Young Cubs may show little or no interest in star work and gain their satisfaction from other aspects of the program. Scouters shouldn't be too concerned over this matter.

STAR AND BADGE ACTIVITIES

Project Learning

All the requirements may be done as projects but the requirements under „B“ are special projects and are best done in small groups. Encourage the Cubs to dig up their own information through using an encyclopedia or other reference source, checking parents, teachers, librarians, etc., for clues to working out their projects.

The project requirements provide for greater use of the social interaction of small group activities and it is expected that this will permit more boys to share in leadership functions. Learning in small groups is usually more fun and more lasting than learning by oneself. Completed projects such as a birdhouse, models, radio, etc. should be shown to other Cubs, not only to encourage them but also to give recognition to those who worked on the project.

Scouters should encourage and provide for these moves in every way.

Project Directors

Consider the use of project directors for each star area or in some of the more involved projects. Perhaps a local Ham operator may consider acting as an advisor to a group of Cubs working on crystal radio sets. Parents and committee members may be willing to help or to offer suggestions.

Encourage the Cubs to seek out their own project director.

Reports

Keep informal. Emphasize vocal rather than written reports. Boys of Cub age like to talk. Some may be shy at the beginning but later you may have trouble cutting them off. Consider reporting as an opportunity for boys to collect and express their thoughts in a systematic way. Reporting to sixes or *ad hoc* groups rather than the pack will allow more boys to make reports. Reports provide an opportunity for boys to share their experiences.

Home and Community Interest

Much emphasis has been placed on home-centred and community-centred requirements with the hope that credit for completion of such requirements will become the responsibility of parents and community officials such as librarians, museum attendants, swimming pool supervisors, etc. For example, Cubs who belong to and use their local library may be given credit by the librarian for part of Blue Star requirement number seven. On the pages listing requirements in “The Way to the Stars” there is a special spot for initials of authorized persons.

Get as many members of the family involved in the program as possible. Either or both parents can assist with home-centered projects and with trips. Teen-age brothers and sisters may be useful on physical activities and special skills. Send home a copy of the pamphlet *We Are Partners in Cubbing*.

STAR AND BADGE ACTIVITIES

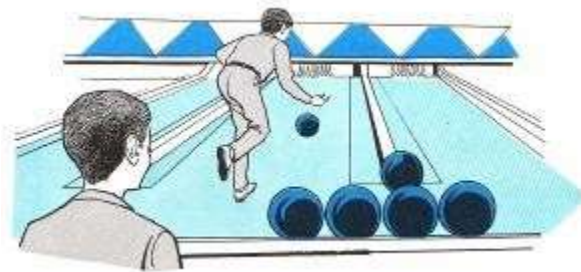
Make the fullest possible use of outside resources and personnel. Scouters need not know the details of all the requirements. Your job is to encourage Cubs to search for information, to make choices and to work on their own. Specialists should be used and invariably are delighted to serve.

Community Resources

All trips and expeditions require careful planning. Ask a member of the group committee or a parent to do this for you. Plan the trip well in advance. Some may be on a pack basis but most are better carried out on a six or small group basis, under the care of a parent or other adult. Such trips will help satisfy the basic need for “gaining new experience” which is strong in boys of Cub age.

As boys grow, they tend to move away from the familiar home and immediate neighbourhood area and explore the wider unknown community. This is a natural trait, especially strong about age ten, and Scouters can assist by providing opportunities for visits to and use of community resources such as:

- The Library — Arrange for a tour conducted by a member of the library staff.
- School Gym — Arrange for an occasional volleyball game at an “off” period.
- A Community Pool — Arrange for use of the community, YMCA, or apartment block pool at “off” periods. This makes a good special pack meeting.
- A Bowling Alley — A game would be a special treat for the older Cubs or a special pack meeting.
- A Restaurant — Dining out could be a special treat for the six which won last month’s competition or for the sixers’ council.



Insignia

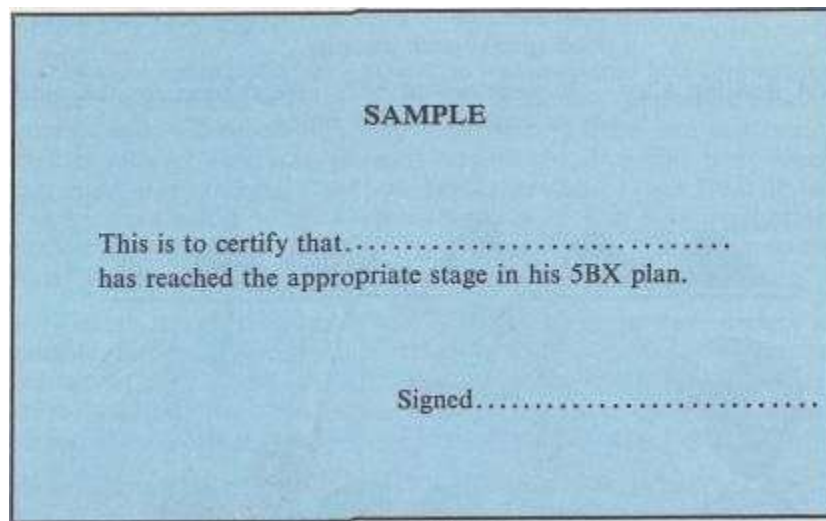
Each star area is represented by a coloured star embroidered on a gold pentagonal piece of cloth. This shape allows the stars to be sewn on the curve just below the shoulder seam on the left sleeve of the jersey.

Records

Simplify the task of records by making effective use of outside resources. Example 1: When you visit a museum have the receptionist sign the books of those boys who wish to record this as a requirement. Example 2: Develop and use cards, such as the following, with parents (and other resource personnel):

STAR AND BADGE ACTIVITIES

Develop cards for other requirements.



Resources

A full list of resources is mentioned in Section Four of this book and in other books. They cover most of the star and badge topics. In addition they could be of great help in program development. A film show with another pack, for example, could provide a unique and enjoyable training experience for the Cubs. Bringing two or more packs together will help spread the rental cost, if there is one.

Requirements

Following are the requirements for the various stars, along with a few notes to assist leaders to put them over to Cubs. Additional notes will be found in the 1968 edition of *The Way to the Stars*.

Black Star Requirements

Purpose: *To help Cubs explore the natural world.*

To earn the Black Star, Cubs choose and do any five of the A requirements and any two of the B projects.

A. Requirements

1. Care for a lawn or garden for a month.
2. Make a collection of natural articles such as leaves, weeds, rocks, seeds, etc., and tell about your collection.
3. Grow a plant or bulb or other household plant and describe the steps followed.
4. Grow a “plant” from chemicals and describe the steps followed.
5. Plant a tree or shrub and take care of it for a season.

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6. Learn about trees and their uses.
7. Make and show how to use a rain gauge.
8. Make, set up and maintain a bird bath, bird house, or bird feeding station.
9. Know how to use garden tools and equipment and show how to take care of them.
10. Explain, in diagram form, the water cycle.

B. Requirements

As an individual or with a few of his pals, Cubs choose and carry out any two of the following projects:

11. Keep one of the following under observation for a month or more and report on its development:
tropical fish, worms, grasshoppers, praying mantis, ants, turtles, crickets, tadpoles, caterpillars.
12. Go on a field trip and identify six different kinds of birds or keep track of birds using a bird bath or feeding station for a month.
13. Visit and report on a trip to one of the following: a conservation area, weather station, fish hatchery, observatory, tree farm, fire ranger tower, farm, experimental farm, greenhouse, park, zoo, cave, marsh, dam.

Notes and Activities

- Leaders are referred to the Exploring Nature section of *Outdoor Activities for Wolf Cubs*, Book 4 of The Pack Scouter Series for ideas on exploring natural science. The Scouter's job is to provide the opportunity and interfere as little as possible. Books, libraries and museums are readily available for reference material and advice. Encourage Cubs to ask questions, to report on findings, to discuss unusual findings, etc.
- Parents who are interested in conservation may work with a few Cubs in developing a conservation display. This could be part of the local community horticultural show, be on its own, or be part of a parents night program.
- Arrange for apartment-dwelling Cubs to look after the lawns of friends of the family.
- Boys living in apartments have a wide choice of plain or fancy plants to grow. Treated right, such plants provide an indoor garden all winter. Plants such as philodendron, snake plant, Chinese evergreen and kentia plum, adapt well to apartment conditions and are recommended for their easy-to-care-for properties. Experts say that most people tend to over-water or under-water their plants and this should be avoided. Advice from a florist or a good book on gardening will help budding biologists.
- Apartment dwellers can grow a tree. The secrets of success appear to be:
 - Choosing a tree or shrub that is extremely hardy. In cold climates these include Colorado spruce, poplars, paper-white birch, Manitoba and silver maple, Chinese elm, native spruces and Scotch pines. Less hardy are globe cedars, Siberian cedars, hybrid locusts, yew, native pines and shrub dogwoods.
 - Buying plants at a good nursery where they have been "root-pruned" so the mass of fibrous roots is directly under the trunk.

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- Using a container or pot an inch larger around than the balled and burlapped plant.
 - Watering whenever the soil surface becomes dry. This applies even in winter especially if there is a mild spell or if the pot doesn't get plenty of rain.
 - Using a soluble fertilizer containing trace elements, once a month, during the active growing months of May, June and September.
 - Leaving the plant out on the verandah or roof all year round.
 - Transplanting when roots get too thick and are unable to absorb water.
 - ◆ Most encyclopedias carry diagrams and explanations of the water cycle.
 - ◆ Make the trip mentioned in requirement number eleven a real pack outing, but work in small groups, asking each group to pay particular attention to one thing such as weather signs, birds spotted, rock formations, animal tracks, etc. Those Cubs who so wish can make use of the trip to complete the requirement, but all Cubs should enjoy the experience.
- **Adopted trees** — Have a six or Cub adopt a tree early in spring and for a period of time bring to each meeting something different from that tree, e.g. a twig, a leaf, a flower, etc.
- **Cub gardeners** — If you live in an area where Cubs are able to use a window box, issue each with a seed potato to plant and cultivate.
- **Summertime** — Have you considered summer projects for your Cubs? Use a card for recording progress. A report will be expected in the fall.
- **Miniature garden** — Give each six a plate or tray, along with some earth, small twigs, greenery, pebbles, pipe cleaners, cones, plasticine and ask them to lay out a garden in miniature. As an alternative let them collect and use natural materials.
- **Discovering nature** — Use a microscope or powerful magnifying glass and let Cubs study flowers, leaves, twigs, etc. They could dissect a flower, then, with the aid of suitable books, find out what each part is called and mount them on cards.
- **Hold it!** — Encourage Cubs to use cameras on pack outings to take snaps of natural objects.

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• **City tour** — Even in cities, Cubs can get samples of rocks, earths, sands, etc. Identifying types of stone used in buildings is a challenge. Rock gardens provide clues and owners may be interested in talking to Cubs.

• **Trees** — It may help if boys paid particular attention to one tree. The following will help focus attention:

1. Where is the tree growing?
2. Make a sketch of its shape.
3. Do the branches grow upwards, sideways or downwards?
4. Is the trunk straight or divided?
5. Describe the bark.
6. Make a bark rubbing.
7. Measure the distance around the trunk three feet from the ground.
8. How high is the tree — discover a way to find out and demonstrate?
9. How much of the ground is shaded by the tree?
10. Where does the prevailing wind come from?
11. What creatures live in it?

Pond life — Some packs are fortunate to be near a pond or stream. In spring, frog's spawn may be found and used to start a pack aquarium. Collect in jam jars along with weeds and gravel for the bottom of the tank. Inexpensive nets are available or may be made for the purpose.

Have you Considered these Resources?

Personnel and/or materials of parks and playgrounds, horticultural societies, natural museum, garden shops, provincial and federal forestry departments, meteorological departments, pet shops, humane societies, bird watching clubs (Audubon).



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Blue Star Requirements

Purpose: *To help Cubs explore and take part in the organized world.*

To earn the Blue Star, Cubs choose and do any five of the A requirements and any four of the B projects.

A. Requirements

1. Give background and make a sketch of the National Flag.
2. Recite or sing the National Anthem.
3. Know the history and make or trace or copy a sketch of the National Coat of Arms and a provincial or territorial coat of arms.
4. Show how to use a public telephone and a telephone book and know your home number, father's business number and emergency numbers.
5. If permitted, serve on your school's safety patrol.
6. Have a knowledge of first aid.
7. Make use of two or more community resources such as library, museum, playground, recreation centre, hockey rink, swimming pool, etc. and tell other boys how they can use them.
8. On a map of the community, point out the location of your home and some other important places such as the city hall, library, school, church, etc.

B. Requirements

As an individual or with a few of his pals, Cubs choose and carry out any four of the following projects:

9. Visit and report on a trip to a municipal, provincial or federal government building.
10. Visit and report on a trip to the police/fire station or water works, sewage disposal or power plant.
11. Visit and report on a trip to a newspaper plant, telephone exchange, printing plant, radio or television station.
12. Visit and report on a trip to an airport, bus station or railway station.
13. Learn about and develop a notebook on space and space travel.
14. Plan and carry out a project for a local community, school or church group.
15. Make a scrapbook dealing with one or more great Canadians.

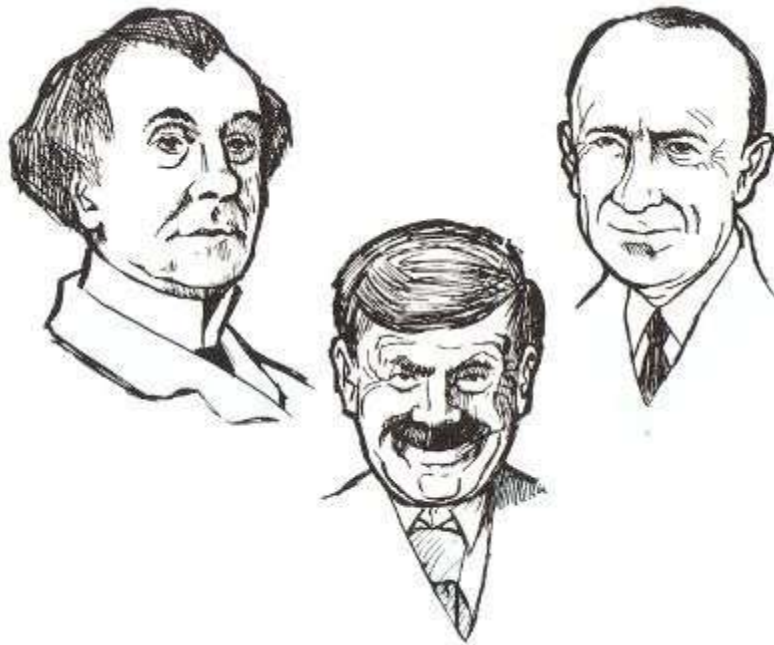
Notes and Activities

- The people in charge of community facilities such as the librarian, or the person acting as a guide for the tour of government, service or communication plants, may sign for the Cub's completion of those respective requirements alongside the requirement in his copy of *The Way to the Stars*.

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- The map requirement is intended to help the Cub pin-point his home in his community. It is to give him an idea of the size of his community. Making a map comes into Green Star requirements. Scouters will have to decide the extent required which may vary from city to city and even within cities.
- Visit to a newspaper plant. Talk about the event before you go. Get Cubs who are newspaper boys to add to the discussion from their point of view. Let the newspaper people know that you are interested in all phases of the work. Perhaps the sports editor or one of his writers could talk to the Cubs. If time permits, the men in the press room may show the boys how to make a newspaper hat.
- Visit a television/radio station. This could provide a special meeting for the Cubs. Try to get them to a live show, preferably one that is geared to their level and allows them to participate.
- Radio shows may have less appeal than television shows but the older Cubs will be interested in the technical equipment and recording aids used. It will add to the visit if they can see and hear a well-known disc jockey or radio personality in action.
- Canada's History. Canada's history was written by men with the "blood and guts" of which heroes are made, but it is the American or British personality that has captured the Canadian imagination. There are few native-born Canadian heroes and „few heroes were not also warriors“. Part of the problem is Canada's bicultural status, for it is mainly the French and English who have produced our heroes.
- What do you or your boys think of the following list of Canada's heroes, as developed by a Canadian historian:

- Jacques Cartier
- Samuel de Champlain
- St. Jean de Brebeuf
- Adam Dollard des Ormeaux
- Count Frontenac
- General James Wolfe
- Marquis de Montcalm
- Sir Isaac Brock
- Sir John A. Macdonald
- A. V. M. Wm. Bishop, V.C.



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- Sports heroes are excluded but they seem to be the only kind of heroes known to many Canadians. However, their fame tends to be somewhat transient and short-lived, whereas a hero's name should be kept in mind for generations.
- Despite the overwhelming influence of the mass media and its propagation of heroes of other countries, we need to make boys aware of Canadian heroes. Anything that contributes to national consciousness is useful in a country that is still struggling, after one hundred years, towards genuine unity.
 - ***En Français*** — Encourage Cubs to learn the National Anthem in its French version. Sing this at the occasional pack meeting.
 - ***Telephone*** — Are there two telephones in your meeting place? Many churches now have a pay phone in the public halls as well as regular phones in offices. With clearance, Cubs could gain experience in this requirement right at meeting times. Answering the telephone is as important as calling. Public pay phones are usually in blocks and here again, a few Cubs under a leader could get valuable, interesting and sometimes an amusing experience by calling from adjacent booths where they can see each other on the phone.
 - ***Visits*** — Through observation and interest an element of judgment can be developed in Cubs by suggesting how they can critically study places to be visited. Architecture, interior decorating, planned passageways, electric doors, etc. can all be noted to show how effective or ineffective (no bins to place litter, for example) planning has been done.

Have you Considered these Resources?

Personnel and/or materials of Queen's printers, police departments, telephone companies (films), community institutions, service stations (maps), government institutions, airport management, observatory or planetarium.

Green Star Requirements

Purpose: *To help Cubs develop self-reliance through Scouting and Scoutcraft.*

To earn the Green Star, Cubs choose and do any five of the A requirements and any three of the B projects.

A. Requirements

1. Learn and tell something about Scouting and the life of Baden-Powell.
2. Choose and show practical uses for five of the following knots: reef, sheet bend, four-in-hand, bowline, fisherman, figure-of-eight, round turn and two half hitches, clove hitch.
3. Make a Cub Emergency Kit.
4. Produce a scientifically designed gadget for use in home, school or camp.

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5. Develop and use your own secret code or show proficiency in a known method of communicating.
6. Know what weather conditions (cloud formation, etc.) are likely to bring changes in the weather.
7. Lay and light a fire in the open.
8. Show how to use a road map.

B. Requirements

As an individual or with a few of his pals, Cubs choose and carry out any three of the following projects:

9. Take part in at least three pack rambles.
10. Help prepare and cook a hot meal on a family, six or pack outing.
11. Recognize and point out in the sky at least six constellations or draw or make a map of the sky showing some main constellations and planets.
12. Follow a trail using a compass, compass directions, a map, clues or a combination of these.
13. Lay out a simple sketch map showing main buildings in your immediate community.



Notes and Activities

- Ideas on signalling
 - Morse Code signalling by lamp in the dark or outdoors.
 - Indian writing; check E. Thompson Seton's books in library.
 - Secret writing with onion juice, milk, invisible ink. Check library for details.
 - Match stick messages using Semaphore Code.
- Arrange for a group of Cubs to visit a local weather station, either amateur or professional. Make and set up a rain gauge in your own backyard.
- Make the trail part of a pack meeting. End with a treasure (toffee) and a campfire.

STAR AND BADGE ACTIVITIES

- Have a star-gazing party. On a moonless night arrange for small groups of older Cubs to go to an open spot away from city lights. Let them lie on their backs on ground sheets. Using a focusing flashlight, point out the North Star, the Milky Way and a few major constellations. Tell the myths connected to the names of the constellations. Don't stay out too late or try to do too much on the first attempt. You may have a parent in your group who has a telescope and an interest in astronomy who would be happy to direct this activity for you.
- Astronomy is the oldest science in the world. Encourage the Cubs to look up the many legends and stories concerning the stars and planets, and report to and share this information with each other.
- Buy a number of copies of the *Canadian Boy* reprint on the Life of Baden-Powell and keep this in the pack box to lend to boys who express an interest in B.-P. and his adventurous life.
- Give your Cubs every opportunity to lead in program items. Reports from trips, leading games, giving instruction, planning pack rambles, all help in developing their latent leadership abilities.
- Mapping requirement number six, emphasizes the reading of a special kind of map (road map) which gets the Cub beyond his immediate community while emphasis in requirement number eleven is on making a map. These overlap with requirement number eight of Blue Star which is to assist the Cub to pin-point his place in his community through reading another kind of special map (city map).
 - **Quiet!** — Run twenty minutes of a pack meeting in "dumb" though not silent fashion. No words to be spoken so commands, questions etc. must be either signalled or acted. The ingenuity of Cubs will allow a normal program to continue.
 - **Weather** — To help in weather observations and in rain checks, call local meteorological office to check on rainfall. To encourage the use of the rain gauge ask at an appropriate meeting how much rain fell during such and such a storm. What about a pack rain gauge? Have a Cub(s) report on this during each pack meeting for a month or two.

Why not make your own pack weather station, using some of the requirements dealing with weather?
 - **Star-gazing** — Amateur astronomy clubs may be able to help boys with a review of the fundamentals of astronomy. The club may be able to put on a special sky show primarily for the Cub pack.
 - **Navigators** — Encourage Cubs to make a collection of road maps and keep them in the car or garage. When a trip is planned, they could work with their father to review best routes and then act as navigators on the trip.

STAR AND BADGE ACTIVITIES

Have you Considered these Resources?

Personnel and/or materials of local Scout office (film on B.-P. 7), E.M.O., police (coding), meteorological department, nature club, local astronomy society, Scouts, Guides, Venturers.

Red Star Requirements

Purpose: To help Cubs in the care and development of themselves. To earn the Red Star, Cubs choose and do any five of the A requirements and any three of the B projects.

A. Requirements

1. Choose and do five of the illustrated athletic activities.
2. Do 5-BX for your age level.
3. Explain why and how to take care of your hair, ears, eyes, teeth, nose, nails and feet.
4. Explain the rules of good nutrition.
5. Know the safety rules for swimmers.
6. Explain the danger of the common cold and tell three ways of preventing its spread.
7. Lead the pack or six or another group in an active game.
8. Describe how and tell why you should take care of your own clothing and other personal articles.
9. Show, and be carrying out in practice, the proper method of sitting, standing, walking and running.

B. Requirements

As an individual or with a few of his pals, Cubs choose and carry out any three of the following projects:

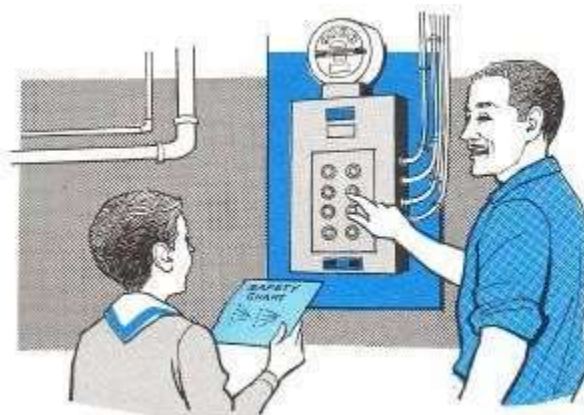
10. Carry out an accident and fire-prevention check of the home, the garage (if there is one) and the neighbourhood.
11. Develop and make use of a simple backyard or basement gym.
12. Explain the reasons for and demonstrate the highway codes for pedestrians and cyclists.
13. As a safety project, clean up waste litter from a public area.
14. Design and run an outdoor obstacle course.

Notes and Activities

- Good health is vital in the development of personal fitness. In the limited time that you have with your Cubs, emphasize those things which form the basis of good health: body cleanliness, posture, proper diet, rest and relaxation, care of teeth, eyes, ears, feet and so on.
- Fitness can be viewed in four ways and through the Cubbing program you can help boys to develop in each of these areas:

STAR AND BADGE ACTIVITIES

- Medical Fitness — boy is in good shape and is capable of working efficiently. Encourage and perhaps even arrange for the Cubs to have periodic dental and medical examinations.
 - Functional Fitness — boy is able to do hard work without tiring too soon and recovers quickly. Provide rough active boy-appealing activities at pack meetings and encourage boys to take full part in running and climbing sports and other such activities.
 - Motor Fitness — boy is reasonably skillful in activities requiring co-ordination and strength. Provide opportunities for swimming and for developing manual skills through drawing, sketching, crafts, knotting, modelling, etc.
 - Emotional Fitness — boy has developed, or is developing, ability to get along reasonably well with others. Provide activities such as games and acting, project work, etc., that require co-operation and are carried out in sixes or other small groups.
- Related to growth is participation in sports. Encourage this for all boys. Have a sports program. Invite a leading athlete to come and talk to the boys. Lead up to the Team Player Badge for all Cubs.
 - The development of personal skills will help in the overall development of fitness. Arrange for a father, or better still, one or more teenage brothers, to come to the pack and conduct “Indian” wrestling matches and Judo classes. These have to be carefully conducted in order to emphasize their value as body-building activities.
 - One reason for fire and home-accident checks is because more children in the five to fourteen age group die by accidents than by all nine principal diseases combined. The main causes of death from accidents for all children from birth to age fourteen rank in the following order: (a) motor vehicles, (b) drownings, (c) fire and explosions, (d) poisoning, (e) falls. The number of deaths from motor vehicles is more than six times greater than from falls and poisoning combined.



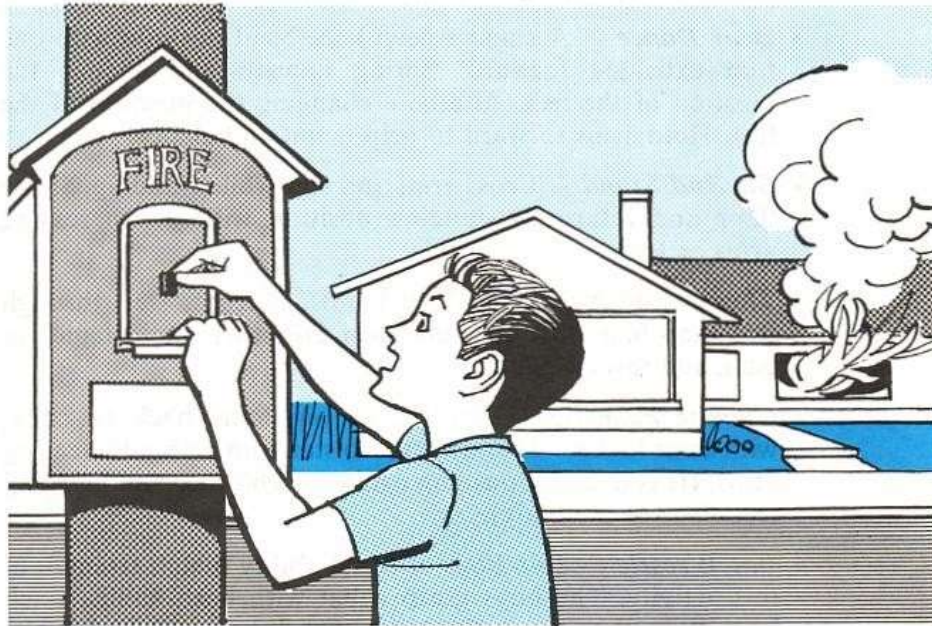
- Inside the house, the order of importance of accidents is: (a) falls, (b) cuts, (c) burns. Outside the home, the order becomes: (a) motor vehicles, (b) playing on streets or sidewalks, (c) playgrounds (other than schools), (d) bicycles (other than motor vehicle collision).

STAR AND BADGE ACTIVITIES

• Here are some additional and appealing physical activities for use as program items or for Cubs to do at home:

- ***Duck Walk*** — Assume a deep knee bend position with hands on hips and walk around.
- ***Seal Walk*** — Hold the weight on the hands and toes, keeping the back flat. Move forward by walking with hands.
- ***Crab Walk*** — From a squat position, reach backward and put hands flat on floor without sitting down. Walk in direction of feet, keeping head and body in a straight line.
- ***Bear Dance*** — Assume a deep knee bend position with one foot extended forward. Spring upward and change the position of the feet. Alternate changing the position of the feet. Hold arms forward to help maintain balance.
- ***Sit And Stand*** — Cross arms and legs while standing. Sit on floor and return to standing position without uncrossing arms or legs.
- ***Thread The Needle*** — Clasp hands in front, step through this loop first with one foot then the other. Hold hands in back and reverse action.
- ***Chinese Push-Up*** — Partners sit on floor, back to back, with arms locked. They attempt to stand up without releasing arms. (It is done by pushing against each other and bringing feet close to the body).
- ***Bat Wrestle*** — Two boys of equal ability match strength in this activity. The boys grasp a bat with both hands. Each boy attempts to touch the bat to the floor on his right. The one who does this successfully is declared the winner.
- ***Hand Wrestle*** — Contestants toe opposite sides of the same line. On a signal they shake hands and each tries to pull opponent over the line. The player who first pulls opponent off balance is the winner.
- ***Heel Toe Race*** — Line the Cubs at the starting point. At a given signal, race heel to toe style to a finish line 10 feet away. They may also run the race in heats.
- ***Athletic activities*** — Provide opportunities and encourage Cubs in their natural inclinations to wrestle and horseplay with each other. They are trying out the skills of their growing bodies. Encourage running, climbing, walking, hopping, etc.
- ***Fire knowledge*** — Ask the Cubs what they would do if fire blocked the only exit from the meeting room; if a Cub is caught in a room filled with smoke or fumes; if a Cub saw a neighbour's house on fire; if cooking oil in his mother's frying pan caught fire; if his younger sister or brother's clothes caught fire.

STAR AND BADGE ACTIVITIES



- **Fire Fire!** — Have Cubs remove their caps, neckerchiefs, jerseys and shoes and pile them neatly and lie down. On the call of “fire fire” all get up and dress. The first Cub or six dressed best wins. This can be also done in the evening with the lights out and a time allowed.
- **Bodies** — Arrange for a doctor, dentist, nurse to visit the pack and talk about health and about growth — to answer questions about teeth, eyes, ears, senses, body organs and functions.
- **Highway Code Night** — All Cubs who bicycles bring them to the pack meeting. Arrange for competent helpers — parents, Venturers, Scouts. Brief them well. Roads, pavements, crossings, have been marked in the yard. As he arrives each Cub is given a card with a large red “L” to pin on his jersey. Bicycles are tested for efficiency and each Cub wears his “L” until he has travelled the “roads” on foot, answering questions on the highway code as he reaches each helper. If a real policeman can be persuaded to help so much the better. Posters and pamphlets can be obtained from local police and provincial highway departments.

Have you Considered these Resources?

Personnel and/or materials of health departments (nurses, doctors) physical education departments of schools and YMCAs, Red Cross Society, fire department, do- it-yourself section of local lumber merchant, police department.

STAR AND BADGE ACTIVITIES

Tawny Star Requirements

Purpose: *To help Cubs develop use of their imagination and creative skills.*

To earn the Tawny Star Cubs choose and do any six of the A requirements and any two of the B projects.

A. Requirements

1. Show how to use simple tools including a jackknife.
2. Make a simple article such as a puppet, toy or game papier-mâché item, neckerchief slide, etc.
3. Show how to use a typewriter by typing a message to Akela which includes your name, address and telephone number.
4. Make a working model.
5. Make and operate a simple electric motor.
6. Make and operate a crystal radio set.
7. Make and use a periscope.
8. Produce an original and imaginative piece of work such as a limerick, a skit, a story, or a poem.
9. Produce an original and imaginative piece of art such as a mobile, construction, sculpture, a driftwood article, display of sketches or photographs, etc.

B. Requirements

As an individual or with a few of his pals, Cubs choose and carry out any two of the following projects:

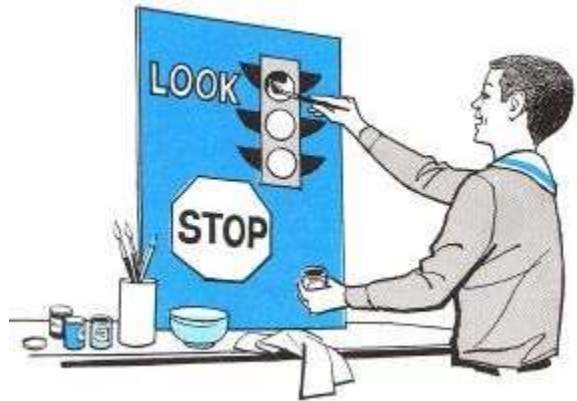
10. Plan and prepare a party for a family, pack, six or other group.
11. Make a windmill or waterwheel or weather-vane.
12. Paint a mural or do a poster on a special event such as Fire Prevention Week, Young Canada Book Week, etc.
13. Using scrap material, make equipment for games such as tetherball, bean bags, rope quoits or a swing, slide or trapeze, etc.
14. From a collection of natural articles, make a decorative piece such as a table-top cover, wall plaque, framed picture, lamp shade or lamp stand.

Notes and Activities

- Handicraft has been a basic element of Cubbing since its inception. Cubs like to make things. Arrange for them to do this as individuals, in small groups or as a pack. Book four, *Creative Activities for Wolf Cubs*, has a good section on handicrafts for Cubs.
- Have artists or other talented people visit the pack, demonstrate some of their skills and perhaps guide the boys in some of the projects mentioned.

STAR AND BADGE ACTIVITIES

- Have a poster contest on “Young Canada Book Week”. Do this on an individual or six basis. Have an artist (a friend or talented person) judge the results.
- Get sixes to work on a mural. Boy Scouts of Canada have coloured postcards illustrating the two striking murals mounted in the lobby of National Headquarters. Copies of these cards for each six may stimulate original ideas from the boys themselves.
- Have a home-centred individual sculpturing contest. Show some models made of soap, clay or papier- mâché to stimulate interest and provide ideas. Have these made by a few boys for this purpose.
- The *Hi Neighbour* booklets (and most encyclopedias) have illustrations of flags of other countries. UNICEF sells a flag chart of UN member countries.
- A visit to a local gallery or museum may provide clues and ideas for boys working on the mural/poster and sculpture or art requirements.
- Check to see if your sponsor or a local organization requires posters to advertise special events. Have the more talented boys work on these projects.



- On checking an encyclopedia, Cubs will find that posters have a long history, and in a way, were the first examples of advertising. The first posters known were found as wall paintings in ruins of ancient Egypt. In ancient Rome, posters were used to tell of events planned to take place at the Coliseum.

The invention of printing made it much easier to make many copies of a notice or advertisement. These were posted on walls, or passed out by hand and were called handbills. The invention of lithography in 1796 made it possible to add coloured pictures to the type and this led to the poster as we know it today. There are a few basic rules for posters:

- the message must be instantly clear.
 - it should have few colours.
 - it should have few words.
 - it should have a simple design.
 - the letters should be simple and easy to read.
- **Thumbless stunts** — Try these stunts to show your boys the importance of manual dexterity. Give each player two six- inch pieces of adhesive tape and have them tape their thumbs and forefingers together to make their thumbs on both hands immobile. Stunts include untying and tying of shoelaces; peeling an orange; writing a name; making a drawing and so on. The first boy to accomplish any of these stunts wins.

STAR AND BADGE ACTIVITIES

- **Wax aquarium** — To give your Cubs experience in modelling. Using modelling wax, let them fashion floating frogs, flowers, fish, seahorses, etc., and place them in fairly deep bowls half filled with water. Using lead weights, they can make their “aquatic animals” float about at different depths. Award a prize to the best six “wax aquarium”.
- **Creative boats** — Issue each six with an equal number of oddments (bits of wood, cut nails, glue, matchboxes etc.) and give them time to produce a boat that will float. Try the boats out on water — out-of-doors if possible — but in washbasins indoors, if not.
- A **“thingamajig”** — Provide Cubs with the following or similar objects in a paper bag — strip of metal, piece of wood, corks, wire, postcard, nails, string, matchbox, drawing pins, etc. Individually, or in pairs, they produce a “thingamajig” within a given time.

Have you Considered these Resources?

Personnel and/or materials from Arts and Crafts section of local school boards, YMCAs, community associations; carpenters union, toy shops, toy manufacturers, toy testing laboratories, typing schools, typewriter shops, Ham groups, electrical unions, artist groups, museums, art galleries.

In order to keep the scheme as meaningful, coherent and up- to-date as possible, the Five Star Scheme will be thoroughly reviewed every two years. The first review was conducted in 1968 and resulted in many worthwhile revisions to the scheme. Comments from Scouters and others will be welcomed by the Wolf Cub Subcommittee of the National Program Committee, care of National Headquarters, Boy Scouts of Canada, Ottawa.

SECTION 3

BADGE WORK

Introduction

The following were important factors in the development of an enlarged and challenging Wolf Cub badge scheme.

- The needs and interests of boys.
- Recognition of self development and provision of choice.
- The importance of the home.
- The influence of the changing community.
- Requests from the field.
- The need for worthwhile pursuits and activities.

Advice of professional people in various fields was sought and readily extended. For example, the requirements for the First Aider and Swimmer Badges were provided by the St. John Ambulance Association and The Canadian Red Cross Society, who are considered to be the experts in these activities in Canada.

STAR AND BADGE ACTIVITIES

In view of the natural ability of youngsters to learn languages, it was decided that an emblem would be provided to denote the linguistic ability of the Cubs concerned.

Place of the Badge Scheme

The badge scheme is another aspect of the total Wolf Cub program. It is not necessarily progressive but rather supplementary to the star scheme. It provides another program area and a multitude of activities in which Cubs may satisfy their needs for recognition, achievement and new experiences.

Requirements

Details of the requirements along with suggestions on how to earn the badges will be found in the 1968 edition of *The Way to the Stars*. The requirements are designed to provide challenge to ten-year-olds yet allow eight-year-olds to take part, if they so wish. They include a wide choice of interest areas as well as provide for individual choice in each interest area.

Standards

A Cub may earn any badge and every Cub should be encouraged to earn badges that interest him. This shouldn't prevent him from participating in activities related to badge work, such as a demonstration by the St. John Ambulance Association, when the activity is what appeals, rather than the badge.

The standard expected of a typical ten-year-old should not be the same as that of a younger Cub. Interest is the important thing — not the completed work which may not be as fine or complete as the leader/examiner would wish. "Is it his best" is the basic criteria for judging effort. This will, of course, differ from Cub to Cub.

Instruction/Examination

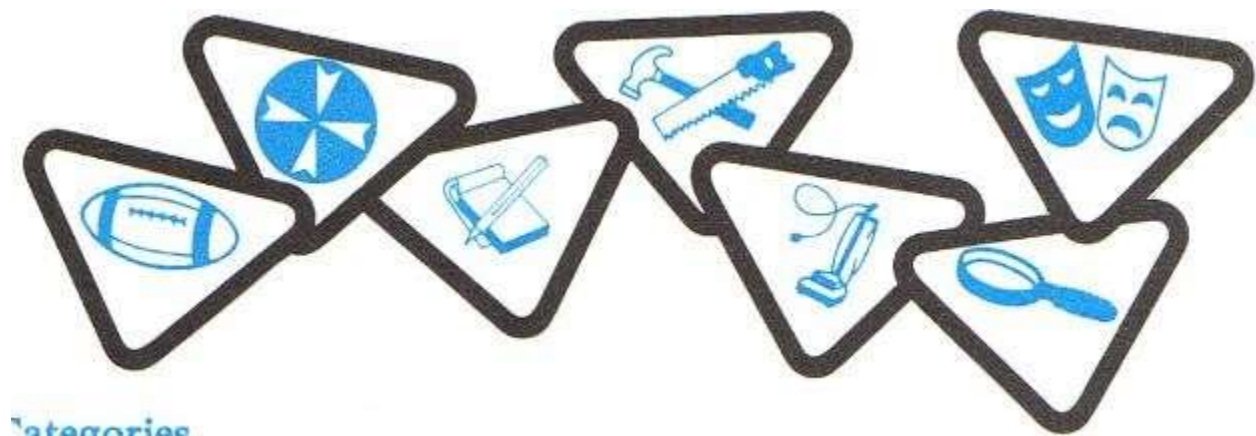
Most badge work will be done away from the pack meeting. Some will be carried out under the auspices of organizations such as the Red Cross in swimming or by individuals such as a teacher in music. Leaders should accept the opinions of these people as approval for badge work. Parents may be used but in order to obtain objectivity, it may be better for them to approve the work of boys other than their own. With the expansion of the star and badge schemes and the move to making greater use of community resources and personnel, leaders will need to work closely with the resource personnel of their committee, council and region.

It is strongly suggested that a member of the group/section committee take over a "boy-training" position and work closely with leaders on the problems of instruction, examination, securing help, etc.

STAR AND BADGE ACTIVITIES

Purposes of the Badges

ANGLER	To encourage angling skills and knowledge of marine animals.
ARTIST	To encourage artistic ability.
ATHLETE	To encourage athletic ability and skills.
CARPENTER	To encourage and develop skills with tools in the home.
COLLECTOR	To encourage collecting.
CYCLIST	To develop physical fitness and road safety skills.
FIRST AIDER	To provide service in the home and community.
GARDENER	To encourage gardening and knowledge of growing things.
GUIDE	To provide service in the community.
HANDYMAN	To provide service in and about the home.
HOUSE ORDERLY	To provide service in the home.
INTERPRETER	To encourage linguistic ability and when and where possible
LIFE SAVER	To provide service in the community.
MUSICIAN	To encourage musical ability!
OBSERVER	To encourage knowledge of natural things.
PERSONAL FITNESS	To encourage physical fitness.
PET KEEPER	To encourage and develop a feeling of sympathy and understanding for animals.
READER	To encourage an interest in reading and in making greater use of community resources.
RELIGION AND LIFE	To encourage an interest in religion.
SKATER	To encourage and develop physical fitness.
SKIER	To encourage and develop physical fitness.
SWIMMER	To encourage physical fitness and knowledge of water safety skills.
TEAM PLAYER	To encourage and develop athletic ability and team spirit.
TOYMAKER	To encourage an interest in making things.
TROUBADOUR	To encourage an interest in singing and acting.
WOODSMAN	To encourage knowledge of outdoor living.



STAR AND BADGE ACTIVITIES

Categories

A review of the purposes and requirements as stated will show that the badges fall into five overlapping categories:

Crafts — Artist, Carpenter, Toymaker

Outdoors — Angler, Gardener, Observer, Woodsman

Physical Development — Athlete, Cyclist, Personal Fitness, Skater, Skier, Swimmer, Team Player

Service — First Aider, Guide, Handyman, House Orderly, Interpreter, Life Saver

Special Interest — Angler, Collector, Musician, Pet Keeper, Reader, Religion in Life, Troubadour

Hints for Scouters

In addition to the hints for Wolf Cubs in *The Way to the Stars*, the following ideas may assist Scouters in helping their boys to earn badges.

- Use games, stories, stunts, acting, crafts and competitions to encourage and assist Cubs. Example — drawing relay, fire drill, first-aid relay.
- Expect and encourage most of the work to be done at home or in the community.
- “Interest is the growing end of the mind.” Let the boys make their own choice. Working for a badge encourages the boy to learn more about the things that interest him.
- The Cubs should have access to, or develop their own library of resource material. Perhaps the pack could develop its own library of selected material. Such material is readily available.
- Camp provides an opportunity to let house orderlies tidy up, prepare and cook meals; collectors collect; observers observe; artists draw; swimmers swim, and so on.
- Make full, effective use of parents, community resources and personnel. For example, encourage the boys to take part in classes on art, swimming, sports, music, etc., which are sponsored by community councils and municipalities. Keep track of their progress and award the appropriate badge at the end of the class.
- Purchase and display a set of the badges for the Cubs to see, to handle and to ask about. Perhaps the requirements could be typed on sheets or cards and form part of the display board.

STAR AND BADGE ACTIVITIES

Some Ideas on Craft Badges

These are the Artist, Carpenter and Toymaker Badges.

Use talented parents and friends to do the work. Get them to visit the pack and give a few pointers on their special skills.

Basic material in the pack equipment, such as cardboard, drawing paper, coloured pencils, crayons, etc., doesn't take much space and provides the tools for simple sketching projects during meetings.

Encourage all boys to try the art activities.

Arrange to take the pack to the library. Ask the librarian to show illustrated works of great artists and, perhaps, tell the Cubs something of the lives of such artists. Some works of Da Vinci feature illustrations of war machines which may provide a means of getting the interest of Cubs in his other work.

In galleries and art museums, Cubs have an opportunity to see originals (or copies) of works of great artists. Provide guidance to them before the visit. Get them to look for specific items. Make the visit an enjoyable activity and not a chore.

It may be possible to arrange with the authorities of art museums or galleries for the Cubs to see or learn something of the evolution of painting from cavemen to present days. For most Cubs, the initial impact of such visits may be superficial but it could provide a thrilling experience for some Cubs.

Have a poster contest on "Young Canada Book Week". Do this on an individual basis or on a six basis. Have an artist (a friend or talented parent) judge the results.

Get sixes to work on a mural. Boy Scouts of Canada have coloured, postcards illustrating the two striking murals mounted in the lobby of National Headquarters. Copies of these cards for each six may stimulate original ideas from the boys themselves.

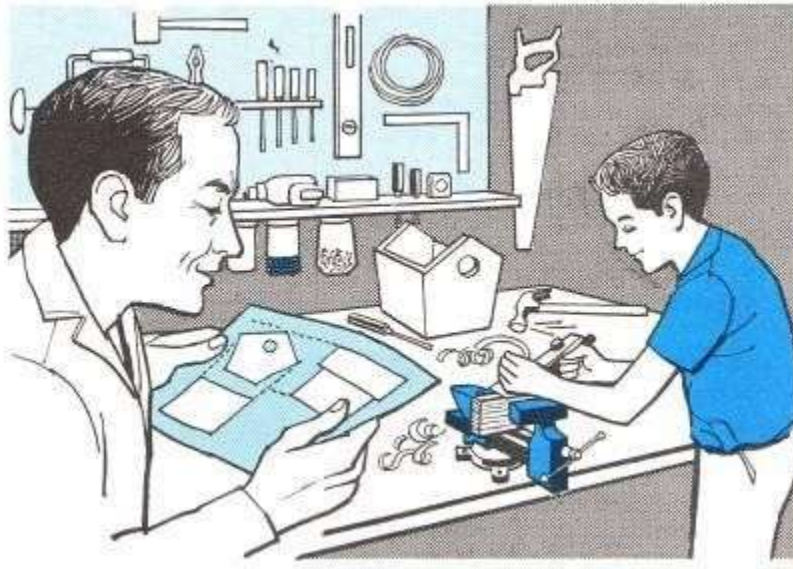
At camp, have a competition for the best sketch or set of sketches by a Cub or six. Supply pencils, paper, brushes and paints. Encourage Cubs to draw landscapes and camp scenes and model animals using natural clay.

Have an annual exhibition on a pack, inter-pack or district basis, to feature paintings, murals, posters, models, toys, etc.

Use of Tools

Most boys like to handle tools. This natural urge should be encouraged but the boys should be shown how to handle tools and learn to treat them as tools, not toys.

STAR AND BADGE ACTIVITIES



Arrange for a “do- it-yourself” father to attend a meeting and demonstrate how to use tools. Show him a copy of Wolf Cub Book number seven, *Carpentry for Boys*, to guide him in his demonstration.

Secure the co-operation of the fathers with the Toymaker and Carpenter Badges.

On outings, have the Cubs collect pine cones, tree roots, driftwood, etc., to take home to make novelties and toys.

At camp, provide a few tools, nails, glue, etc., and assorted material. Have a competition for the best or most useful article.

Encourage the Cubs to donate their completed toys or models to hospitals, crippled children, etc.

Shadow silhouette. Place a bright light so that a sharp silhouette (of anyone standing in the light) is thrown on a wall. Each Cub has the outline of his profile drawn by one of the pack artists on ordinary white or brown kraft paper. They can be jumbled up afterwards and used as an observation game — or taken home as a treasure to decorate a room or could be used to decorate the hall for parents’ night. Parents will enjoy trying to identify the profile of their son.

Sketching. When you have two or more Cubs at loose ends during meeting time, provide each with a large sheet of paper and coloured pencils or crayons and send him to sketch a given scene either inside or outside the meeting hall.

Proficiency badge mobile. Cut triangles of white card, pencil the name of a proficiency badge on each and distribute to Cubs to take home. They copy or draw and colour the badge on one side and stick a picture on the other side which illustrates one of the requirements of the badge. They can then use these as the basis for an interesting mobile.

STAR AND BADGE ACTIVITIES

Art show. A pack art show can be fun. Suggest classes e.g. drawings of cars and Indians, illustrations or stories of pack events, clay or plasticine models, mobiles, construction, science exhibits. Invite the Scoutmaster to be the judge. Present inexpensive but appealing books as prizes.

Creative Activities for Wolf Cubs (Book 4 of The Pack Scouters Series) provides additional ideas on this badge category.

Some Ideas On Outdoor Badges

These are the Gardener, Observer and Woodsman Badges.

Gardening

Gardening may lead to an interest in plant and insect life; it could bring in handicraft and the use of tools; and as a home-centred badge, it involves parents in the boy's Cub life.



Parents who are keen on gardening can do a good turn for the pack by looking after this badge activity. It could become a regular feature of a pack's summer holiday program.

Is there any unused ground around the neighbourhood where the pack could make a garden and develop a beauty spot in the area?

For city packs, gardening brings in handicrafts through the making, painting and taking care of window boxes made from discarded crates. Also through making lawn ornaments, rock garden decorations, simple fences and a place for storing tools.

Keen Cubs may want to make scrapbooks with the beautiful pictures from seed catalogues. This may be a way to arouse the interest of other Cubs in gardening.

Why not have a bulb or seed-growing competition? Give out the bulbs or seeds at the beginning of the season and have a panel of parents judge them at the end of the season. The plants could be presented to the local home for the aged.

STAR AND BADGE ACTIVITIES

Encourage boys to take part in junior sections of shows run by local horticultural societies and regional exhibition associations.

Observing

Have and use books, display charts, pictures of birds, animals, rocks, trees, flowers, weeds, etc.

On outings, use compass directions such as “go north” or “turn south” rather than say “go right” or “turn back”. Use compass directions to lead to a treasure or to the assembly point.

Teach the Cubs to look up and learn the main constellations in the sky.

Give sixes a list of outdoor things to find in a certain time and see which six can produce the most interesting collections. Example, rocks, grasses, insects, barks, etc.

Arrange with local storekeepers to put certain “out of place” items in their window displays. Example, a bag of candy or tin of food in with clothing. Send Cubs out in sixes or pairs to spot the errors.

Plant false items such as elm leaves on a maple tree and send Cubs off to spot the errors.

Each six can adopt a tree in their neighbourhood. Let them choose their own and keep a log of its progress. Dates can then be compared as to the time when buds appear, leaves open, flowers blossom and fruit ripens. A competition may be developed for the best log.

Encourage those Cubs who have pets (birds, dogs, cats) to observe carefully, record and report on their pet’s activities and habits.

Tie in handicraft through the making of bird houses or feeding stations or both. This will provide Cubs with an opportunity to observe birds all year around.

During regular meetings, send sixes out to observe and record as many items, beginning with a chosen letter, and in a set area, as they can see. Allow five to ten minutes. If the last six back loses points the Cubs will not stray too far. Example, (a) for ant, (b) for bark, (c) for cat, (d) for dog, etc.

For each six, string off a four by four foot square of land. Each sixer has pencil and paper. In a set time each six must list all the natural items in that square on the ground, below the ground, and above it, e.g., tree branch, birds flying by, etc. Then the pack collects at each “mine” in turn while the sixer in charge of that area describes his items.

STAR AND BADGE ACTIVITIES



Take advantage of the trend for families to go camping. Link this to the Woodsman Badge.

Encourage “pals” to have backyard camps. Turn this over to parents. Let them report to you.

See Exploring Nature of *Outdoor Activities for Wolf Cubs* (Book 5 of The Pack Scouters Series) for further ideas on this area.

Some Ideas On Service Badges

These are First Aider, Guide, Handyman, House Orderly, Interpreter and Life Saver.

First Aid

First-aid instruction should be as realistic as possible. Use real bandages, antiseptics, clean water, etc. By practising the treatment exactly as it would be given in the case of an accident, Cubs will be able to do a good job should they ever face a real emergency.

There are occasional minor accidents which occur from time to time during Cub meetings. When such occur, the Scouter should pick out one of the first aiders and say “Johnny, you have your First Aider Badge. Take Bobby and fix up his skinned knee.” This will keep the Cubs interested and on their toes. It may add incentive for other Cubs to qualify. Provide “mock” injuries at periodic intervals.

Obtain the assistance of some adults, Scouts, Guides or this could be a good project for Venturers. The meeting is constantly being interrupted for requests for someone to attend minor casualties. Use other boys as well as first aiders to assist on these requests. See that it is fun, not a chore.

Rather than lose “lives” in wide games or being eliminated in indoor games, set up a first-aid station where Cubs dropping out can report. A leader is in charge assisted by one or more Cubs working for the badge. The Cub reports to the station, collects a slip at the door which gives him a fictional injury, (wound, graze, frost bite, burn, scald, etc.) and he is then treated, cured and returns to the game.

STAR AND BADGE ACTIVITIES

Guide

On outings, send the pack off as sixes or groups to locate the closest doctor, telephone, fire hydrant, post box, etc. Send a leader or instructor along with each group.

Have a Cub take charge of the transportation arrangements when the pack is on an outing. He must figure out and correctly describe the route home, bus fare, transfers, etc. Be sure you know the way, too.

This is an outdoor badge so get the Cubs out, even for short periods, before, during or after regular winter meetings. Cubs learn by doing, not by hearing. Keep the knowledge up-to-date.

House Orderly

Encourage these Cubs to take over the kitchen and make an occasional family meal. Perhaps they can be of help to the sponsoring organization on special banquet events. Cleaning up usually requires lots of hands.

If sixer council meetings move from home to home, the sixer acting as host could be responsible for the refreshments.

Handyman

Although mainly a home-centred badge, this shouldn't prevent boys from fixing up minor problems about the hall. They may even be of help to aged or sick people in the community. Encourage fathers to pass on their accumulated wisdom to their sons along with a few of their friends. Maybe he could have a small group down to his workshop once a month to work out some problems of this badge.

Interpreter

Encourage all boys to go after this badge. This can be done through using foreign phrases, learning foreign songs and games, having visitors from other lands down to talk and visit, exchanging scrapbooks from other lands (written in the native language — which requires a job of deciphering — a good project). Link to Green Star Requirement No. 5 dealing with codes and communications.

Posting notices in foreign languages, getting the boys to translate the Cub motto "Do Your Best" in as many languages as possible (using foreign language dictionaries at the local library or by calling the offices of the foreign consul-general in various cities) are other ideas.

Some Ideas on Physical Development Badges

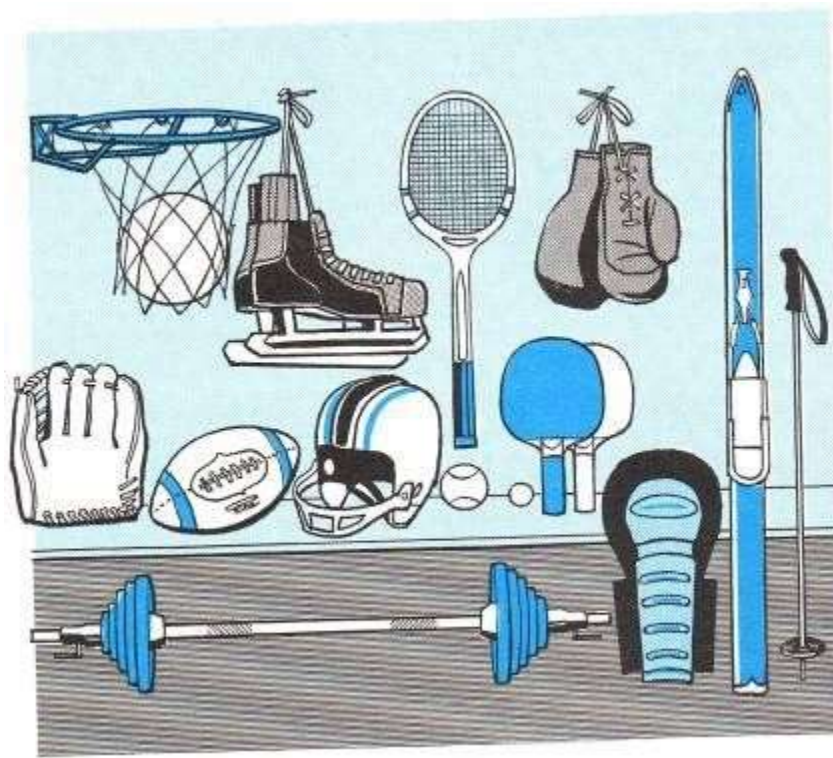
These are Athlete, Cyclist, Personal Fitness, Skater, Skier, Swimmer and Team Player.

STAR AND BADGE ACTIVITIES

Encourage participation in team games by arranging for informal games of hockey, baseball, etc., with other packs. Don't get too involved in highly structured leagues that demand too much time.

Get the fathers out to coach the Cubs and referee the games. Let the Cubs organize their own teams.

A town pack may challenge an out-of-town pack to a game and later the compliment could be returned. With possibly a train, bus or car ride involved, a good outdoor game, a picnic lunch and a sing-song, this type of event could amount to a most worthwhile special pack meeting or outing.



Cubs should not be called upon to perform athletic feats which require a greater degree of stamina than they possess. The whole purpose is to instill in the Cub the desire for physical fitness, not to create a circus strongman or a track star.

Games and sports. Give each Cub one sport to read about. If possible it should be his major interest and each one should be different. The Cub then writes a short story or report about this sport without naming it or mentioning the names of the players. The others try to guess from his description the name of the sport.

STAR AND BADGE ACTIVITIES

Cycling

The greatest number of accidents involving cyclists happen to boys of Cub and early Scout age, and in many cases the accidents are due to the negligence of the cyclist.

The aim of this badge is to develop road courtesy, including thoughtfulness for others, especially pedestrians.

Many of the Cubs come to meetings on bicycles. Have the bicycles inspected, and check for rear and front lights, good brakes, a carrier, etc.

Have a policeman attend the meeting to explain the reason for bicycle safety and perhaps show the Cubs a film on the subject.

Let the Cubs know that they, as cyclists, are in training as motorists, and as such must take care of their bicycles and keep them in good condition just as their dads must do with their cars.

Swimming

Encourage family swim fests to help boys overcome fear of the water and gain confidence. Swimming helps build strong bodies and develop fitness. Leaders could arrange for special swimming classes for the Cubs with the local YMCA or community pool or Red Cross.

Many districts have swimming clubs that do fine work. They make use of community, private and organizational pools. Some plan a gala night to conclude their activities and give public recognition to those Cubs who learned how to swim.

Camp is a golden opportunity. If a non-swimmer learns to swim at camp, then camp for him has been an unqualified success.

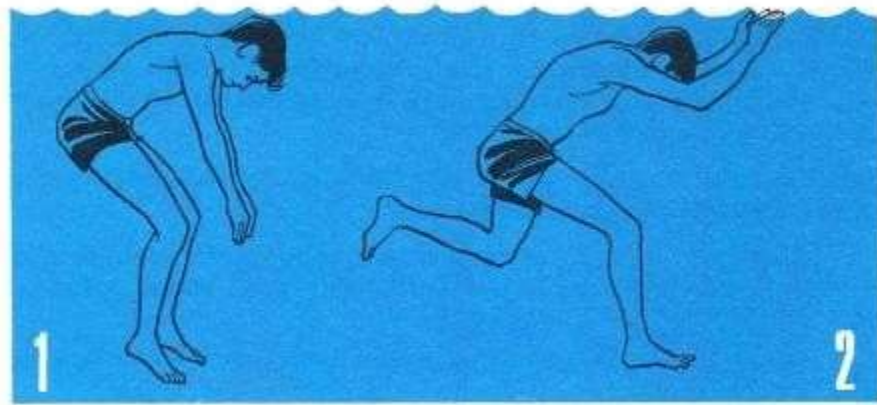
For your summer program, have a “learn-to-swim” campaign and encourage the Cubs, whether at camp, city pool or family cottage, to learn to swim.

Drown Proofing

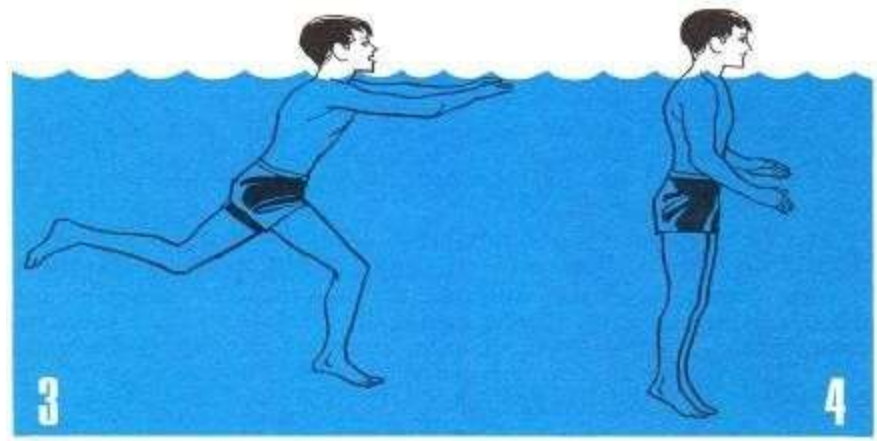
Arrange to take the pack to see a demonstration of this natural but amazing drown proofing technique. Have a special pack meeting at the local pool for Cubs to get instruction in and practice the techniques.

Encourage all your Cubs to learn the technique of drown proofing. It is part of Red Cross training and can be learned by the youngest Cub in a couple of sessions. Learning the technique does wonders in developing the confidence of poor and non-swimmers.

STAR AND BADGE ACTIVITIES

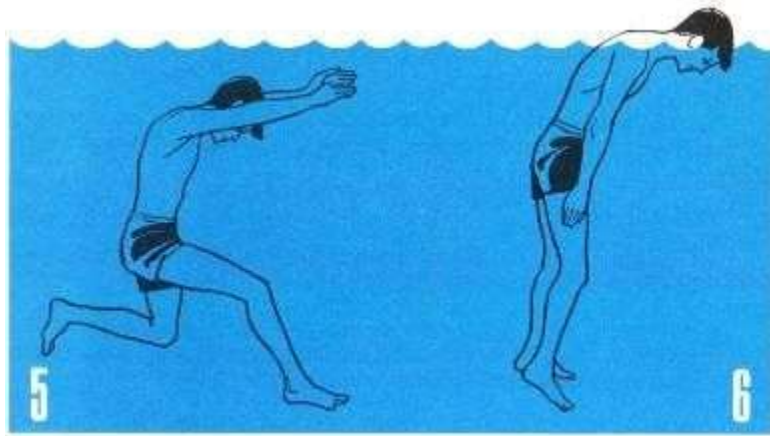


1. Relax completely. Be lazy. With lungs full, float face down, back of neck on the surface. Rest for three seconds.
2. Get ready to raise face above water surface. Extend your arms forward slowly. Get ready to thrust downward with your arms and legs.



3. Exhale through your nose as you rise to the surface. With mouth above water, inhale. Your shoulders stay under water.
4. Keep your head straight and push downward with your hands. This keeps your head above water, while inhaling slowly. Don't gulp; there's no rush. In rough water, keep the waves at your back, so they don't break in your face.

STAR AND BADGE ACTIVITIES



5. With lungs full, drop head forward and thrust downward and backward with arms and legs.
6. Hold your breath. Relax. Let arms and legs dangle while you float forward and upward. Practice the “drownproof” float until it’s second nature — till you can do it without thinking. While learning, hold your breath for three seconds. After you’ve mastered this floating technique you’ll be able to hold your breath for as long as ten seconds as you loaf in the water.

Skating/Skiing

Encourage Cubs to practice as much as possible, to get into shape before doing too much of either and to listen and follow the instructions of coaches or instructors.

What about having a skating/skiing party in place of a regular pack meeting?

Medical/Dental Check

By personal example and other means, encourage all boys to have dental and physical checks. Explain why or invite a doctor or dentist to talk to the Cubs about the importance and reasons for such action.

A Spring Program

This is a natural for Cubs. You will have few problems with interest and enthusiasm. You may, however, have a problem in judging the degree of skill required for some boys to complete the suggested activities.

Spend the meetings of May and June working on the requirements of the Athlete, Cyclist, Swimmer, Personal Fitness and Team Player Badges.

This will mean:

- Checking with the sixers’ council and perhaps the whole pack to get their ideas on the overall project.

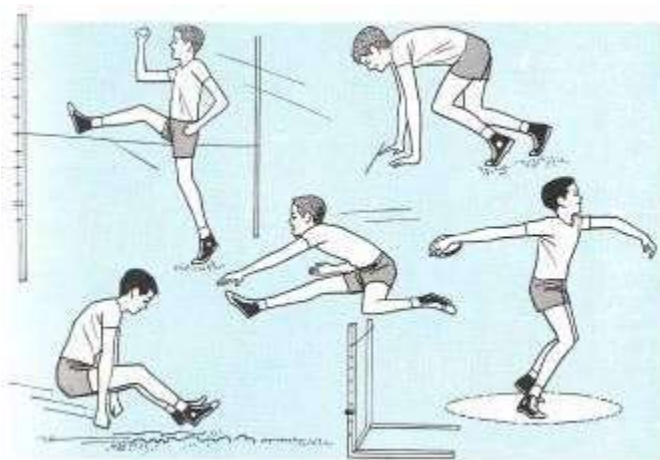
STAR AND BADGE ACTIVITIES

- Arranging for sports-minded parents and others to attend meetings, first to assist Cubs on learning the requirements and second to pass them on the requirements.
- Arranging for resource persons to attend the meetings. Example, a policeman to review Cyclist requirements.
- Arranging details for a “splash party” at an available pool.
- Having someone make up cards or slips for each Cub, which list the requirements for each of the badges to be followed.
- Having a few trial runs during May and encouraging Cubs to practice activities at home.
- Developing a chart such as the following to guide you and your colleagues and helpers:

Date	Place	Subject	In Charge	Check Points
June 1	Field	Team Player	Provost	Other Matches Other Packs
June 8	Field/Gym	Athlete	McKendy	Badges
June 15	Field/Gym	Personal Fitness	Dr. Grant	Badges
June 22	Yard	Cyclist	Constable Pratt	Badges
June 29	Pool	Swimmer	Red Cross Instructor	Transportation Badges

Such a project requires:

- Provision for other activities for Cubs who are not “sports minded”. See *Outdoor Activities for Wolf Cubs*, Book 5 of The Pack Scouters Series, for ideas.
- Alternative facilities in case of bad weather.
- Follow up and thanks to resource personnel.
- A supply of badges on hand for immediate presentation. An estimate of requirements can be made by checking the progress of Cubs at the practice sessions held prior to the final session.



A Field Day

Using the requirements of the Athlete Badge, plan a simple field day for the boys.

Arrange for parents to look after events. Issue a card to each boy showing his name and listing the events. Let them all participate and as they complete an event, their card is checked. If they don't make it the first time, they may try again.

Add a few special events such as a scavenger or treasure hunt or other outdoor activities.

Following the program, present badges to Cubs who successfully complete the requirements.

STAR AND BADGE ACTIVITIES

Some Ideas on Special Interest Badges

These badges include Angler, Collector, Musician, Pet Keeper, Reader, Religion In Life and Troubadour.

Collecting

Collecting is natural for a Cub. It seems to be a way in which he can organize his own world to his own satisfaction.

The choice is wide: flowers, twigs, sands, postcards, stamps, coins, photographs, cartoons, travel labels, license plates, trade marks, models, buttons, emblems and even scrapbooks (related to his favourite sport, a special event, a vacation trip, a camp experience, etc.).

Tie in nature lore, observation, the Observer Badge, and the out- of-doors by encouraging the Cubs to collect leaves, twigs, flowers, seeds, rocks, woods, sea shells, feathers, etc.

Keep up the interest by forming a collector's club so that the Cubs have a chance to swap duplicates and discuss their collections. Possibly they could put on a display or exhibition at the parents' night.

Run a stamp or coin exchange with the help of a Scout, Guide or a parent. Do this ten minutes before or after the occasional pack meeting. Advice could be given on values of stamps and coins and arrangements of collections.

Fishing

Primarily due to the request of Cubs during the review of the badge scheme, *Angler* was introduced as a new Cub badge. Parents will be of help in this in taking small groups out to show their knowledge and skill. What about a pack fishing derby?

Pets

How about a pet show? Your local Humane Society can offer ideas on planning. Include "odd" pets such as a praying mantis, worms, etc.

An animal food company may be interested in providing an exhibit and perhaps, some prizes.

Troubadour

What about a pack show — skits, songs, musical items, stories, jokes? End with a snack and be sure to invite parents. A willing and talented parent may offer to produce such a show. Present talented boys with the Troubadour Badge.

STAR AND BADGE ACTIVITIES

Scrapbooks

Discuss with your Cubs the possibilities of making scrapbooks for distribution to Cubs of other lands or to local children's homes, retarded children's associations or children's wards in hospitals.

Let the Cubs select their own subject matter. Get parents to help. Select and award a simple prize for the best scrapbook from each six.

If you plan to present the books to an institution, bring some of the boys to make the presentation. If the boys wish, either one or more groups could work together on a number of combined scrapbooks.



Music

How many of your boys play a musical instrument? Are there enough to form a junior band to provide entertainment at special events held by the sponsor? Have you considered developing a "harmonica band"?

It's difficult to know what sort of impression music makes on boys. Why not provide them with the opportunity to explore the world of music and to express their feelings about it? Arrange for a small group to visit a hi-fi fan and listen to some of his recordings. Provide a completely informal atmosphere. Let the boys move about, sit or lie down, whatever they wish. Afterward, encourage them to talk about the experience, write about it or even sketch about it. After listening to excerpts from Tchaikovsky's *Nutcracker Suite*, the reaction of a group of nine and ten-year-old boys amazed and delighted one leader.

STAR AND BADGE ACTIVITIES

Growing Up with Books

Here is a list of suggestions to interest children in books.

- Introduce boys to the librarian at the local children's library. Allow time for browsing.
- Encourage the Cubs to develop a school and/or pack library.
- Use books as surprise gifts.
- Keep a record of books they enjoyed.
- Use recordings of stories, poems, music. A tape recorder is of great interest in many such activities.
- Keep a current listing of radio and television readings and adaptations of children's books. A stage or motion picture production, faithful to the spirit of the book, may inspire children to read the original text.
- Have a group dramatize an episode from a book. It may provide a stimulus for arts and crafts, creative writing, singing.
- Encourage Cubs to learn how to use an annotated bibliography and the card catalogue in the library.
- Paperback versions of children's books are useful gifts.
- Provide the boys with experiences which will stimulate interest in the world around them.
- Finally, see *Creative Activities for Wolf Cubs*, Book 4 of Pack Scouters Series, for further ideas on special interest badge subjects.



Biennial Review of Badge Scheme

In order to keep the badge scheme as meaningful, coherent and up-to-date as possible, the scheme will be thoroughly reviewed every two years. The first review was completed in 1968 and resulted in two new Cub badges (Angler and Life Saver) and changes to many other badge requirements. Comments from Scouters and others will be welcomed by the Wolf Cub Subcommittee of the National Program Committee, care of National Headquarters, Boy Scouts of Canada, Ottawa.

SECTION 4

RESOURCES

- *People* — Policemen, firemen, doctors, nurses, ham radio operators, naturalists, carpenters, St. John Ambulance, teachers (French, Physical Education, Music, Arts, etc.) and so on. These people with skills are available in your community. Some of them are likely to be parents of your Cubs.

Most will be delighted to visit and talk to the pack. Or they may prefer to have a few Cubs visit and yarn with them.

- *Places* — Radio and TV stations, library, firehall, police station, newspaper plant, government buildings, greenhouses, arenas, shopping plazas, airports and so on.

Clear beforehand with a person responsible. Plan visits carefully. Use junior leaders and parents to help.

- *Books* — Reading and the use of personal and community libraries are an essential part of star work. Cubs should seek much of their own information. Encourage them by bringing books along on rambles, by providing books at pack meetings, by lending personal books to* some boys.

Federal and provincial governments provide a wide assortment of inexpensive resource material of use to leaders.



Books and Pamphlets

Great Canadians; A Century of Achievement, The Canadian Centennial Publishing Co. Ltd., 18 Waterman Ave., Toronto 16, Ontario.

Here are the fascinating stories of twenty-three men and two women — historians, poets, painters, writers, explorers and scientists. Each of these people made a lasting impact on the future of Canada.

The stories, written by well-known Canadian authors and beautifully illustrated by Franklin Arbuckle, are first-rate literary journeys of discovery into some of the colourful adventure of Canada's past.

STAR AND BADGE ACTIVITIES

Great Canadian Painting, Elizabeth Kilbourn. The Canadian Centennial Publishing Company Limited, Toronto.

From Cornelius Kreighoff to Gregg Curnoe and from Homer Watson to Harold Town, the book tells how eighty-one creatively talented and sensitive people have contributed to the development of art in Canada.

Great Canadian Writing, A Century of Imagination, edited by Claude Bissell. The Canadian Centennial Publishing Co. Ltd.

Dr. Bissell has selected a rich variety of material for this centennial volume.

In five parts entitled Places, Action, People, Politics, and The Critical and the Contemplative, the book reflects the flavour of Canadian life from the time of Confederation to the present. A sixth part presents more than thirty selections of poetry. They give readers not only pleasure but also opportunities to discover something about the fascinating story that is Canada and its people. Attractively designed and illustrated, „the book is full of the• wit, life, colour and feeling that enrich Canadian life.

Creative Power: The Education of Youth in the Creative Arts, Hughes Mearns. Dover (Softback) Publications, New York.

Excellent well-presented insights to encourage youth to explore the meaning of words and to express themselves creatively in fields such as drama, poetry, music, creative writing and other arts.

A Father Reads to His Children, Edited by Orville Prescott. Clarke, Irwin & Co. Ltd.

The editor has selected twenty- four stories and twenty- four poems as representative of the finest kind of reading material that parents can share in this way with their youngsters.

There are ancient myths, stories of knights and heroes, animals and Indians, poems of fantasy and inspiration — each one creating its own magic mood and conjuring up its own wonderful images through some of the best writing of the western world’s heritage.

Miscellany Three edited by Edward Blishen, Oxford University Press.

Here is a top quality entertaining anthology of twenty- four short stories and selections of verse for children. Besides the fiction, there are how-to articles on stamp collecting, brass rubbing and spare-time archaeology.

Scouters who are looking for a new style of concert presentation will be interested in a verse play called THE POLTERGOOSE by R. C. Scriven. It is given in radio script form and with practice and imagination it could be fun and entertaining.

STAR AND BADGE ACTIVITIES

Land, Sea and Sky, George Groh. Collier-Macmillan Limited.

Boys are interested in the natural wonders of the world and have an affinity with volcanoes, undersea mountains and jet streams that carry along huge airliners.

This well- illustrated book is an excellent introduction to many of these wonders and explains them in easily understood terms.

Nature and Man, John Hillaby. J. M. Dent & Sons (Canada) Ltd.

Man is learning that the land will provide him with his food only if he allows the natural cycle of plant and animal life to take its course.

The book is stacked with factual knowledge, yet the author's gift for writing — fluent, even poetic or dramatic at times — makes it leisurely reading.

Quick Key Guide To Trees, David Archbald. Doubleday Publishers.

This pocket-size book provides a quick, simple approach to tree identification. The reader is able to make quick field identification of trees on the basis of a few easily observed characteristics. The manual includes detailed drawings of needles, leaves and fruit of over ninety varieties of evergreen and broadleaf trees.

Attracting Birds, from the Prairies to the Atlantic, Verne E. Davison. Ambassador Books Limited.

This book lists more than 400 species of birds and more than 700 plants and foods they thrive on. The entry for each species shows the habitat, "choice" and "fair" plant foods, animal or insect foods, and usual nesting places. Similarly, entries for plant food list birds for which they are choice or fair food.

One chapter has drawings of many kinds of feeders and gives the kind of food that should be used in them. Another chapter on birdhouses gives specifications about size of house, entrance diameter, and vital information about broods.

Man and Insects, L. H. Newman, 252 pages. Doubleday Canada Limited.

This beautifully illustrated volume, the latest addition to the Nature and Science Library of the Natural History Press, tells a fascinating story of the insect world. In non-technical language and with hundreds of full colour and black and white photos and diagrams on large S 1/2" x II" pages, the author presents an absorbing story. It is especially relevant today when rapidly increasing world population places increasing demands on food resources, plant fibres and forest products.

STAR AND BADGE ACTIVITIES

After-Dinner Science, Kenneth M. Swezey. McGraw-Hill.

Here is a new edition of a first-rate “why” and “how” book that has more than a hundred table top experiments demonstrating the basic laws of physical phenomena.

Each experiment is described briefly and clearly and is illustrated with one or two large photographs. Most of them can be done with material found around the home and with chemicals from the kitchen or drugstore.

Nature Recreation: Group Guidance for the Out-of-doors, Wm. Gould Vinal. Dover Paperback.

A how-to-do-it survey of nature education for the young based on a small group process—listing group projects, teaching aids, information and bibliography.

The Life Story of the Fish: His Manners and Morals, Brian Curtis. Dover Paperback.

A book for the aquarist, angler and the inquisitive, giving a complete non-technical survey of just about everything worth knowing about fish.

The Complete Nonsense of Edward Lear. Dover Paperback.

This is the only complete inexpensive edition of the works of this master of gentle madness. Among other nonsense items, there are 214 limericks to stimulate your boys to produce their own.

Games and Songs of American Children. Collected by Wm. Wells Newell. Dover Paperback.

A remarkable collection of 190 games with songs that accompany them grouped into categories for easy reference.

Calendar Capers, Fredrica Glass and Lela Gross. Ryerson Press.

This little book describes and illustrates 248 simple handicraft projects that can be made from ordinary materials found in most homes.

As the title suggests, projects are organized into the seasons and holidays of the year. There is also a suggested age range for each project. The pages are attractively laid out with clear, sharp line drawings and a, brief materials list and instructions for each project.

Folding Paper Masks, Shari Lewis and Lillian Oppenheimer. Clarke, Irwin & Co.

Folding Paper Masks is a well- illustrated book containing step-by-step diagrams for twenty-one original masks. Miss Lewis models the final results. All the masks are made of paper so that no great expense is involved In fact, this book might even save someone the cost of manufactured Hallowe“en masks and encourage creativity.

STAR AND BADGE ACTIVITIES

Make Your Own Mobiles, T. M. Schegger. General Publishing Co.

If you want to create a conversation piece for, your home, follow Miss Schegger's suggestions and make a mobile. They can be made of glass, cork, paper, tin — in fact almost anything light enough to hang from the ceiling. Improvisation is the order of the day but the timid novice will find the author's suggestions most helpful.

Creative Crafts, Karl Hils. The Copp Clark Publishing Company.

There is a wealth of ideas and sound advice here. Projects grouped for young children, older children and adults are supported by concise, clear text and in some cases line drawings.

There is everything from toymaking, carving, weaving and metalwork to sculpture, enamelling and making unique objects for the home — more than 160 separate ideas.

Creative Crafts for Beginners, Donald Cowbourne. Copp Clark Limited.

Here are clear, concise instructions with diagrams and photos of severity handicrafts that can be inexpensively made „from clay, paper, wool, odds and ends, and wood;

The crafts are the kind that appeal to Cubs and may be completed in a fairly short period. The book is highly recommended to pack Scouters for their library of good ideas.

Creative Hands, Doris Cox and Barbara Warren General Publishing Co., Ltd.

This book introduces a variety of craft techniques. It gives the basic theories of design so that the worker may be sure his products reveal good taste. .

The authors have tried to find a craft for every temperament and the book covers everything from weaving to heavy metalwork.

Looking at Art, Alice Elizabeth Chase. Ambassador Books Ltd.

Here is a book of entertaining discovery that will help all to understand and enjoy the work of artists from ancient civilizations to modern times.

The author defines a work of art as something that man creates for enjoyment through using his own skill.

More than a hundred examples of sculpture, painting and carving illustrate the points the author makes in a well-written enjoyable text.

Puppetry Today, Helen Binyou. General Publishing Co., Ltd., Toronto, Ontario.

Practical well- illustrated book on the design and making of marionettes and puppets and their use in imaginative and ingenuous characterizations.

STAR AND BADGE ACTIVITIES

Johnny Learns How To Type, Mabel N. Cram. Charles T. Branford Co., Newton, Mass.

This little booklet introduces the average ten- year-old to the challenge of learning how to type in 18 progressive appealing lessons.

The Astronauts, Nicholas Pemberton and Martin Broadley. Clarke, Irwin & Company Ltd.

The Astronauts is a history of the American space flights and the men who flew them. With the assistance of over one hundred unique and awe- inspiring photographs, many in full colour, it tells the story in a way that all can understand.

The Universe, Earth and Man, 66 pages. Saunders of Toronto.

The large book is filled with full colour diagrams and brief text describing man's relationship to the universe, his past, his environment, himself and his future.

An absorbing book for boys who are science minded.

The Complete Guide to Family Camping, Bill Riviere. Doubleday Canada Limited.

This book contains the vital facts on every type of camping.

There are chapters on cooking utensils, camp sites and clothing. The author has a list of precautions to take before leaving home so that the "chronic worrier" can enjoy his trip.

Weather, R. S. Scorer, 63 pages, J. M. Dent & Sons (Canada) Ltd.

This book, from the Progress of Science series, is highly recommended to boys interested in the weather. It is filled with information about what causes various weather conditions.

Thirty- five photographs and more than twenty diagrams show how cloud formations, air temperature, earth rotation and air pressure affect weather conditions.

How to Fly a Kite, Catch a Fish, Grow a Flower and Other Activities for You and Your Child, Schwartz, Alvin. Ryerson Press.

How-to activities in this book other than the ones mentioned in the title cover everything from tricycles, bicycles, swimming, skiing, baseball, football and tennis to pets and stars. This handbook has two objectives: to help parents introduce children to traditional recreational activities and to nature study.

Swimming for Boys and Girls, Harry Kramp and George Batherland. Ryerson Press, Toronto.

Harry Kramp is a noted American swimming coach under whose guidance hundreds of children have become skilled swimmers. This book contains his time-tested swimming techniques and water safety rules. Simple dives are included. Ages eight to fourteen.

STAR AND BADGE ACTIVITIES

Skiing for Boys and Girls, Finn Larsen and George Sullivan. Ryerson Press, Toronto.

The basic techniques of skiing, safety and etiquette rules are emphasized and the text is supplemented by useful photographs and drawings. An All-Star Sports Book.

Pamphlets

We are Partners in Cubbing.

A Word to Parents on Cubbing

These two pamphlets are available from the Boy Scouts of Canada and provide an important channel of communication between parents and leaders with the latter taking the initiative.

Films and Filmstrips

The use of films and filmstrips provides a most effective approach to learning, enriching and enlivening the teaching of many topics.

The following films and filmstrips are readily available from the Canadian Film Institute, 1762 Caning Avenue, Ottawa 13; National Film Board through any of its regional and district offices; school boards and local libraries which have film sections.

They have been carefully selected for their relationship to some of the star and badge requirements.



STAR AND BADGE ACTIVITIES

Films

Art

Klee Wyck, 1946, colour or b & w, 15 mins.

The story of artist Emily-Carr, Klee Wyck (Laughing One) to her Indian friends. She found exciting subject matter in British Columbia's Pacific coast, its giant trees and its Indian villages, totems and carvings. Her canvasses are shown in close-up to the scene they illustrate.

The Work of Art, National Film Board for the National Gallery of Canada, 1966, colour, 31 mins.

The purpose of the National Gallery is not only to form a national collection but also to encourage and cultivate among Canadians an interest in the fine arts. The varied program of the gallery includes such activities as installing visiting exhibitions of sculptures and paintings, arranging for travelling exhibitions and organizing lecture tours of the gallery among adults and children.

Mural Making, 6 min., colour, 16 mm.

A film in the Creative Hands series. This shows how even the youngest children can be given scope for art experiment and experience in a practical and rewarding way. A helpful film for parents, kindergarten and primary teachers.

Mosaic, 5 min. 27 sec., colour, 35 mm & 16 mm.

Mosaic is a picture of unusual movement, color and sound, created in an unusual way. It is an example of "op" art in film; a play on the retina of the eye. Basis of the film is a single tiny square that divides, eventually forming a colorful mosaic to the animators' musical orchestration.

Dimensions, 12 min. 13 sec., colour, 16 mm.

An animated film without words but where simple actions achieve surprising results. A man wants a door in a wall. He draws a rectangle, and presto, there is an opening. In the same way he conjures up furnishings. If too high or too low, a raising or lowering of a finger puts everything right. The film is a sort of lesson in proportions that young viewers especially should enjoy.

Astronomy/Space (see *Meteorology as well*)

Universe, 26 min. 10 sec., b & w, 35 mm & 16 mm.

A triumph of film art, creating on the screen a vast, awe-inspiring picture of the universe as it would appear to the voyager through space. Realistic animation takes you into far regions of space; beyond the reach of the strongest telescope, past moon, sun, Milky Way, into galaxies yet unfathomed. Starting point for this journey is the David Dunlap Observatory, Toronto.

STAR AND BADGE ACTIVITIES

Exploring the Night Sky, 10 mins., b & w, produced by Encyclopaedia Britannica Films, 1956.

The story of constellations and how they got their names, nebulae and other phenomena, the setting and rising of stars and how the stars helped in the making of the calendar, is told by means of animation and special film techniques.

Alouette; Canada's First Satellite, 14 mins., b & w, English, French, produced by Crawley Films for the Defence Research Board, 1963.

This film opens with an animated explanation of the ionosphere. The construction, testing and functioning of the satellite are described in detail and there is a discussion of how Alouette is measuring such factors as ionization in the upper atmosphere. Animation explains the means of launching the satellite on a Thor rocket and the film concludes with scenes of the launching of Alouette.

Before Saturn, 15 mins., colour, English, produced by NASA, George C. Marshall Space Flight Center, 1962.

The history of the development of rockets from early Chinese use up to and including the giant Saturn Launch booster.

Tomorrow is Another Day, 15 mins., colour, produced for The U.S. Information Agency.

The story, in animation of the rise and progress of civilization from the discovery of fire to the knowledge of nuclear energy and the beginnings of the conquest of space.

Canadiana

Trans-Canada Journey, 1962, colour or b & w, 29 mins.

This film takes us on a 3,000 mile tour across Canada from Newfoundland to Vancouver Island, as a vast scenic panorama unfolds. The airplane flight permits stops at some of the most beautiful and characteristic places in Canada.

The Quality of a Nation, produced by Crawley Films, sponsored by F. B. Eddy Co., for the Canadian Centenary Council, 1962, colour, 30 mins.

Designed to stimulate interest in local projects for the observance of Canada's Centennial, this film reviews the dreams of the Fathers of Confederation and shows examples of what has already been done in the various provinces to commemorate historical events.

The Sceptre and The Mace, 1957, colour or b & w, 30 mins.

This film commemorates the 1957 visit to Canada of Queen Elizabeth and Prince Philip. The opening of the Canadian Parliament by the Queen is placed in its historical perspective as a link with centuries of constitutional development.

STAR AND BADGE ACTIVITIES

5000 Miles, National Film Board of Canada, 1965, b & w, 19 mins.

The Trans-Canada Highway, 5,000 miles long, links the ten provinces of Canada and extends a beckoning invitation to explore the beautiful and varied countryside and to visit towns and cities along the route. The film shows characteristic scenes of landscape, people and life in the various regions of Canada from the Atlantic to the Pacific. Of special interest to camping families.

Cattle Ranch, 1961, colour orb & w, 20 mins.

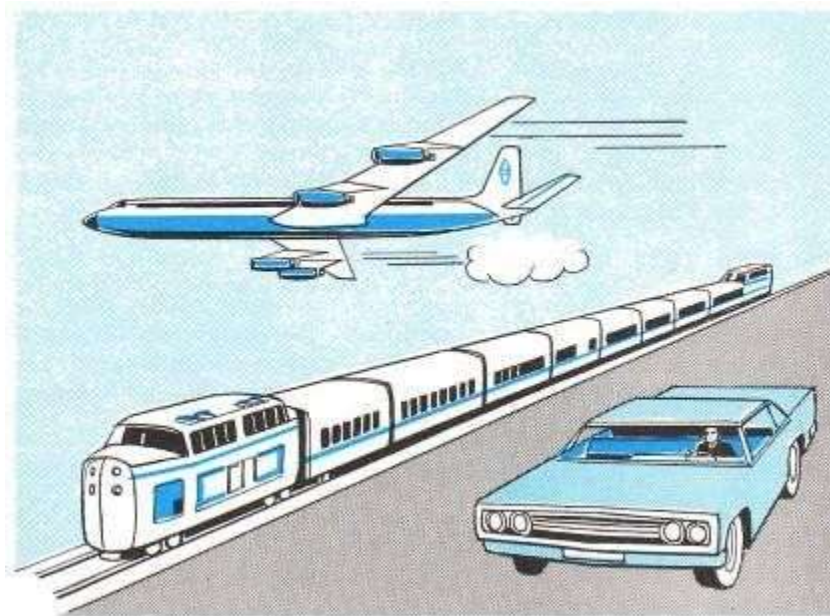
A robust picture of cowboy life on the biggest cattle ranch in the Commonwealth, near Kamloops, B.C. The film catches the atmosphere of the west, the activities and rhythm of the seasons. The musical accompaniment is sung by Pete Seegar, well-known American folk singer.

Family Tree, 15 mins, colour, 1949.

An animated cartoon depicting the settlement of Canada and the contributions made by the members of the many nationalities who settled in the country. The arrival of Jacques Cartier, the fishing and fur trades, the battle of the Plains of Abraham, the arrival of the United Empire Loyalists, the west coast gold rush, the arrival of many European settlers to fill the great spaces of the prairies, all are shown in the film.

Expo 67: A Preview, 25 min. 42 sec., colour, 16 mm.

This is an enticing view of the main event of Canada's centennial year showing the situation in Montreal of the Fair, the buildings of many of the participating countries, and the theme, Man and His World, central to the whole imaginative concept.



STAR AND BADGE ACTIVITIES

Communication/Transportation

Communication, 20 mins., The Bell Telephone Co.

Some companies concerned with communications and transportation have excellent films on these and other subjects. Some of these films were first shown on TV and are now available for general distribution. Two examples are *Our Mr. Sun* (all about the sun) and *The Unchained Goddess* (all about meteorology), available from The Bell Telephone Company. Check your local film library or write to Canadian Film Institute, or National Headquarters, Boy Scouts of Canada, for details.

Man of Progress — The De Forest Story, 1961, 15 mins., colour, English, produced for The U.S. Information Agency, 1961.

This is the story of Dr. Lee de Forest, the originator of modern electronics and sometimes known as the “Father of Radio”. The film depicts a few of his many achievements over a period of more than seventy years, and Dr. de Forest himself is introduced in his last days at the age of eighty-seven.

This unique bilingual film traces the fascinating evolution of communication from the roots of written language to the space age. Available from The Bell Telephone Company of Canada.

Henry Larsen, National Film Board of Canada, 1965, b & w, 17 mins.

The Norwegian-born Canadian, Captain Henry Larsen, was one of the great Arctic explorers of our time. He was the first to navigate the Northwest Passage from west to east and the first to complete the hazardous trip both ways. In the tiny schooner *St. Roch* he battered his way through Arctic seas. The film, which retraces the route with scenes from original films taken by Larsen and some of the adventures as they happened, gives an appreciation of the north and the men who meet its challenge.

The Romance of Transportation, 10 min. 48 sec., colour, 35 mm & 16 mm.

Light-hearted whimsy about a down-to-earth subject — how this country’s vast distances and great obstacles were brought under control. The whole story of transportation is told with tongue-in-cheek seriousness, from the intrepid trail blazers of long ago to the aircraft of today and tomorrow.

The Story of The St. Lawrence Seaway, 12 min. 53 sec., colour, 16 mm.

This film describes the Seaway project from conception to completion, from the early fur trade to June 1959 when Her Majesty Queen Elizabeth and President Dwight D. Eisenhower declared the Seaway open. Animated drawings show the profile of the waterway.

STAR AND BADGE ACTIVITIES

Jet Pilot, 16 min. 53 sec., colour, 16 mm.

A film showing how jet travel is changing traditional ideas of space and time. The jet pilot in this film in a few hours speeds from northern cold to tropic heat. Teachers of geography will find in this film a dramatic illustration of how fast travel is shrinking space and time and bringing people together.

Money Minters, 11 mins., colour, 16 mm.

The Chinese hundreds of years ago used porcelain tokens, the Indians used wampum as legal tender, but today's currency is generally made of three metals — silver, copper, nickel. Modern processes were filmed at Sudbury and the Royal Mint, Ottawa.

Health and Safety

The following films are available from The Canadian Film Institute.

Exercise for Happy Living, 10 mins., sound, b & w, 16 mm.

This film shows how a boy called Jimmy finally gets a place on the Scout baseball team after following a tough schedule of muscle building exercise. During the process he discovers he has overcome his tiredness and lack of staying power. This is a good film showing a sound philosophy of exercise.

Hook, Line and Sinker, sound, colour, 16 mm., 18 mins.

This is a film on fishing and, incidentally on safety in the woods. It is not meant for the expert or sophisticated fisherman or woodsman but primarily for the younger ones. The film has a good tempo and a positive emphasis that will appeal to a wide audience.

Safety on the Playground, sound, b & w, or colour, 16 mm., 14 mins.

This film is rated excellent for grades one to six. We recommend it for its special value as a film to show to school children just before the summer holidays. The film shows the contrast between a boy who knows and follows the rules of safety in a playground setting and a "smart alec character" who does all the wrong things. A time-stop photographic technique is used to emphasize the film's outstanding points.

Let's Be At Home in the Water, sound, colour, 16 mm., 12 mins.

This instructional film is rated as outstanding by a group of swimming experts. Its key purpose is to teach children the principles of water safety. Inexperienced city children are taught the fundamentals of swimming and diving as well as the rules of water safety.

N.B. — The following three films are available from: The Film Librarian, Ontario Department of Transport, Highway Safety Branch, Parliament Buildings, Toronto 2, Ontario.

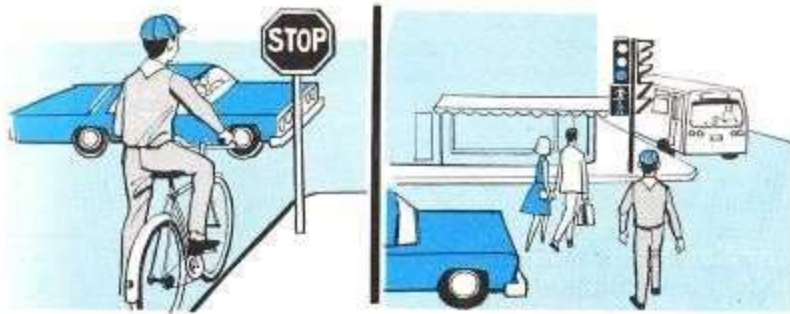
STAR AND BADGE ACTIVITIES

I'm No Fool As a Pedestrian, 10 mins., sound, colour.

Walt Disney's Jiminy Cricket, famed as Pinnocchio's conscience, traces the history of pedestrians and then teaches, through the use of humour and a musical ditty, the safety rules to be applied when crossing the street.

I'm No Fool With a Bicycle, 8 mins., sound, colour.

Jiminy Cricket traces the history of the bicycle and then teaches, through the use of animated humour and a musical ditty, the safety rules to be applied when riding a bicycle.



Safety Patrol

Illustrates nine rules for pedestrian safety, enforced by school safety patrols. Scenes show the correct and incorrect ways of crossing streets and roads, and illustrates other pedestrian hazards.

One Little Indian, 14 min. 40 sec., colour, 16 mm.

A puppet film which wraps up some traffic safety rules in an absorbing story about a little Indian boy who pays his first visit to a big city. Even though Magic Bow is endowed with magic gifts and thrills the rodeo audience with his acts, the whirl of traffic outside the arena leaves him completely bewildered. From kindly city folk he learns some basic safety precautions.

Centennial Athlete, 14 min. 28 sec., b & w, 16 mm.

One of the centennial projects that is likely to have lasting benefit is the one aimed at improving athletic ability and participation in the public schools. This film shows how the project might ideally work out in one family. The children's enthusiasm to improve their own fitness infects their father and, though he never wins a medal, he does better appreciate their pride in making the grade on the sports field.

Be Water Wise, 13 min. 42 sec., colour, 16mm.

A demonstration of the rules for safety in the water, directed to swimmers and non-swimmers. The film shows easy ways of staying afloat, how to rescue someone in difficulty, what to avoid in the way of swimming masks or flippers.

STAR AND BADGE ACTIVITIES

Mechanics

Story of a Motor Car Engine, 1958, 9 1/2 mins., colour, produced by Richard Williams for British Ford.

A cartoon treatment is used to illustrate the first principles of the motor car engine. Describes the function of petrol, piston and cylinder and the stages of four stroke cycle in a single and (later) four-cylinder engine are presented. This is a very witty film animated by Richard Williams that will have wide general appeal while its clear educational approach will be particularly useful for schools, and engineering apprentices.

Meteorology (see Astronomy as well)

Origins of Weather, 12 mins., colour, English and French, Scientific Adviser: J. M. Leaver, M. A. Meteorological Service of Canada, 1962.

Explains through animation and actual illustrations the sources of the constant activity that creates our climate. An excellent classroom film.

Sky, 9 min. 48 sec., colour, 35 mm & 16 mm.

From the height of the Rockies on the rim of the Alberta plains, the film catches and condenses the astounding spectacle of a day in the life of the sky. Photographed with many kinds of lenses and different camera speeds, the result is a cinematographic experience of rare beauty — every changing mood of the sky is registered with vivid effect.

Music

Rhythm and Percussion, 11 min. 5 sec., b & w, 16mm.

To an audience of eager youngsters, Eugene Kash, conductor of the Ottawa Children's concerts, explains the fundamentals of rhythm and introduces the percussion instruments. An old Indian tom-tom is compared with modern drums, and a children's rhythm band performs under the direction of a diminutive leader.

Nature

Adventuring in Conservation, 17 mins., colour.

We recommend this excellent film in which the viewer goes exploring with boys and girls as they discover nature's community and the inter-relationships among trees, small plants, birds, insects and animals.



STAR AND BADGE ACTIVITIES

Introducing Insects, 16 min. 32 sec., colour, 16 mm.

A veritable Who's Who of the insect world, this film ushers you into a wonderland of nature for an absorbing study of creatures more colorful and quite as complex as much larger forms of animals. Microcinematography, slow-motion and time-lapse reveal startling sequences in insect development.

Understanding

How We Co-operate, 10 mins., b & w, colour, sound.

This is the title of a well recommended film on the theme that good results are best achieved when people work together towards a common goal.

Focus on Children, 26 mins.

The film shows that a child's yearning to satisfy his curiosity, to use his body, to express himself, to cope with his own feelings and emotions and to get along with other people is basic learning. Children are seen in a nursery school and a day care centre, with their families, and at play. This film could be used in a variety of ways for teaching concepts of human and psychological growth. It is also an excellent film for seminar discussion purposes by leaders and parent groups, etc.

The Boy Next Door, 19 mins., colour or b & w.

An engaging study of two little people overcoming what, to them, is just an incidental barrier to understanding. When French-speaking Jacques moves next door to English-speaking Jimmy, each is amazed to find out that the other doesn't speak his language. But when there's a bicycle to try out, a horse to go and see, a spooky house to explore — well, language just doesn't seem to matter. They get along very well exchanging meanings as best they can, and each is soon venturing into the other's language.

Filmstrips

Animals

35233 *The Frog*, twenty-seven frames, colour, captions and manual, 1954.

Presents the major changes in the life cycle of the frog in paintings especially designed to show the most significant features in the clearest way.

35264 *Snakes of Canada*, forty-three frames, colour, captions, and manual, produced for National Museum of Canada, 1956.

STAR AND BADGE ACTIVITIES

Seventeen full colour paintings, supplemented with maps, text frames and informative script, describe the snakes most commonly found in Canada, their distribution and the characteristics of the various species.

35272 *Toads and Frogs of Eastern Canada*, thirty- five frames, colour, captions and manual, produced in co-operation with the Royal Ontario Museum, 1957.

Thirteen toads and frogs, of the species commonly found in eastern Canada, pose for their portraits in this filmstrip. Carefully executed drawings in full colour provide a ready means of identification of each kind, while alternate text frames and the manual supply informative detail.

35265 *Turtles and Lizards*, thirty-two frames, colour, captions and manual, produced for National Museum of Canada, 1956.

Thirteen full-colour paintings provide opportunity to study turtles and lizards at close hand. Alternating text frames and the accompanying manual provide detailed information about their species, aquatic or land habits and where they are found in Canada.

Art

31130 *Cornelius Krieghoff*, fifty-six frames, colour, captions and manual.

The canvasses of Cornelius Krieghoff— the Dutch artist who painted scenes of Quebec habitant life in the 19th century — were photographed for this filmstrip in full colour and arranged in six sequences, each with introductory text, to tell the story of the times in which the artist lived.

11131 *Paul Kane*, thirty-five frames, b & w, captions and manual.

Paintings by Paul Kane, and quotations from his writings, present a vivid account of the life and customs of North American Indians at the time of this artist's overland travels to the Pacific in the mid-1800's.

Birds

35121 *Common Birds of Canada*, thirty frames, colour, captions and manual, produced for National Museum of Canada, 1953.

Colour paintings of some of the more common birds found in Canada, presenting species from the most elegant water fowl to the smallest song birds and showing them in their natural habitats.

Fire Prevention

Produced for Dominion Fire Commissioner, Department of Insurance, and presented by the Dominion Fire Prevention Association.

STAR AND BADGE ACTIVITIES

33130 or 13130 *Fire Prevention*, forty-seven frames, captions and manual, colour (33130), b & w (13130), or sound with recording (53130).

A cartoon filmstrip for children, in which a mouse, a cat and a dog point out common fire hazards in the home, precautions to observe and elementary principles of fire fighting.

33131 *Flashy, The Fire Bug*, forty-six frames, colour, captions and manual or sound with recording (53131).

A cartoon filmstrip for junior grades. Flashy, the Fire Bug, who likes fires, shows the many ways in which they can be started, while the little hero Fire Lore, who knows all the safety rules and what to do in an emergency, foils his every attempt.

Government

37091 *A Visit to the Canadian Houses of Parliament*, forty-six frames, colour, captions and manual, 1959.

A photo description, in colour, of Ottawa's stately Houses of Parliament and of their significance to the Canadian people. The accompanying manual contains a fund of interesting background information about each of the buildings and their various chambers.

37081 *Canada's Government*, thirty-six frames, colour, captions and manual, 1958.

A pictorial presentation of the three levels of government in Canada and of the various powers and prerogatives which, by statute, have been allotted to each.



37040 *I Am a Letter*, twenty-one frames, colour, manual, produced for Canada Post Office, 1947.

A letter which travels across Canada describes its experiences in the mail box, pick-up truck, sorting table and delivery bag.

STAR AND BADGE ACTIVITIES

17041 *A Mint of Money*, twenty-seven frames, b & w, captions and manual, 1947.

A description of the various steps in the production of coins in the Royal Canadian Mint, from the melting room to the mint vault.

17043 *Stamps and How They Are Made*, thirty-five frames, b & w, captions and manual, 1948.

How stamps are made by the intaglio printing method, from engraving to the checking of a finished sheet.

Great Men

17133 *Alexander Mackenzie*, thirty-five frames, b & w, captions and manual, 1952.

The story, in black and white illustrations, of Alexander Mackenzie's expeditions to the Arctic and Pacific Oceans — conveying some of the background of the fur trade in Canada and of the hazards encountered during his explorations.

37170 *David Thompson*, sixty-one frames, colour, captions and manuals, 1957.

An account of the travels and adventures of David Thompson during his explorations of western Canada in the late 18th century. Working first with the Hudson's Bay Company, Thompson surveyed thousands of miles of wilderness lying west and north of the Great Lakes and made maps that have been of service up to the present day.

37160 *Jacques Cartier*, sixty-two frames, colour, captions and manual, produced for Department of Citizenship and Immigration, 1956.

Excerpts from the personal journals of Jacques Cartier are colourfully illustrated, bringing to life his descriptions of his three voyages to New France in the early 16th century.

37131 *Lord Selkirk the Colonizer*, fifty-one frames, colour, captions and manual, 1953.

Scenes from the life of Thomas Douglas, fifth Earl of Selkirk, presented in colourful paintings, tell the story of this historic figure who devoted a lifetime and a fortune to the establishment of British colonies in Canada, particularly in the Red River Valley where the city of Winnipeg now stands.

37161 *Samuel de Champlain*, seventy frames, colour, captions and manual, produced for Department of Citizenship and Immigration, 1955.

A carefully documented story of the life of Samuel de Champlain, his voyages of discovery and his accomplishments in New France. The full-colour paintings have captions and the filmstrip is accompanied by a manual made up entirely of excerpts from Champlain's journals that provide vivid autobiographical appeal.

STAR AND BADGE ACTIVITIES

37171 *La Verendrye*, fifty-nine frames, colour, captions and manual, 1956.

The life story, illustrated in full colour, of the French explorer and fur trader whose quest for the western sea in the early 18th century contributed most up to that time, to the opening of the overland expeditions and the experiences of La Verendrye and his sons.



37191-2 *Sir John A. Macdonald Part I*, (37191), forty- four frames, 1960, Part II (37192), thirty-four frames, colour, captions and manual.

The vision of a great Dominion stretching from sea to sea is linked with Sir John A. Macdonald more so than with any other figure in Canadian history. This two-part filmstrip creates a picture of the man and the great political events in which he starred. Part I deals with his early years working towards Confederation, and his first term as Prime Minister. Part II deals with the remainder of his career which included thorny problems such as the Pacific Scandal, and outstanding successes such as the building of the Canadian Pacific Railway.

33030 *Brush Up on Your Teeth*, forty-one frames, colour, manual, produced for Department of National Health and Welfare, 1949.

A dental health lesson for intermediate school grades.

33031 *Don't Be Shocked*, twenty- four frames, colour, manual, produced with assistance of Canadian Education Association, 1947.

An elementary lesson in electricity in the home, with a summary of simple precautions that can be taken to prevent shock.

33230 *Safety In The Home*, fifty-six frames, colour, full captions.

Presents, through the story of Peter, Alice and Bob and their safety club, simple object lessons for children on how to avoid accidents in the home.

STAR AND BADGE ACTIVITIES

33231 *Safety in the Streets*, fifty-six frames, colour, full captions.

Through the misadventures of Ergo the Cat, who almost loses his nine lives, this filmstrip presents in entertaining fashion several object lessons in traffic safety for school children.

33281 *Water Hazards*, forty-two frames, colour, captions and manual.

A filmstrip which illustrates in fresh, cartoon-style drawings, precautions to observe on and near a body of water. The story is about a family who spend a day at a lake. The boy and the girl have some narrow escapes and the whole family learns a lot about water safety.

Indians

37033 *Masks of The North American Indians*, forty-nine frames, colour, manual, produced with co-operation of National Museum of Canada, 1950.

Reproduces the colourful masks used in the religious and secular ceremonies of the Bering Sea Eskimos, the Haida and Tsimishian Indians, the Nootka and Kwakiutl Indians and the Iroquois.

17037 *Totem Poles of the West Coast*, forty-six frames, b & w, captions and manual, produced for National Museum of Canada, 1953.

This filmstrip tells something of what is known of the origin and purpose of the totem poles developed by the Indians of Canada's west coast, and explains the symbolism of some typical examples.



STAR AND BADGE ACTIVITIES

Maps

16230 *Introduction To Maps*, thirty frames, b & w, captions and manual, produced by National Film Board of Canada, 1953.

Illustrates, in simple story form for children, how maps are made and how they can represent a few streets, a community, a continent and even the whole world.

16430 *Outline Maps*, thirty-nine frames, b & w, produced by NFB for Department of Mines and Technical Surveys, 1951.

A collection of political, physical and historical maps of all parts of Canada and adjacent territories, presented in such a way that they may be projected on to a screen for teaching purposes, or on to a blackboard or sheet of paper for copying.

16432 *How a Weather Map Is Made*, sixty-two frames, b & w, full captions, produced by National Film Board of Canada, 1953.

Meteorological maps of North America show how the movement of air masses is charted from observations made at weather stations all over the continent, and how these make possible accurate weather forecasting.

Trees

15038 *Native Trees of Canada*, forty-two frames, b & w, captions and manual, produced by NFB with assistance of Forestry Branch, Department of Northern Affairs and National Resources and B.C. Forest Service, 1951.

A filmstrip designed to aid in identification and study of coniferous and deciduous trees native to British Columbia, with descriptions of their characteristics and commercial uses.

15039 *Native Trees of Canada* (East of British Columbia), fifty-six frames, b & w, captions and manual, produced by NFB with assistance of Forestry Branch, Department of Northern Affairs and National Resources, 1951.

A filmstrip designed to aid in identification and study of coniferous and deciduous trees common to Canada east of British Columbia, describing their characteristics, appearance and commercial uses.

Further Suggestions

1. Scouters should check with the district staff, training team or Scout headquarters about having a session based on the *Grow With Scouting* booklet number two, *Implementing the Five Star Scheme*.

STAR AND BADGE ACTIVITIES

2. The *Wolf Cub Book Series* and the *How and Why Book Series* (available from Supply Services or Scout distributors) contain many worthwhile ideas related to star and badge work.
3. Additional ideas may be found in *Creative Activities for Wolf Cubs* and *Outdoor Activities for Wolf Cubs*, Books 4 and 5 of *The Pack Scouters Series*.
4. *Venturing* — Boy Scouts of Canada. The resource section of this manual for Venturers lists over 2,000 films and many books and booklets covering a wide range of subjects.