

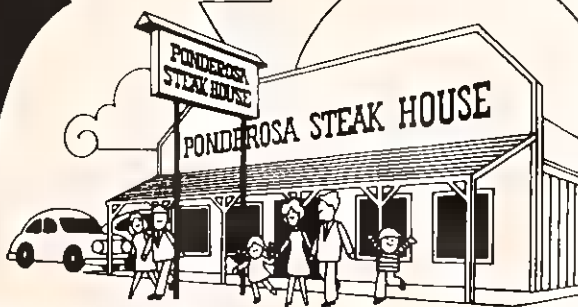
the leader



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The Canadian Leader Magazine

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JAMES F. MACKIE,
Editor

BETTY RAPKINS
Assistant Editor

MICHEL PLANT,
Editorial and
Advertising



COVER

Only 0.1% of Scouting's global membership will attend the 15th. World Jamboree in Iran, in 1979, but many more, including your boys, will be able to participate in exciting Jamboree-related activities through **JOIN-IN**. The first in a series of special four page **Join-In** pullouts can be found in this issue. Turn to page 19 to find out how you can involve your boys in the fun.

supply services news

by Bill Johnson

To all leaders who have been patiently waiting for the local dealer to bring in that badly needed **shirt**, we apologize. Early in the season our manufacturer ran into a problem getting material and by the time the material did arrive we were already into a heavy back order situation. Shirts are arriving regularly and over 15,000 have been shipped since the beginning of September. However we are still playing catch-up ball and will until the end of April. Everyone is doing the best they can and we again apologize and thank you for your patience.

We are approaching the camping season and are building our inventory of **camping supplies** but if the experiences of the last few months continue into summer there is a chance we may run out of some items. We normally look for a 10% increase in sales and order on that basis. Sales on some items, lately, have increased as much as 500%, and there is no way we can forecast that. So order early and give us a chance to ensure we can fill your orders in time for summer activities.

We look at our sales of leaders' books and wonder if all leaders are aware of exactly what is available to them. Your Scout Shop has no less than 60 **program-oriented books** covering virtually every aspect of our programs including: Specific Section Programs; Camping; Water Activities; Compass and Map Work; Games; Crafts; First Aid; Devotional; Campfire Program and many others. Drop into your nearest shop or dealer and thumb through these books. You won't be sorry!

Stop the Press! We goofed!

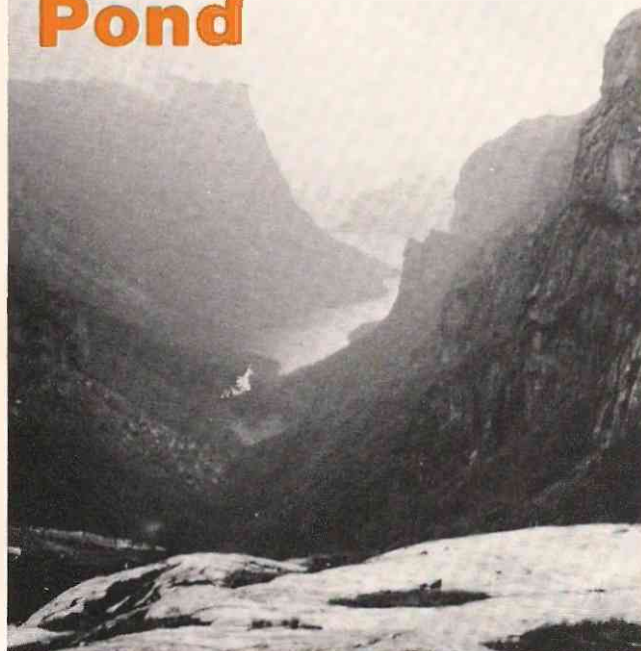
On page 18 of **The Leader**, March issue, we introduced the **Cub Money Bank** at \$1.65. The correct price should be **\$2.19**. We apologize for this error! X

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ISSN 0036-9462

The Conquest of Western Brook Pond



by Alexander Robertson

The fifth annual backpacking expedition, sponsored by the Newfoundland Council of the Boy Scouts of Canada, achieved another historical milestone in the annals of untrodden ways in Newfoundland, in August 1977, when an expedition of twelve lay claim to the title as "The First Human Beings to Walk Around Western Brook Pond".

The journey covered sixty-five miles and took six days to complete. Those who participated in this event included four Venturers, Ted and Tim van Nostrand, Steve Costello and Brian Danve, under the senior leadership of Bob van Nostrand. Other leaders included Austin Anthony, Jack Sheppard, John Coleman, Oliver White, and Bill Garret who also acted as first aid officer. The services of Bruce A. Roberts as navigator and also soils and vegetation specialist, and of Alexander (Sandy) Robertson, botanist, were provided through the courtesy of the Newfoundland Forest Research Centre, St. John's, to provide interpretation and also to collect scientific data.

Ironically, although Newfoundland was colonized by the earliest European settlers in North America, Western Brook Pond is still remote and seldom visited. Canoeists have journeyed inland braving the treacherous windstorms that frequently funnel down the pond, whose shores provide no safe haven for the unwary. But no one has trekked round the pond and this formidable challenge became our quest.

Western Brook Pond is located in Gros Morne National Park on the southwestern part of the Great Northern Peninsula. It is about seventeen miles long and, on both

sides of the pond, majestic cliffs rise vertically for over 2,000 feet for almost its entire length. Spectacular waterfalls cascade over these cliffs to provide the tallest waterfalls on the North American continent. The surrounding hills provide a colourful mosaic of subalpine tuckamore, alpine heath, bogs and exposed bedrock. This virgin territory is one of the most scenic natural wonders of the world — a testimony to the awesome power of the forces of glaciation.

On August 20 we assembled at Sally's Cove and set up base camp. All but two were veterans of previous expeditions, so it was largely a matter of an old comrades' reunion, and then down to the serious business of last minute adjustments to our gear. One important asset which proved not only indispensable but really necessary was a complete set of aerial photographs of the area. Without these, and the accompanying photo-interpretation skill, a backpacking journey in Newfoundland would not be enjoyable and, indeed, barely possible. One need only refer to the extreme hardship and deprivation suffered by John Epps Cormack when he crossed the interior of Newfoundland in 1919, to realize the misery that tuckamore can cause to an explorer in these parts.

For those unfamiliar with it, tuckamore, or "tuck", is a dense form of vegetation equipped all too well for poking, slashing, skin peeling and gouging, as well as shredding the clothes of those forced to struggle through it.

At the outset the average weight of the backpacks was forty pounds. This included tent, flysheet, sleeping bag, food, camera, film, etc. A change of socks was standard and there were those who favoured rubber boots and others leather boots.

On Sunday, 21 August we set out. At the start of any expedition in boreal country there are always three constants present: 1) everyone is in high spirits; 2) the sun is always shining and 3) — there's a short trail with a dead end. These three constants prevailed with accuracy. The dead-end trail at least led us for three miles through bogs and woods to the base of the mountains before it ended abruptly.

Eventually we plodded out of the alder swamp and gained elevation. The journey upward was very pleasant, through tall birch and balsam fir forest carpeted with mosses.

Further up the slope we were in the midst of Newfoundland tuckamore. Towards the crest of the mountain, where it is at its worst, we were reduced to a pitiful belly crawl. By then our pent-up frustrations had been reduced



to a whimper. We made painfully slow progress, mere inches at a time. All was quiet, nobody said much. The only sounds were the tuck, ripping and slashing its victims — and their painful responses.

I turned my head slightly and looked down into a dark hole in the forest floor and heard a slow, halting and somewhat weak voice desperately pleading "Pass . . . the . . . oxygen". Instead of sympathy, the poor creature in the black hole drew a response of joyful hysteria from the others. High spirits thus revived, the great wall of tuck melted to a carpet with each advancing step. However, we had not gone far when we encountered the tuck again, this time the dreaded fir-tuck which one encounters on more level terrain. This variety, apart from being hornier than the spruce-tuck which we had previously fought, is particularly notorious where it forms in wet depressions. From the edge of the fir-tuck on the ridge, the inviting lush green tree tops give the illusion of level ground, when in fact whole gullies, streams, large boulders and small but deep pools are totally concealed by as much as ten foot deep tuck in a single step. It was a common, but very funny sight, to see an astonished companion suspended in mid-air by tuckamore garreted through his armpits.

There is no easy way to travel through it. One must have the courage and audacity of a bull-moose — and of course lots of bandages, soap and water at the end of the battle.

By mid afternoon of our first day, we had finally cleared the tuck and reached the barren plateau of the mountain tops. The walking was easy going on the soft carpets of alpine heaths. This allowed the younger ones to streak ahead, but later in the afternoon, without warning, the fog came down isolating the pack into two groups. The group up ahead were, fortunately, within earshot and were smart enough to sit tight until the group behind caught up. This sudden change of events served to cool the over-confident into the realization of the dangers inherent with these unpredictable fogs. It would have been frustrating, perhaps even fatal, for we were in the vicinity of two thousand foot cliffs, if some members had become separated. However, common sense prevailed and, being veterans, the danger of separation in a fog was quite remote for us, so long as we observed the common rules of comradeship.

Hiking through dense fog gives a strange sensation — one cannot judge distance, of course, and also one must rely totally on the compass for direction. Unlike the forested area, with its dubious distinction of mosses growing on the north side of trees, and the larches (juni-

pers) always leaning eastward, one cannot rely very much on the vegetational aspects of these barren mountain tops for direction. A calculated guess could lead to a miscalculated journey over the edge of a cliff!

So, with these sobering thoughts, we entrusted the navigation through pea soup fog to Bruce Roberts — not that we would willingly follow Bruce over a cliff, although the prospect seemed to provide amusement at the time. As we progressed, we dropped in elevation and proceeded below the fog until we reached our first camp — a small pond on the edge of the cliffs.

As soon as we erected our tents the rain pelted down for ten or fifteen minutes and then cleared to reveal a beautiful sunset. Below us the dark, deep shadow on our side of the pond was a grim contrast to the glistening expanse of the Gulf of St. Lawrence. This glorious scene from the mountain tops is one rarely viewed by Newfoundlanders.

Monday, 22 August was a perfect day. There was just a slight breeze and the sun shone brightly all day as we journeyed along the rim of the high cliffs. It was a photographer's paradise, the vistas full of grandeur and majesty, colour and texture of vegetation mosaics changing with the passing of the hours. The dark jagged silhouettes of the cliffs on the south side of the pond contrasting vividly against the sunlit cliffs of the north shore. On the opposite side we could see and hear the giant waterfalls cascading down the cliffs.

About mid-day a helicopter flew up the canyon below us, a mere speck from our towering vantage point.

The terrain was excellent for hiking and we encountered very little tuck that day. Consequently we made excellent progress and camped at a pond well beyond our planned target. As we reached the campsite a caribou trotted by, stopped a little beyond us and gawked at us for a few minutes. He snorted. We snorted back. Then, with an awkward gait, off he trotted into the sunset.

It is said among scientists that a bad experiment is never a total loss; it can always be used as a very bad example. Analogous to this phrase is the purpose of leaders who set bad examples for others not to follow! I chose a site beside the Venturers, by the pond in the shelter of a cliff, where the blackflies were bad. The remainder of the tents perched on a knoll to take advantage of the light breeze that kept the blackflies away.

During the night the winds changed from a gentle breeze to a minor hurricane as it funnelled down the glen.

(Continued on page 34)



For this, our third and final article on the theme of "Knights Of Old," let's consider ways for your boys to decorate the "medieval" meeting place and some games which would be suitable for the occasion.

It may be that you plan to hold an open air, all day event, in which case the methods of setting the scene will be tackled differently from those you might use to decorate a hall for an indoor get-together.

An Indoor Meeting

A round table theme would work quite well in these more intimate surroundings, with a series of small tables set up in a circle around the perimeter of the hall, so that the events can take place in the centre.

Hangings around the walls can be as simple or as elaborate as you see fit but would look very much in character if they included shields, flags, bunting, weapons such as crossed swords or lances, and colourful "tapestries" or woven blankets.

A magic display put on by "Merlin" would be good if you have some young magicians or can hire a professional conjurer. Or the boys might like to put on brief re-enactments of some of the stories of knights, mentioned in our first article. A knighthood ceremony would be fun or a singalong with medieval troubadours. Or how about a court jester competition, taking both costume and joke routine into consideration? Much of what follows for the

outdoor version could be adapted to a smaller indoor setting but the ideas above would all be particularly suited to a more intimate occasion.

A Field Day

If you have decided to hold an open-air meeting, an eye-catching gateway is an important priority. It sets the scene, makes it clear to newly arrived visitors what they should be heading for, and gives the artists and craftsmen in your group a good opportunity to really start the proceedings off in style.

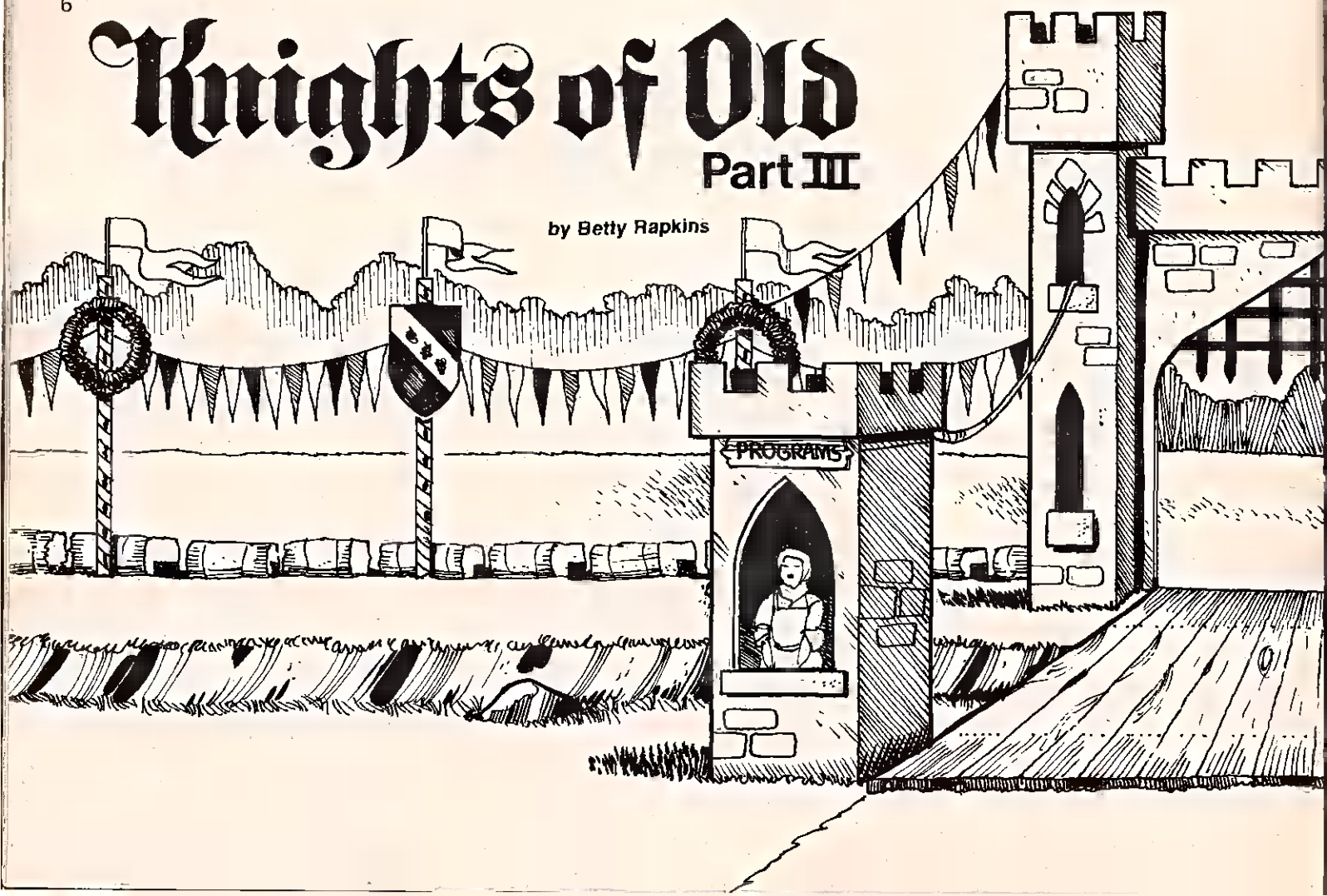
The object of this series has, in the main, been to start your boys' own imaginations working rather than to give precise how-to instructions. However, as a general guideline, why not consider a "drawbridge" entrance? This would not be required to be raised or lowered but might, if geographical location permits, be slung over a stream or ditch. The important thing, if members of the public are expected in any numbers, is for it to be wide enough and sturdy enough for all the many to-ings and fro-ings it will have to endure. A reminder here, too, about parking facilities. If your field of events is a long way from a car park, you'll need to take adequate space for parking into account.

You might start with two "towers" with an archway connecting them overhead. The suggestion of a portcullis, or grill, could be added, in a raised position and all the bright

Knights of Old

Part III

by Betty Rapkins



flags, banners and bunting added that you can gather together. Out from this eye-catching structure juts the drawbridge, with ropes looping down to its outer corners. At these outer points could be two smaller structures, perhaps stalls for the sale of programs, or information booths.

Once over the drawbridge the visitor's eye will be caught by all manner of colourful happenings, but perhaps our first priority should be to define clearly the boundaries of the site. Depending on the size of the field, this could be achieved in many ways but the simplest for a large area might be a series of spaced apart flagpoles, with strips of coloured paper or ribbon wound from top to bottom to give a stripey, barber's pole effect.

At the top of the poles could be flags, banners, shields or garlands of leaves and flowers, perhaps with a loop of garlanding or a string of small pennants joining each pole to its neighbour.

Garlands are easily made by bending wire coat hangers into a circle and simply tying greenery around the wire. A word about caring for our environment though — don't go slashing through the undergrowth in your search for greenery. Judicious "pruning", taking a bit from here, a bit from there, would be the sensible approach. And nothing at all of a rare nature, of course.

Choose an important spot in the field, perhaps at the highest point or at the end facing the drawbridge, for King Arthur's table. This could be a raised dais, complete with

canopy and garlanded tablecloth, at which the king and his court can preside over the entertainment.

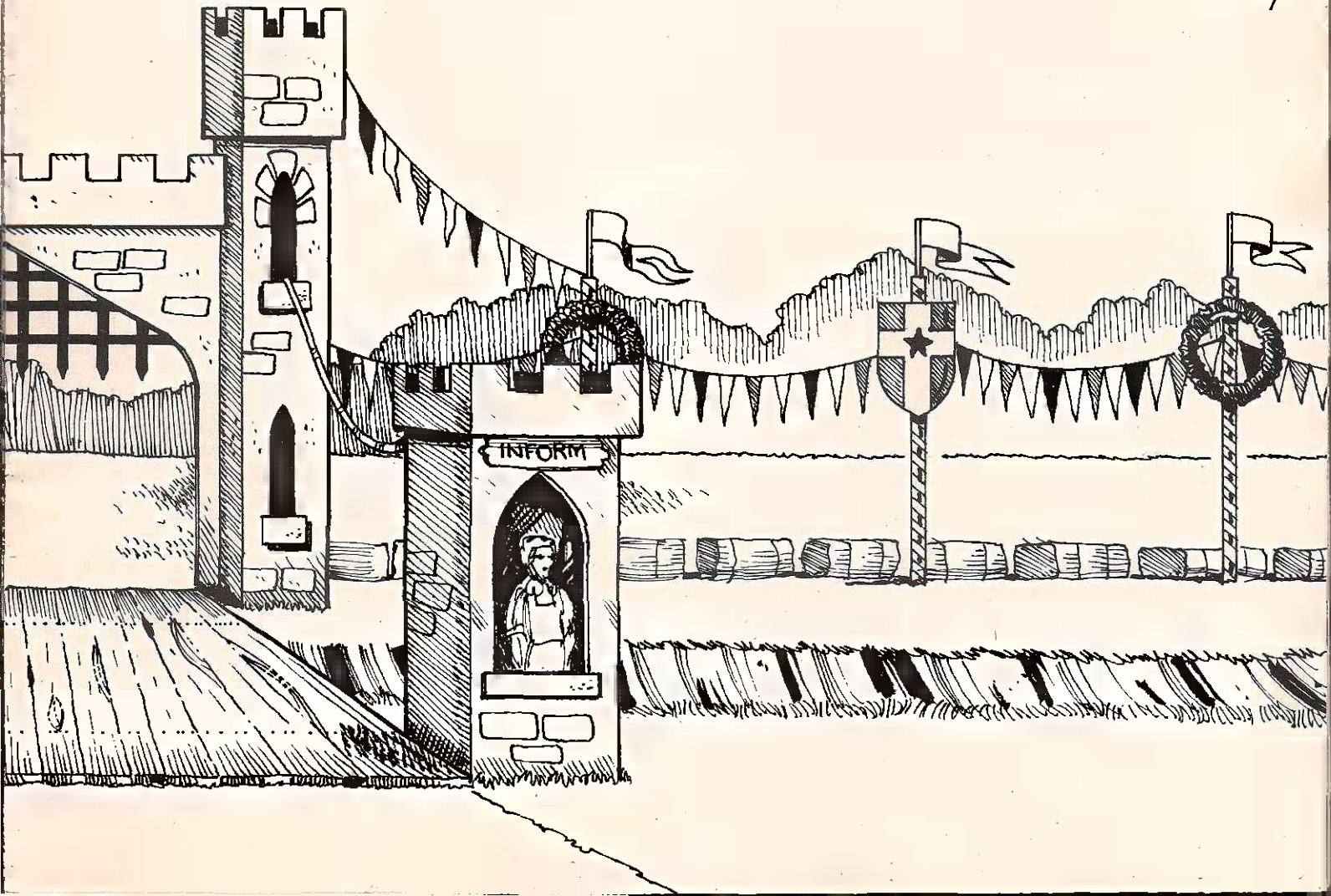
If available, it adds a nice, authentic touch if bales of straw, or simple wooden benches, can be scattered or grouped as seating for the "peasantry". These would be adjacent to a clear central area for jousting and other assorted entertainment or games.

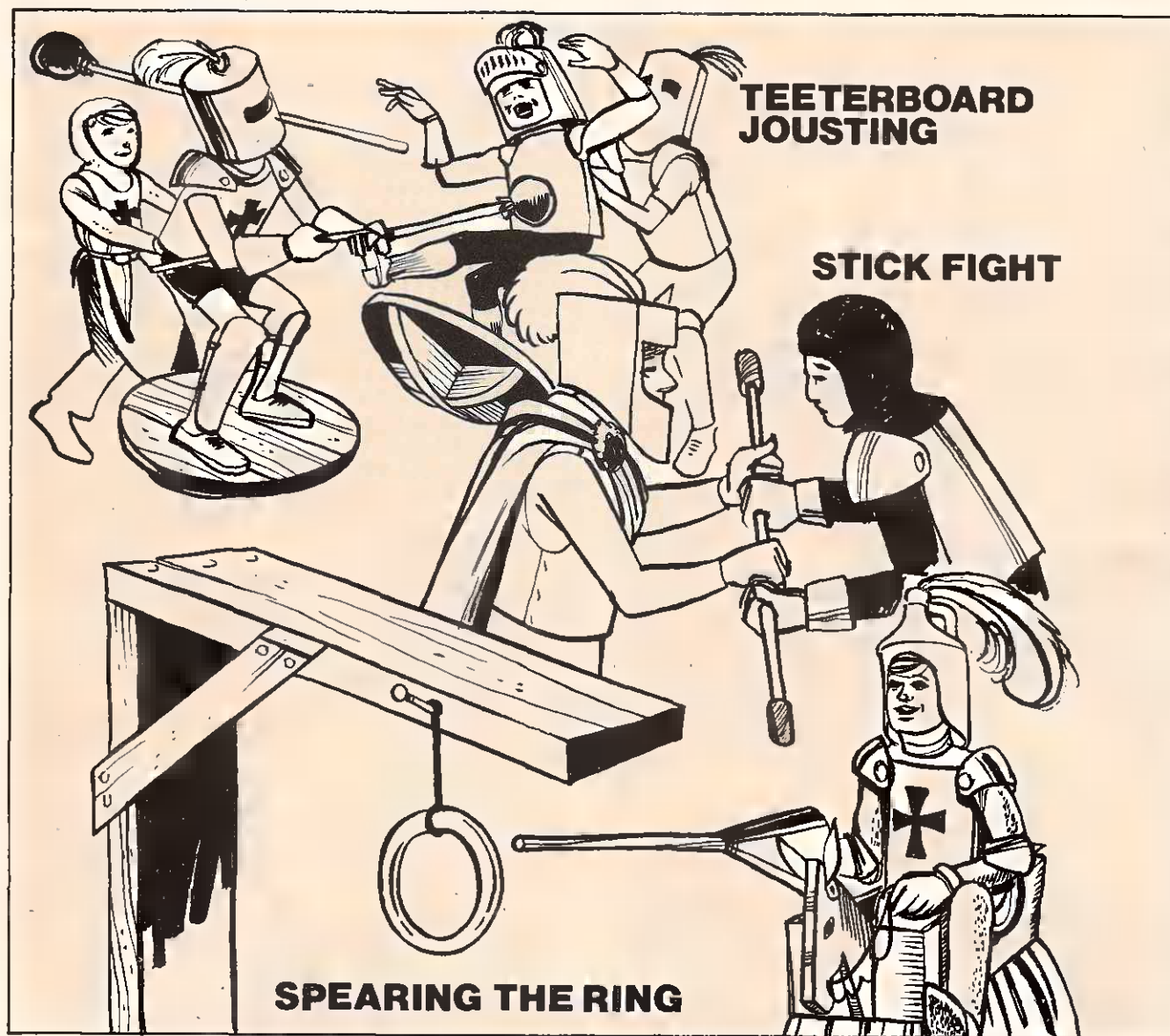
Around the periphery of the field, depending on space available, could be a wide range of stalls, side shows and displays. Now could be a good opportunity for a spot of fund-raising, with all the fun of the fair and some items for sale too.

It would be quite in character with the spirit of medieval revelry to have, for example, a villain in the stocks — and ten cents a time to throw soft items at him. Or, if you can't find a willing villain, make life sized pictures of a few folk everybody loves to hate. The items thrown could be woolly balls, crumpled newspaper or even rotten tomatoes if they're available in plenty down your way.

Another good side show might be the ancient art of bale tossing. Set up two poles roughly six feet apart and as tall as you can find. Drive nails, or better still, hooks all the way up each pole from shoulder height right to the top, at six inch intervals. Place a narrow pole or cane across, resting on a level pair of nails or hooks. Invite stalwarts to pitchfork a bale of hay or straw over the horizontal cane, raising it until you eventually find your champ — the one who can toss it the highest.

(Continued on page 8)





Food and drink are always in great demand at events held in the open air and all good Scouting men and boys know a trick or two when it comes to sausage sizzles, barbecues, hot dogs, potatoes baked in tinfoil, home-made lemonade, etc. But how about roasting a whole carcass on a spit, over a really good open fire, hacking off tasty chunks and selling them to eager, lip-licking bystanders? That should bring in the dollars and scent the air for miles around. Consult your local butcher regarding cooking times, thawing times if frozen and general preparation. It doesn't have to be the traditional old English ox roast, but the bigger the animal the more spectacular the effect.

Your advance publicity should state the times of any special events such as jousting or acrobatics and, as we have said, a special clearing left for this purpose, probably in the middle of the field.

Do bear in mind that jousting — even mock jousting — is a potentially dangerous sport and, as we mentioned in our last issue, see that lances, spears, etc., do not accidentally become lethal weapons. A rubber ball secured at the end of any long lance-type poles, cardboard or light wooden swords, and swirling maces made from taped newspaper should prevent too much severe bashing about.

Teeterboard jousting is fun and requires two sturdy, circular boards with a base attached as illustrated. The boys face each other a few feet apart and endeavour to dislodge their opponent without falling off their own teeterboard.

Spear the Ring gives all the boys a chance to gallop at full tilt towards a frame, as illustrated, from which is suspended a rubber ring. The boys thunder up to it, one at a time, and try to pick off the ring with their spears or lances. Start with a large ring and replace it with smaller and smaller ones until all but one boy is eliminated.

Stick Fight. Mark a pole or broom handle with a different colour at each end, say red and blue. Two boys, the Red Knight and the Blue Knight grasp the pole horizontally, towards the centre, with both hands. The aim is for the Red Knight to twist the pole vertical so that the red end is at the top while his opponent is endeavouring to do the same with the blue end.

Send everyone home with the feeling that they've really experienced an exciting step back into the colourful, lusty, very different world of long ago.

Once again we'd like to acknowledge various sources for some of these ideas, including *Boy's Life*; *Detroit Area Council Pow-Wow*; *Cub Scouts of the U.K.* X

Each and every member of Boy Scouts of Canada is also a member of the worldwide brotherhood of Scouts and was told this at his or her investiture. Canadian Scouting has, over the years, recognized its obligations and responsibilities to its Scout brothers in other lands and has, through the Canadian Scout Brotherhood Fund and other means, helped those less fortunate than itself.

At the 23rd World Scout Conference held in Tokyo in 1971, a development plan was adopted whereby the more fortunate could assist developing countries which have neither sufficient financial resources nor the expertise to look after their needs by themselves.

Prior to 1971, Canadian Scouting had undertaken a financial commitment for a four year period, to assist seventeen Scout associations in the Caribbean area, through the provision of a full-time Scout executive to carry on a program of leadership training and organization. This was called the *Can-Carib Project* and, through the generosity of the Canadian International Development Agency (CIDA), business organizations and the Canadian Scout Brotherhood Fund, was a resounding success.

In 1973, within the world Scouting plan, Boy Scouts of Canada agreed to sponsor another project in five Latin American countries - Bolivia, Colombia, Ecuador, Peru and Venezuela. The project was called *Operation Amigo* and involved the financing of the salaries, administration costs and travel for two, full-time professional workers for a four year period. In May of this year, *Operation Amigo* will come to an official close; the Colombia, Ecuador and Venezuela sector finished in February - the Peru and Bolivia sector was extended some five months, mainly because of staffing problems.

Although the final evaluation is still taking place, it is natural to wonder what was actually accomplished. Certainly, the periodic progress reports gave evidence that the project objectives were, for the most part, being achieved, particularly in Colombia and Peru. In any program evaluation, the opinions of those at the "action end" are of paramount significance. Here is one such view extracted from the "Orion" - a magazine for Scouters in Colombia. It was written by Pedro Felipe Hoyos while he was Chief Scout of that country.

"It is curious that a program designed to assist a large section of Colombian youth has been given a Spanish name *Operation Amigo*, when one takes into account that it was conceived and sustained by a country where English and French are spoken; namely Canada.

"For four years, Boy Scouts of Canada and the Canadian International Development Agency have sponsored a realistic and positive program, designed to project Scouting in Colombia into the community, in step with projects for the development of the country.

"*Operation Amigo* has made it possible for Scout groups from various regions, to carry out several programs designed to create in Colombian youth an understanding of clean water, pure air, fresh woods, the production of food, and collaboration with other organizations developing the country, as well as the formation of Scout groups in rural and marginal areas."

Here is another extract from a report prepared by The Scout Association of Peru.

"As a direct result of *Operation Amigo*, Boy Scouts of Peru have conducted conservation, anti-pollution and health and hygiene campaigns. They have provided guidance for recreation activities. They have collaborated in sociological studies and collected used textbooks for schools. All of this in the 'Pueblos Jovenes' (shanty towns) around Lima, in which 40% of Lima's population (3 million) lives."

adiós amigo



saludos amigo

By J.L. MacGregor



And so, to all those members of Canadian Scouting who so generously supported the original *Operation Amigo* through contributions to the Canadian Scout Brotherhood Fund, we record a sincere "muchas gracias" and, while bidding "adios" to one project, say "saludos" to a new *Operation Amigo* in Honduras.

Operation Amigo Honduras-Canada

It is an unhappy matter of record that in September 1974, the little Central American country of Honduras was struck by Hurricane Fifi, leaving death and devastation in its wake. Governments and organizations from other countries rallied swiftly to provide emergency relief in the form of food, clothing, medical aid and materials for temporary shelters. Today, a little more than three years later, the people of Honduras are still struggling with the tremendous tasks of reconstruction and rehabilitation.

The Honduras Scout organization, like many others, suffered severe set-backs, especially in the northern part of the country where over 1,000 active members were lost. During the past two years, Scouting in Honduras has been working very hard to achieve two major goals. First, to rebuild and strengthen the Scout Movement and second, to provide opportunities for young people in the northern communities to learn skills that will enable them to contribute to the reconstruction of their country. That's where the new *Operation Amigo* project, Honduras - Canada, comes in.

Following the success of a two year pilot project to help rebuild the Movement in Honduras, in which Canadian Scouting and CIDA contributed \$12,367 to provide tools, materials and trained instructors so that Scouts could be taught the skills necessary to rebuild their communities, Canadian Scouting has joined forces with the Honduras Scout Association and the Municipality of San Pedro Sula to conduct a two part development program spanning a period of four years. This is being done, again with the very generous support of the Non-governmental Organizations Division of CIDA.

The first part of the program will be concentrated in the School of Arts and Trades of San Pedro Sula and will have as its broad objective:

"To develop the aptitudes of the young of the community by means of the formal study of artisan subjects; the apprenticeship of which will result in the participants becoming able to take part in their country's economic and productive processes."

The subjects to be taught will include tailoring, dressmaking, woodwork, electricity, fibre weaving, floristry, carpentry and hairdressing. Using day and night school classes, it is expected that some 2,600 boys and girls will receive training during the four years.

The second part of the program is designed to strengthen the Scout Movement throughout the whole of Honduras. This will be done by forming new Scout groups, giving help to existing groups, the training of leaders and by taking part in local, national and international Scout activities.

All funds contributed to the project will be used to purchase the necessary materials and equipment for the trades school program; pay the salaries of the school project director and his support staff; salaries and travel costs for a Scout training executive and a Scout finance executive. The latter will be responsible for raising the funds required by the Honduras Scout Association, as its share of the project.

The Municipality of San Pedro Sula and Honduras Scouting are both making substantial contributions to the total project cost of \$493,834. The funding formula in Canadian dollars, spread over four years is:

Municipality of San Pedro Sula	\$271,614
Boy Scouts of Honduras	\$62,520
Boy Scouts of Canada (Brotherhood Fund) ..	\$53,200
CIDA	\$106,500

This project promises to be an exciting and valuable experience in cooperative development, as were *Operation Amigo* and the *Can-Carib Project*. It is hoped that this new *Operation Amigo* will enjoy the same kind of support, not only through the National Council share of the "Trees for Canada" program but by direct contributions to the Canadian Scout Brotherhood Fund.

In a later issue, we propose to report on other development projects that have been supported by our Brotherhood Fund.

Once more - thank you for caring and sharing.

The Brotherhood Fund

The Canadian Scout Brotherhood Fund was set up originally to provide a tangible means of recognizing the world brotherhood of Scouting and, in the last few years, the major source of revenue for the Fund has been contributions from Scout groups from one end of Canada to the other, and the "Trees for Canada" project.

The 15% share of "Trees for Canada" proceeds that comes to National Council goes directly into the Brotherhood Fund. Boys and adults involved in local tree planting should be made aware of the fact that, when they plant a tree, they are not only helping Canada through re-forestation but are, through projects like *Operation Amigo*, planting the seeds of Scouting in all corners of the world.

Monies for the Brotherhood Fund can also be raised through bottle and paper drives; special collections at church parades and Scout and Guide Week events; Brotherhood Fund Containers at regular meetings; donations from "bulging" group/section bank accounts.

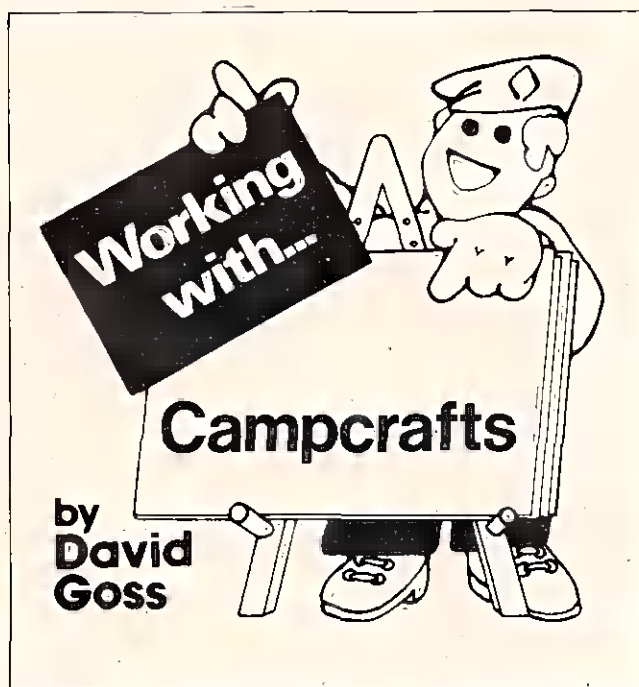
The next page contains a list of the latest contributors, and if your group is not listed there, why not plan to make the next list?

And one more bit of news. The happy face of our Amigo Scout will continue to be the symbol of the Fund. May his smile be a reminder that a Scout is a friend to all and a brother to every other Scout. X



Brotherhood Fund Donations

Reverend J. Purdie, Calgary, Alta. (Op. Amigo)	\$ 159.65	Annapolis District Council, N.S. (Trees for Can.)	185.99
(Carol Group) Cubs of Labrador City (Op. Amigo)	40.28	Armview District Council, N.S. (Trees for Can.)	982.03
Petawawa District, Ont. (Trees for Can.)	499.35	Colchester District Council, N.S. (Trees for Can.)	657.34
Calgary Cub Pack #164, Alta. (Op. Amigo)	15.00	Dartmouth North District Council, N.S. (Trees for Can.)	441.09
Anonymous donation to Scout Brotherhood Fund	2.00	Dartmouth South District Council, N.S. (Trees for Can.)	666.15
Standard & Hussar Summer Camp, Standard, Alta.	28.59	Dartmouth East District Council, N.S. (Trees for Can.)	1,145.15
Ontario Provincial Council (Scout Brotherhood Fund)	56.93	Digby District Council, N.S. (Trees for Can.)	175.72
Greater Winnipeg Region (Trees for Can.)	3,404.54	Halifax Cobequid District Council, N.S. (Trees for Can.)	991.92
Quebec Prov. Council (C. Lemieux) (Op. Amigo)	20.60	Halifax North District Council, N.S. (Trees for Can.)	701.05
1st Vankleek Hill, Ont. (Trees for Can.)	254.49	Halifax South District Council, N.S. (Trees for Can.)	562.63
Greater Toronto Region, Ont. (Trees for Can.)	9,421.27	Harbour West District Council, N.S. (Trees for Can.)	263.29
Welland District, Ont. (Trees for Can.)	182.73	Isle Royale District Council, N.S. (Trees for Can.)	613.65
London District, Ont. (Trees for Can.)	730.43	Kings District Council, N.S. (Trees for Can.)	564.37
St. Catharines District, Ont. (Trees for Can.)	871.86	Lunenburg District Council, N.S. (Trees for Can.)	689.17
Port Hope District, Ont. (Trees for Can.)	524.93	Queens District Council, N.S. (Trees for Can.)	222.88
North Cariboo District, B.C. (Trees for Can.)	662.79	Shelburne District Council, N.S. (Trees for Can.)	175.11
York Summit District, Ont. (Trees for Can.)	1,433.27	St. Margaret's Bay District Council, N.S. (Trees for Can.)	469.79
Opeongo District Council, Ont. (Trees for Can.)	691.60	Tri County District Council, N.S. (Trees for Can.)	286.23
3rd Bell's Corners, Ont. (Trees for Can.)	180.00	Vanier District Council, N.S. (Trees for Can.)	62.00
North Waterloo, Ont. (Trees for Can.)	683.26	West Hants District Council, N.S. (Trees for Can.)	315.00
Trenton District, Ont. (Trees for Can.)	414.95	2nd Antigonish Group, N.S. (Trees for Can.)	67.24
Bruce North District, Ont. (Trees for Can.)	585.00	1st Oxford Group, N.S. (Trees for Can.)	56.03
North Halton District, Ont. (Trees for Can.)	622.05	2nd Guysborough Group, N.S. (Trees for Can.)	47.25
Federal Council — Orillia District, Ont. (Trees for Can.)	366.00	1st Marie Joseph Group, N.S. (Trees for Can.)	42.15
1st Bedford Cub Pack, N.S. (Op Amigo)	34.13	1st Baddeck Group, N.S. (Trees for Can.)	93.43
RCAF Trenton District, Ont. (Trees for Can.)	140.25	1st Sherbrooke, N.S. (Trees for Can.)	30.00
1st Burns Lake Cub Pack, B.C. (Trees for Can.)	72.00	P.E.I. Provincial Council (Trees for Can.)	1,470.28
Elgin District, Ont. (Trees for Can.)	1,840.18	Newfoundland Prov. Service Team Work Shop (Trees for Can.)	29.47
South Georgian Bay District, Ont. (Trees for Can.)	473.20	Stratford, Ont. (Trees for Can.)	452.84
Sydenham District, Ont. (Trees for Can.)	595.04	Sault Ste. Marie, Ont. (Trees for Can.)	677.23
St. Catharines, Ont. (Trees for Can.)	250.29		9.90
Wallaceburg District, Ont. (Trees for Can.)	477.81	Belleville District, Ont. (Trees for Can.)	726.36
West Durham District, Ont. (Trees for Can.)	691.67	1st Minden Scout Group, Ont. (Trees for Can.)	123.81
Champlain District, Ont. (Trees for Can.)	625.79	Greater Toronto Region (Trees for Can.)	218.46
Kent District, Ont. (Trees for Can.)	607.17	4th St. Thomas Beavers, Cubs, Scouts and Venturers. In Memory of the Late Norman Shipley, APC, Great Lakes Region (Op. Amigo)	25.00
Humber Seneca District, Ont. (Trees for Can.)	453.41	Strathcona District Council, Man. (Scout Brotherhood Fund)	309.87
Greater Winnipeg Region, Man. (Op. Amigo)	10.29		
Manitoba West (Trees for Tomorrow)	1,469.65		
Elgin District Council, Ont. (Friendship)	25.00		
Prince Edward County District, Ont. (Trees for Can.)	245.05		
Napanee District, Ont. (Trees for Can.)	338.38		
Presquile District, Ont. (Trees for Can.)	450.52		
Rideau Lakes District, Ont. (Trees for Can.)	686.62		
Kingston and District, Ont. (Trees for Can.)	500.86		
Yellow Briar District, Ont. (Trees for Can.)	143.08		
Amherst District Council, N.S. (Trees for Can.)	450.93		



Here are ten craft ideas for a camp situation which meet my criteria of a good campcraft — namely:

1. Made with materials primarily procurable as part of the camp program.
2. Give the boy a memento of the camp to take home.

The instructions which follow should make it possible for you and your boys to carry out one or more of the projects.

Numbers 1 and 2 — Rock Pets:

You need — (besides the rocks which the boys gather on a hike) binding wire, 5 minute epoxy glue, model paints.

For Number 1, the Ladybug, begin by painting her white, and when this is dry, add the centre stripe, and paint on the ovals. Let dry, and paint on the eyes and mouth. Select suitable lengths of wire to match your rock size, cut them, and glue them to the belly of the Ladybug with epoxy glue. Leaders should assist here, especially with Cubs.

For Number 2, the Mouse, select a suitably shaped and coloured rock, paint on the eyes and mouth, and glue on a twisty wire tail as in Number 1.

Number 3 — is not a pet rock but a Pet Print.

Boys select a suitable rock that can take the full size print of some animal common to their area. The leader provides photocopied paw prints of the animals and the boys transfer the print they have selected, by placing a piece of carbon between the photocopy and the rock and tracing around the print. Then, using model paints, the boys fill in the footprint in a colour to contrast with the rock. The leader then lets the boys go in search of the print they have selected.

Number 4 — Cedar Branch Woggles or Neck Pendants

To begin this project you need to find some dry, fallen cedar branches, or entire fallen trees that will yield a 2" to 3" circle of wood when cut (pine or spruce will work too!). Once you have your dry cedar, cut a 3/8" piece for each woggle you wish to make. Sand it until the grain is very pronounced. Then, using model paints, place a design representing your camp on the sanded side. Finish by adding one or two coats of shellac when the paint has dried. To use as a woggle, glue or tack a circle of leather

on the back, and to use as a pendant, drill two holes in the top front, pass a string through (or plastic lace) and tie around your neck.

Number 5 — Old Man's Beard Camp Pet.

Around your camp, find a source of moss of the type hanging from spruce and fir trees. It is sometimes called Old Man's Beard. Bunch it up in a ball — then flatten it out as in the illustration. Place glue on a circle of cardboard and glue your Old Man's Beard to this. Add the face by gluing suitably coloured pieces of cardboard to represent the eyes and mouth. You could also use bark for the base, and twigs or flat stones for the facial features, if you wish to have a completely authentic campcraft. Don't overlook the possibility of using moss for beards and hairpieces, in skirts.

Number 6 — The Golden Pine Cone Award.

A leader's craft, to prepare before camp. You need some panelling — just scraps left over from a rumpus room job. Cut these in the shape illustrated, then add the red pine cone which you've cut in two so it can be glued to the panel plaque. Paint the cone a bright yellow or gold. Present one of these each day to the best boy in camp or to the patrol leader or sixer of the best patrol or six.

Number 7 — The Best Firelighter Award.

This is appropriately adorned with three matches. (Most stoves will light with one, so perhaps this is a poor illustration. However, this is just an idea.) Using the same directions as Number 6, you can create all kinds of awards cheaply, by gluing on a badge or crest, a picture, or an object to represent the award you wish to give. If you wish to identify your award, use one of the tape machines that punch white letters on self peeling adhesive-backed plastic.

Number 8 — Light Up Your Camp.

This activity is good for a rainy afternoon early in the camp. Come prepared with a bunch of 16 ounce bottles, model paints, and a candle for each bottle. Ask the boys to paint an Indian design or camping design on the outside of the bottles. When this is dry, place a couple of inches of sand in the bottle, and stick the candle in the sand. When it stops raining, place the candles between your campsite and your fire area (which, according to tradition, should be some distance from your campsite). Send someone out to light the candles before your campfire begins, so the boys will have a lighted path to follow to the campfire area.

Number 9 — Sand Signs.

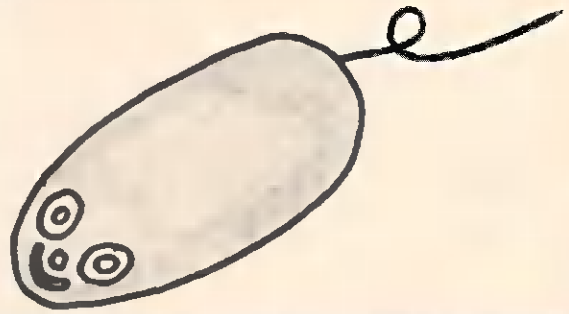
As in Number 4, find some fallen branches and cut them into 3" or 4" diagonal pieces which will show some bark. Sand the top surface smooth. Lay a simple design (like the *fleur de lis*) on the surface. Place white glue on the remaining surface, then pour sand (or aquarium gravel) onto the glue. This will leave your design in contrast to the sand when all is dry. You can then place glue on your design and fill it in with a contrasting sand or aquarium gravel if you like.

Number 10 — Punched Foil Plates.

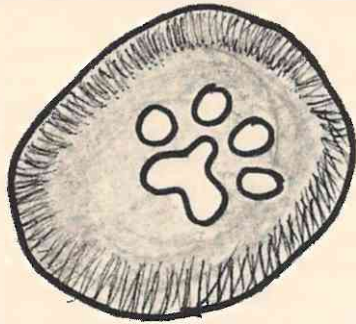
There is nothing "campy" about the tinfoil plates you use for this idea, or the nail you use to punch a design into them. But you're doing the countryside a favour by making a nice camp memento instead of throwing these plates into the dump. The wise Scouter will have some designs available to copy, some model paints to add colour, and some candles (the stubby type) to shine from behind the punched out design. X



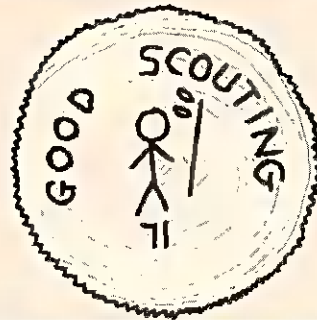
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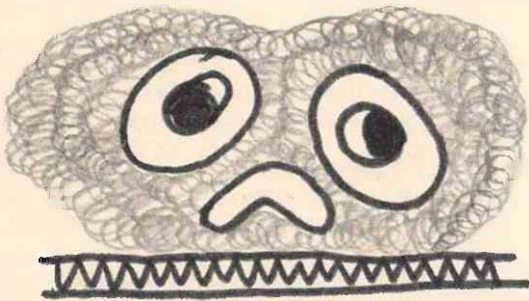
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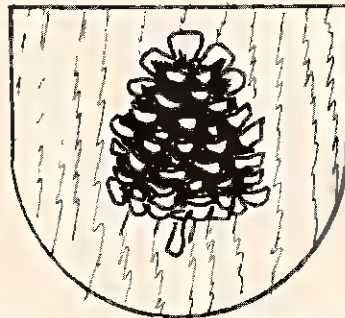
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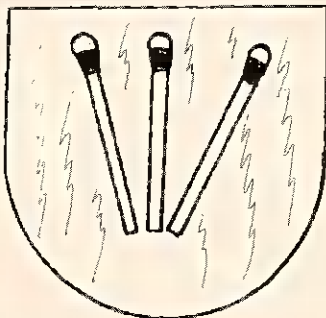
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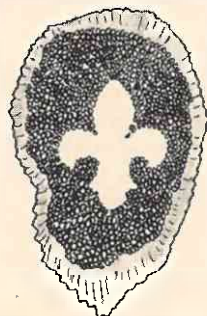


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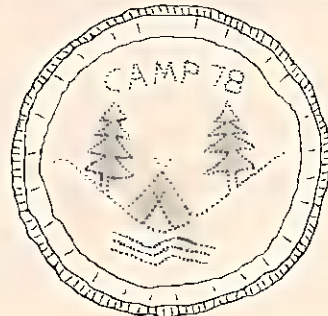
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THE YOUNG WOODSMEN

by Rose Bateman



Consider the truth of these two statements. Today's youth need challenge. Methods have to change with the changing times. Having recognized these facts, we designed Woodsman Way as a method of meeting that challenge and providing that change.

WHY WOODSMAN WAY?

It began in Winnipeg in 1974. A group of Scouters gathered with one concern in mind — the declining boy figures in the 9 1/2 - 10 1/2 year range. It was concluded after much deliberation that the major part of the problem hinged around programming.

By the time a boy reaches 9 1/2 - 10 a great deal of the program challenge was gone. This decision was based on both the results of a Sixer Rally where the boys expressed this very fact, and on the feelings of the leaders themselves. Most felt frustrated after having prepared what were felt to be good sessions, only to be confronted by the boys' words, "Hey, I learned that in school already!"

The group met for many evenings trying to resolve this dilemma. We were finally in agreement with one statement: Cubbing should offer boys something that is not available elsewhere.

Using this statement as our criteria we came to the realization that possibly what was needed was a Canadian vehicle for Canadian boys, based on our own country's diverse heritage. For this reason "The Young Woodsmen Story" was written and, with this book alone, eleven pilot groups started out in January, 1975 to create and expand activities to tie in with the story. This period of experimentation and sharing culminated in September, 1976 with the publishing of the first edition of the "Cub Leaders Young Woodsmen Activity Book". The story and new, revised edition of the activity book are available as a kit known as "The Woodsman Way".

HOW IS IT BEING USED?

This is the most difficult question to answer, for Woodsman Way is many things to many people. If you were to visit ten Woodsman packs you would find each one different — and so they should be! Each leadership team has taken from the supplement what is right for them and their boys.

Some groups read a chapter of the story and then do the activities which coincide with that section in the activity book. Some read the story completely and then choose special activities they and their boys want to do, and others don't use the story at all but use the activity book for program ideas that are new and interesting. In all cases, the outdoor activity aspect is stressed, as is environmental concern and respect.

All of the groups use the Grand Howl but some have developed a special ceremony for the older boys stressing the words "Do Your Best". All of the boys wear the Cub jersey and the articles they have made (vest, pouch, belt, etc.) over the jersey. Most groups have made some type of pioneer hat and wear that in place of their Cub hat.

Visits to typical meetings might find leaders and boys involved with the making of belt pouches from leather pieces.

Templates are used as patterns and the boys trace around them onto the leather, marking where the lacing holes will appear. They then cut the leather pieces out and punch out the holes as marked. The boys are now shown how to lace the pieces together using leather thongs in true woodsman fashion!

These pouches are finished by slitting the backs of them to allow a belt to pass through and then are added to the Cub's woodsman uniform.

They serve as an emergency kit pouch, a compass pouch or as a firefighting kit pouch and, in some cases,

boys may make and wear several to serve various functions.

The groups are goal-oriented and gear a lot of activities to the Klondike Derby and the Silver Arrow Camp.

Klondike Derby

This is an annual Winnipeg region event run on the first weekend of March. The Derby is a race combining both speed and skill. The team follows a map which takes them to ten stations where they must stop and report to the town mayor. At each town the team is requested to perform a given task. The ability with which they perform these tasks is judged by the mayor, who then awards gold nuggets in accordance with their ability.

Tasks performed fall into the following categories:

fire lighting	simple lashing	cooking
Cub ingenuity	first aid	team work
log sawing	orienteering	tree and leaf identification

Each team of eight boys pull a Klondike sled and must carry all of their equipment. The winter months can be spent preparing for this fun event as a great deal of training is required. The Cubs will either be outdoors or preparing for the outdoors.

Silver Arrow Camp

The Silver Arrow is designed as a testing ground for older Cubs and young Scouts, of their abilities with the basic camping skills. The camp's objective is to provide activities that will teach safe camping skills, with a strong emphasis on protection of the ecology. The method of operation is the Scout patrol system, with the boys in patrols of six with an adult counsellor for each group. The camp is a learning experience in a fun atmosphere.

Here the similarities of the groups cease and the packs operate in many ways.

- Some use a six system and incorporate the Woodsman activities and handicrafts in the period allotted for instruction or as a total pack project.
- Some use a regular system of instruction for the younger boys with star and badge activities from *The Cub Book*. They separate the boys at ages 9 1/2 into a

Woodsman section and use the Woodsman story and activity book as a lead-in to Scouts.

- Still others use a "peer group system", with each leader responsible for a specific group of boys of the same age. The leader is responsible with his boys for the complete programming of their group and the leader has the option of taking the boys out for an activity or of bringing a special guest in to instruct the boys.

The total group might choose to operate without an Akela, with the small groups getting together for the opening, games (if the groups choose) and special activities. Dealing with a group of eight boys and using activities that are interesting for a special age group has been found to be highly successful by some groups.

In this system the younger boys are always looking forward to activities they will be able to do in the next age group. The loss of boys in this system is almost nil.

Whatever the system used — Woodsman provides the impetus.

What's happening?

Groups are experiencing numerical growth and are retaining 9, 10 and 11 year-olds, while Cubs of 10 are promoting Cubbing and bringing their peers into the pack. Attendance in May and June is not dropping off because meetings are being held outdoors during those months. The quality of leadership has improved, with more dedication, due to the total involvement of the adults with the boys and with programming. Parents are also showing signs of increased enthusiasm for activities and the program objectives. This motivates everyone to develop a flexible program that creates pride in our heritage and also leaves room for the more traditional aspects of Cubbing. All of this, to date, has met with the enthusiastic approval of the Cubs.

This is not a new program but rather the traditional spirit of Scouting put into today's terminology (Canada). Because the Woodsman Way offers flexibility, freedom to explore, and lack of perimeters, leaders and boys report that they are having *FUN* originating and utilizing program ideas. This has developed a great deal of pride in our endeavours and we feel we have succeeded in providing youth with a most satisfying challenge. ^

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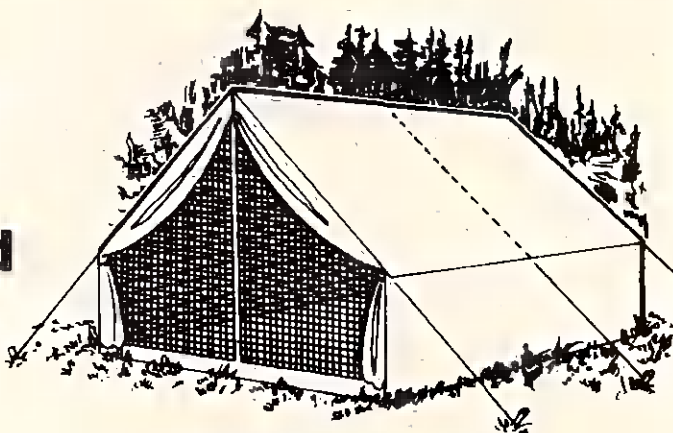
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training talk

by reg roberts

This month
Reg writes about ...

STARTING OFF ON THE RIGHT FOOT

Starting Off on the Right Foot

The moment a trainer walks into a room full of participants on a training course the relaxed atmosphere disappears, the chatter dies away and the situation becomes one of "you" the trainer and "they" the trainees.

The first suggestion that it's time to begin triggers deadly silence; everyone looks expectantly at the trainer, notebooks are opened and pencils poised.

The trainer becomes aware of his queasy stomach and that suddenly he can remember nothing. The fact that he has welcomed the participants earlier at the door, shaken everyone's hand, committed twenty eight names to memory, shared a few jokes, said how nice it is to see so-and-so again and established his credibility as a human being, seems all for naught. Now he must prove himself. Now he must perform according to the group expectations. Now he must become the trainer.

Does all that sound familiar? Well I'm sure it's happened to all of us who take on the trainer role. My recital of those moments is not intended to bring back unpleasant memories but rather to point out that it is at this point in any training experience that the trainer can set the direction of what will follow.

Regardless of how long the course will last, the group can achieve its most important learnings during the first twenty minutes of its existence. Now is the trainer's chance to form them into a group of active, willing, working learners.

Everyone in the room is saying "O.K. I'm ready — start talking." And for the trainer the temptation is to do exactly that. Yet if those first 20 minutes are devoted solely to the trainer talking, they may be wasted or worse, lock both trainer and participants into a non-productive learning relationship.

Looking at a typical opening session we would probably find that after a little humour and a round of self-introductions, the trainer attempts to establish the reason for, and the importance of, the course. This is usually followed by an explanation of the objectives and methods to be used to achieve them.

For the participants — they expect the trainer to be humorous at the opening — they know why they signed up in the first place — and they wish he would get on with it; whatever it may be.

Noticing a lack of enthusiasm, the trainer tries to get things going by inviting questions — this usually draws a response such as "Where's the washroom" or "What time will coffee break be held?" — not at all what the trainer had in mind. Moving right along, the trainer tries asking them some questions and the usual result is further silence. (We don't know what it's all about yet, so how can we respond?) Trying not to show the panic he feels, the

trainer then resorts to assuring everyone that this is an interesting group and that everything will turn out fine as the course progresses.

By now participants have decided that safety lies in saying nothing and waiting for someone to tell them what to do. They have established that he is the teacher and they are the pupils. For the trainer, what is left is to proceed with the instructional material and hope that the participants will soon loosen up enough to get involved.

What has been accomplished during the first crucial twenty minutes? The probability is that the trainer has conveyed to the participants that they will play the pupil role while he plays the teacher role. Not at all what the trainer had in mind but forced on both of them by a beginning that casts everyone back to their school days when they were talked at by the authoritative and wise teacher who saw them as passive and dependent.

The problem with such opening sessions is not that they cover the wrong material, but that they happen at all. There are other, more important, things that should be taking place.

Here are four that trainers should consider.

- 1) Work hard at preventing the teacher-pupil relationship from developing.
- 2) Begin to help the group build a community identity.
- 3) Encourage the participants to discover and share exactly why they are attending the course.
- 4) Encourage them to identify and state the objectives they will achieve during the course and those they will achieve when it's all over.

A wise trainer will use the opening period to get to know the participants, not vice versa. In doing so they will soon get to know him. By creating opportunities for the participants to talk, the trainer can gain insights into their knowledge and make some assessment of their potential as contributors to the course.

At this point in time it's more important for participants to *feel* right than for them to be right. The trainer should treat all contributions enthusiastically and show approval. It is not the time to correct nor to show off his own abilities.

The trainer should work hard at establishing rapport. He should make eye contact with each participant and should direct at least one comment or question to every person in the room and if possible refer to everyone by name. This avoids having people sitting waiting for something to happen to them. It also prevents the trainer from finding, two days after the course has begun, that he doesn't know so and so.

Building the group into a community is an essential beginning. During this early period everyone should

make direct eye contact with, and talk with, at least half a dozen other participants. They should also be made to move at least once.

People's first instinct is to claim a territory — a chair, an area of floor, a corner, and establish it as their own, thus effectively blocking off "attack" from "hostile others". However it also prevents entry of "friendly others". Leaving their seats and relating to other members on neutral territory begins to establish friendship groups with whom they can later work more comfortably.

By creating smaller groups to accomplish simple tasks, and visiting with them, the trainer establishes membership for the participants and himself alike. Accomplishment of a task is higher and people will tend to talk more freely. Later, in re-forming to the larger group, participants can adopt the safety of referring to "our group" when contributing to the general discussion, and know that they have a degree of support from those particular members from the small group.

Building personal agendas at the beginning of the course will pay off in post-course performance for the participants. Trainers can safely assume that some of the people are attending for the wrong reasons. "My commissioner sent me"; "Sally was unable to come so I came in her place"; "I just came to see what it's all about so I can tell the others at home".

A trainer can introduce a brief agenda-building exercise to make people aware of their hidden reasons for attending the course and, by gentle suggestion, indicate that what the participants have in mind may be unproductive and that more positive alternatives are possible.

Establishing a clearly identifiable sense of individual objectives is a critical part of the introductory period. Most people have two generalized objectives when they come to a course. First they want to "perform well" that is — make the "correct" responses. Second they want to "learn the material" — that is understand the ideas and information that they feel the trainer will provide.

Usually they do not have a clear idea of what they can do with all this "stuff" when they get back home. They know it should help, but they don't know how, or in what areas.

The trainer should therefore prepare for this transition from the training situation to the back home at this first session, not on the last day. Creating the expectation that

the learning will be of value back home creates a more analytical participant right from the word go.

The trainer must also emphasize that much of the learning will develop from what the *participants* do, not what the trainer does. Learning by doing is a time tested learning method but we often tend to see it as for someone else rather than for me.

A way of getting discussions started in this area is through a simple questioning technique — questions such as "Which should be better — the last training program you designed before this course or the first one you will design after the course?" Participants should discover that their objective in the course should be to "change the way they design training events", not just to learn how to design "good" training events, and that the real proof of their performance will be a demonstrable improvement in the events they design when they get back home.

On the surface, a course opening serves to introduce the participants to the trainer and to outline the course content. In practice such an introduction contradicts two principle understandings of effective training 1) that participants must be responsible and active in their own learning process and 2) that the trainer should serve as a well informed guide, not a talking handbook.

The trainer's initial task is to bring people to a point where they can 1) work together comfortably in an unfamiliar environment 2) draw freely on the special resources the trainer provides and 3) set some positive goals to achieve.

The objectives and techniques of the introductory period of a training course, should therefore be carefully planned and executed. Technique is not nearly as important as attitude or the role function the trainer brings to the training course. If the trainer creates the impression that he is an expert, the group will treat him as one and depend on him to make the training happen. But if the trainer sees himself as assisting others in the accomplishment of their learning goals, the participants will be better able to work in cooperation with him.

Similarly, the trainer who comes to a course expecting to enjoy the participants — not planning to persuade them to enjoy him — will discover that establishing rapport and getting results is a much easier and much more satisfying task. X

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Title _____ Area Code & Home Phone _____

Name of Your Organization _____

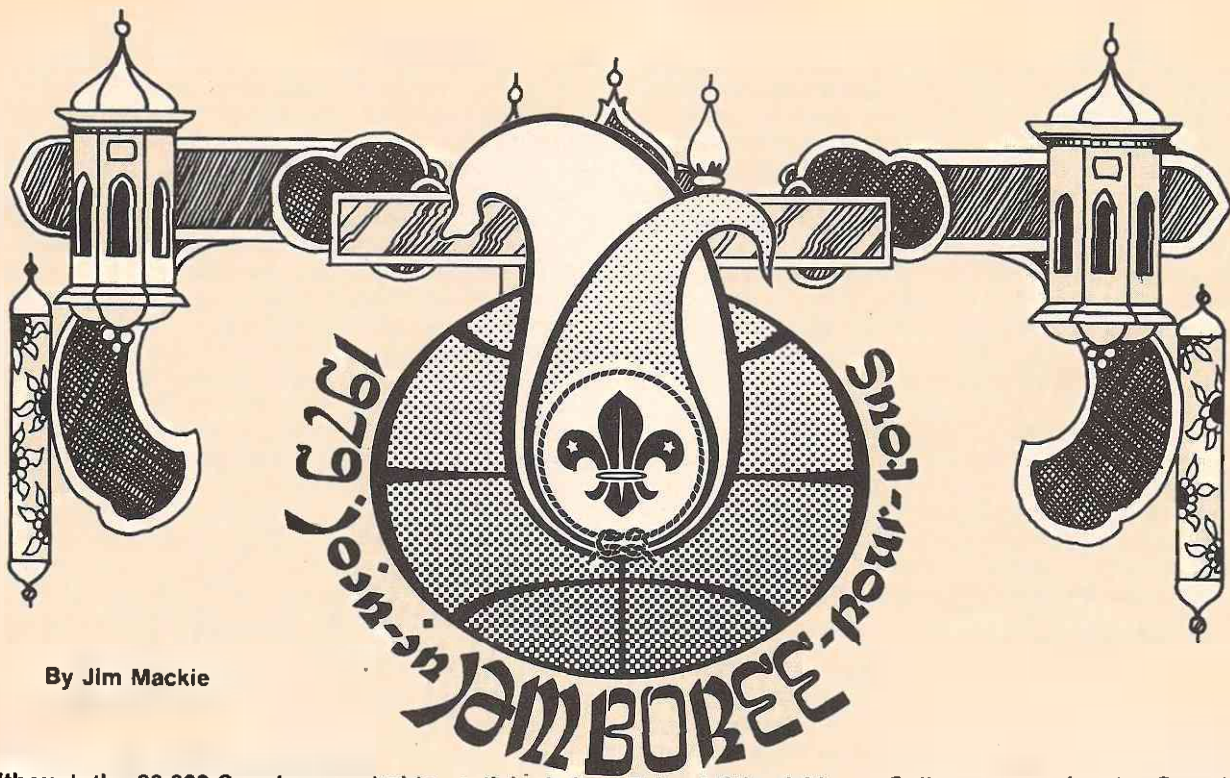
Address _____

City, Province & Postal Code _____

IMPORTANT! We must know....

How many members in your group will be selling labels? (approx.) _____

How many sets of labels does your group plan to sell? (approx.) _____



By Jim Mackie

Although the 20,000 Scouts expected to participate in the 15th. World Jamboree in 1979 at Neishaboor, Iran, will only be about 0.1% of Scouting's global membership, the other 99.9% can experience the realities of belonging to the World Scout Brotherhood through **JOIN-IN JAMBOREE** — related activities prior to, during and after the big show. These can range from Beaver-Cub international afternoons, to a full, simultaneous Scout-Venturer-Rover camp during the July 15 - 22 Jamboree.

Key preparatory steps include: Adoption of the **Join-In** concept by a section, group, district or region; appointment of a **Join-In** coordinator and/or committee; securing links with Scouts in other countries for the exchange of cultural information and the development of a program.

The World Scout Bureau in Geneva, in cooperation with the Iranian hosts of the 15th. World Jamboree, have prepared **Join-In** material which will be presented in this and future articles but here, first, are some *general ideas*:
Costumes/Uniforms — Patrols or troops research subject, make and dress in costumes/uniforms of another Scouting country for a campfire or longer.

Mini Jambo — Groups/patrols camp in the style of the country it represents — shelters, etc.

Scout Olympics — Each patrol/troop represents a country in competitions.

Fire of Understanding — Light at opening ceremony and keep vigil day and night.

Games — Learn and play games and sports of other country.

International Cuisine — Base menu on traditional foods of other country (or Iran) possibly cooked in the other country's manner, i.e. pit fires, mud ovens, etc.

International Campfire — Learn and sing songs of the other country, including, of course, World Jamboree songs.

Jambo-Speak — Learn and use "friendship phrases" like "Good Morning", "Thank You" and "Welcome", in other languages.

Scout Map — On a large world map, mark all Scouting countries with pins or miniature but authentic flags.

Stamp Display — Have a stamp collector display stamps of the world or collect one stamp from each Scouting country; or collections of coins, insignia, etc.

Extend Friendship — Collect money for the Canadian Scout Brotherhood Fund to help brother Scouts elsewhere.

Flag — Obtain or make large and small flags of all Scouting countries and fly World Scout Flag.

World Regatta — Dinghies and other craft are disguised or built to represent Persian ships, sampans, outriggers, coracles, junks, etc.

Displays — Set up a World Scout information centre; display items like Scout magazines of other countries, pamphlets, uniforms, etc.

Amateur Radio — Using Jamboree-on-the-Air techniques, use "ham" radio to try to contact other Scout stations and the 15th. World Jamboree station.

Work Schedule

In order to properly prepare for your **Join-In** involvement, a work schedule should be outlined and planning begun immediately. After consideration of the material contained in this article, the schedule should look something like this; dates are, of course, suggested only:

1978

April-May Review **Join-In Jamboree** concept and decide on approach. Appoint coordinator and committee. Complete participation plans and dates.

June-Sept. Research Persian (Iranian) history, culture and customs. Initiate contacts in other Scouting countries.

Oct-Nov. Start announcing details of known **Join-In** events and issue assignments to participants.

1979

Jan-Mar. Intensify **Join-In** promotion and provide participants with additional projects and information.

April to event. Complete arrangements and ensure all participants are completing tasks.

May-Sept. Hold events and arrange to have local Jamboree contingent feed back news to media and **Join-In** events.

Making Links

Getting to know Scouts of other lands is the basis for the spirit of brotherhood at World Jamborees. **Join-In** participants can experience the same spirit by getting to know Scouts of other lands through advance exchange of letters, tapes and other items. Patrols and troops are then prepared to represent their pen-pals at **Join-In** events. It will take months to establish links and more months to exchange sufficient data, so start early.

By special arrangement with the World Bureau and the Boy Scouts of America, a computer is available at no cost to Scouts around the world, to help make pen-pal links. The address is:

"Dear Pen-Pal", Dept. WS
Box 4054
Santa Barbara, California 93103, USA

The pen-pal request should include — name, address, age, whether you wish to correspond with a boy or a girl; other interests besides Scouting, language you can correspond in and the country or part of the world where you would like a pen-pal. The computer will select a pen-pal and send you the information about each other.

Other Linking Possibilities

*Ask if your city, town, village, is linked with a city, etc., in another country through the "Sister Cities" program. If so, contact Scouts in that city.

*Local service clubs (Rotary, Kiwanis, Lions, etc.) may have a link with a club in another country and can help promote a link for you.

*Your religious organization may be linked with a mission school abroad where Scouts may be contacted.

*Your neighbours (or you) may have relatives in another country willing to help to set up a link.

The Host Country

Iranian Scouting will be the host for both the 15th. World Jamboree and the 27th. World Scout Conference in 1979. They have 331,000 members.

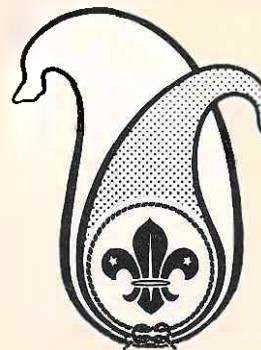
The theme of the Jamboree is "Jamboree for Cultural Development" and is intended to emphasize Scouting's contribution, to the preservation and sharing of national cultural values and to the promotion of human understanding and peace among people, all over the world.

The Site

Iranian Scouting launched a three year development plan, to get the site ready for the Jamboree by the summer of 1979. During the summer of '76, some 5,000 Rovers and

Rangers worked in camps of 1,000 each, every eight days. Skills involved were: measuring and marking land, plumbing, welding, electricity, general iron work, masonry, machine repair, driving, agriculture and forestry. Over 500,000 trees and shrubs have been planted on the formerly barren site. Added attraction for the workers has been their learning of conversational English. In 1977, the experience was repeated with some participants being trained in administrative or secretarial work, doing such jobs as typing, record keeping and attending the reception, information and registration services. This has given the young members of Iranian Scouting a feeling of belonging to the World Brotherhood and the satisfaction of having helped achieve a valuable task.

The site is called the Omar Khayyam Camp after the world famous poet, astronomer and mathematician, whose tomb is located in Neishaboor. It is also called the "O.K. Camp".



Jamboree Symbol

The symbol or emblem of the 15th. World Jamboree contains two cypresses, a small one and a tall one. The cypress is an extremely useful tree — providing shelter, shade and good wood but it is also thought by the Iranians to be humble because it bows to say "Welcome" to visitors. In the emblem, the big cypress represents the adults and the small cypress, the boys in the Scout Movement. The World Scout emblem is in the centre of the two trees and represents the ideals of Scouting, engraved in the hearts of both young and old.

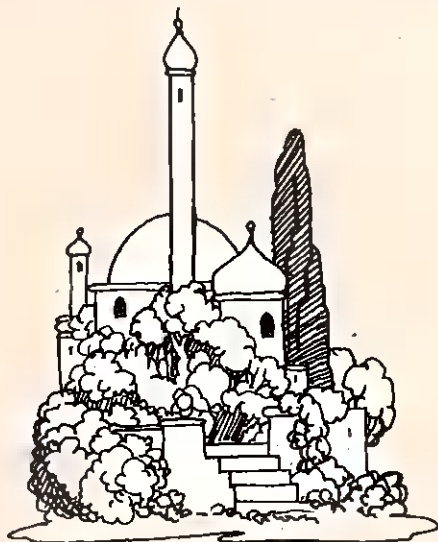
Camp Organization

The whole area of the O.K. Camp will be divided into four sub-camps, plus one camp for female participants and one for the senior staff service team. Each sub-camp will be a complete unit, with its own post office, bank, shops, administration, etc., and most of the life of the Jamboree will take place at the sub-camp level.

Cultural Development Through Cultural Exchange

Here are a few ideas that can be used on a local level to develop the cultural theme. It will mean members of the local organizing committee researching the various geographical areas in the community library and possibly through Iranian Canadians, but the end results will be well worth the effort. Some information on these subjects will be included in future **Join-In** articles in **The Leader**.

- * Recipes
- * Folk games for children
- * Folk proverbs
- * Local customs and traditions
- * Local handicrafts
- * Folk stories or anecdotes
- * Folk songs
- * Folk dances
- * Folk dress or costumes
- * Folk taboos



- Writings of famous poets — e.g. Omar Khayyam
- Famous Iranian drawings/paintings
- Famous Iranian sculptures or statues
- Collections of Iranian stamps, match boxes, badges, postcards, coins, crests, etc.
- Show slides and/or films of Iran.

Jamboree Program

While the program of the 15th. World Jamboree includes many conventional Scouting activities, participants will also be doing things never before tried at the World gathering. Included are Iranian handicrafts, pottery, ceramics, rug weaving, carpet making, flower making, painting, sculpturing, welding, iron work, plumbing.

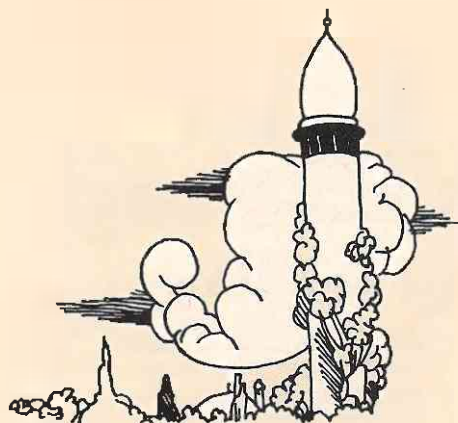
Sports included are: swimming, canoeing, boating, fishing, hiking, running races, jumps of all kinds, ball throwing, volley ball, basketball, football and table tennis. Also included are obstacle courses, skill-o-rama and a jamboree wide game. Many of these items could be included in your local **Join-In** programs.

The sub-camps will also have Meditation Centres, in which all religious denominations will be given the opportunity to observe their respective religious services. The Third World Scout Forum will be held from July 17 - 19, with all participating countries sending boy representatives.

Iranian Language

The language of Iran today is modern Persian — an Indo-European language called *Farsi*. In fact *Iran* is a version of the word *Aryan*.

In the 7th. Century A.D., Persia was occupied by the Arabs. They brought with them the religion of Islam, which the Persians adopted and have followed to this day. Thus the non-Arab people of modern Iran speak in the Persian language of *Farsi*, yet write it in the Arabic script they inherited when they adopted the Muslim religion. You should try to master a few *Farsi* words, so why not start with the numbers, both oral and written and then pass them on to your boys? The numbers 1 - 10 are as follows:



- | | |
|-----------|----------|
| 1. Yek | 6. Shish |
| 2. Do | 7. Haft |
| 3. Se | 8. Hasht |
| 4. Chahar | 9. Noh |
| 5. Panj | 10. Dah |

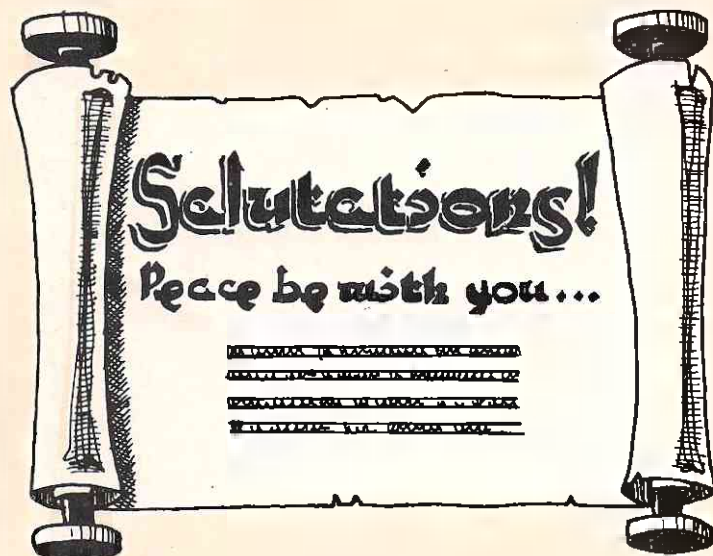
The World Bureau has designed a special alphabet which they call *Persiana*. You may use it for **Join-In** communications of various kinds, such as signs, posters, headlines and mastheads. As you see, *Persiana* has a look that will add to the mood and atmosphere of your **Join-In** messages.

Communication with Papyrus

The ancient Persians wrote on papyrus, a kind of paper invented by the Egyptians and made from the pith of a reed growing in the River Nile. Lengths of papyrus were joined together to make long sheets, and these were rolled around wooden rods or reels. To protect the papyrus from dampness, the rolls were carefully stored in earthenware jars, in dry places.

You and your boys can make simulated papyrus rolls for various communication purposes relating to **Join-In** activities such as:

"Persiana"	a b c d e f g h i j
A B C D E F G H I	k l m n o p q r s t u
J K L M N O P Q R	v w x y z, . ! " ' : " ?
S T U V W X Y Z	1 2 3 4 5 6 7 8 9 0



- Illuminated addresses, or invitations to VIPs attending important **Join-In** functions.
- Camp rules, notices, program at Persian-themed event.
- Communications during Wide Game.
- Menus at Persian banquet.
- A press release to local editor giving news about **Join-In** events.

To make a papyrus roll, join sheets of strong wrapping paper or other suitable paper together. Roll it around wooden rods capped with wood or cardboard discs, to hold the roll in place.

22

The Persian Empire

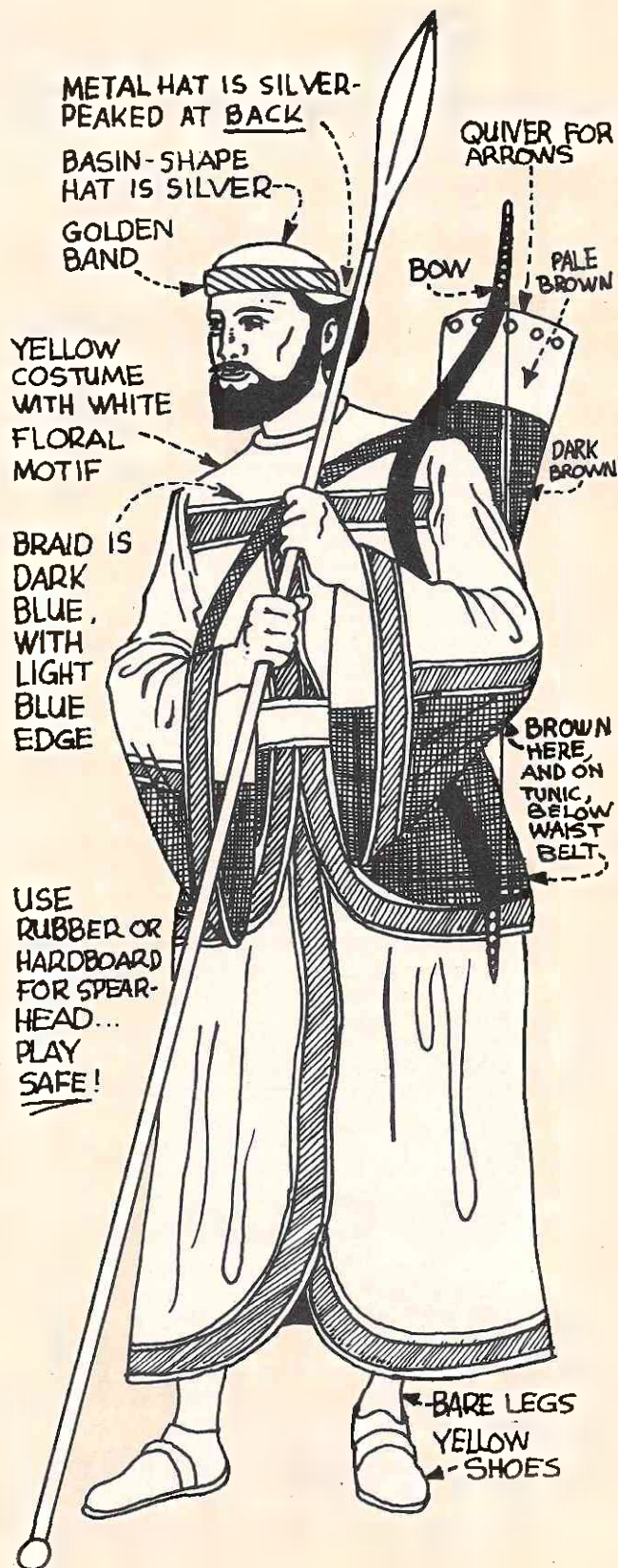
For a thousand years, in ancient Persian times, vast armies waged war to and fro across the lands. Many stirring conflicts occurred involving Medes, Persians, Greeks, Scythians, Parthians, Sassanians and others. Authentic episodes from this period in the history of the world can provide spectacular **Join-In** arena shows, wide games and competitions. Details can be researched at your local library or with the help of a local person who is interested in the history of this period.

Research should go back as far as the 5th. century B.C., to the time of Cyrus, King of Persia; particularly to the year 539 B.C. when Cyrus and his Persian legions poured down from the Iranian mountains to conquer Babylonia, and carried on from there to create the great Persian Empire which came to embrace so much of the then known world including India, Ethiopia, the Caucasus and Arabia.

A vital aspect of the creation of this Persian Empire is that there is so much that is in line with the World Jamboree and **Join-In** theme of brotherhood, friendship and understanding. For unlike conquerors in general, Cyrus brought to areas torn by conflict a philosophy of tolerance and peaceful coexistence among nations and peoples that not only influenced, among others, the later Greeks and Romans but lives on in various ways to modern times.

The tolerant philosophy of the Persians included avoiding the destruction of towns and peoples; instead towns were garrisoned and the people lived in peace, maintaining their own customs and traditions and general way of life, including the freedom of worship.

Shown here is one of Cyrus's soldiers. A spearman, he was a member of the King's special regiment, "The Ten Thousand Immortals".



Future Join-In Material

Future **Join-In** supplements will contain more information on the times of Cyrus and his armies; decorative gateways; flame of freedom; Persian markets plus much more. And watch Supply ads for the special **Join-In** crest that is being prepared. ^

Suggestions for items for our First Great Nationwide Scavenge Hunt are beginning to trickle in and the file is now wide open.

You will recall that we are hoping to include in the Master List a few slightly offbeat requests which competitors must interpret as best they may. "A prison officer", for instance, would be a screw, "A naked Edward", a teddy bear, and so on. (Both these brilliant ideas with grateful acknowledgements to the 12th Camberwell.) We might also go so far as to ask for "An ice-axe" and be content with a well-cared-for hand axe from the gear store. (Get it? "A nice axe". Oh well, have it your own way.)

Anyhow, here are a few more ideas as they occur to us, to show the sort of thing we have in mind. "Dry rot." "A vapour trail." "Something with a crown, a swallow, a shell and a tail." "A very small whirlpool." "Four suits that nobody could wear." "A cube made of cow juice." All of these items, I may say, have been produced by me within a matter of ten minutes without leaving the premises. They include the article I was busy on at the time (this one), steam from the kettle, a pulley block, a cream carton with a hole in the bottom through which water was escaping, a pack of playing cards and a cube of cheese.

Now it's your turn.

When the final list is compiled, including the best of the suggestions submitted by people like yourself, our first great Nationwide Scavenge Hunt will be offered to the Movement on both sides of the North Atlantic as an optional extra for their own troop night program. In due course claims for the speediest and best performance will be lodged with the Editors of **SCOUTING** Magazine (U.K.) or **THE LEADER** (Canada). No prizes or other vulgar inducements will be offered. You will either do it for the fun of the thing or not at all.

Mind you, we are always prepared to consider applications for the award of the Lunatic Fringe Certificate; but only if you send us a sticky, self-addressed label and a 14¢ postage stamp. Otherwise (sorry) no deal. (Thinks: *That's the way to talk to them. It's high time we had some discipline around here.*)



'IT WAS PROPPING UP ONE CORNER OF THE HEADQUARTERS. WE PULLED IT OUT AND THE HUT FELL DOWN!'



We have come to the conclusion that every region and every district should have two commissioners (Scouts) — one to organize and lead those occasional exotic adventures which are so necessary these days to give the older and more experienced boys a target for their aspirations, the other to concentrate on the continuing problem of the weekly troop night program.

Think about it, and then ask yourself this question: Which appointment will carry with it the more difficult but worthwhile job — and the least personal satisfaction and prestige?

If you can't make fire by friction yourself, don't knock it.

Any patrol contemplating the erection of the Lathrope Double-Barrelled Howitzer (featured in this magazine in October last year) might like to know that cardboard tubes exactly in accordance with Dave's specification are in fairly common use as the cores of newsprint rolls and might, possibly, be obtainable from your local newspaper office, on request. We are grateful to District Commissioner Wayne Jobb of the Kee-Ke Scout Council (Canada) for this information.

Come to think of it, there must be many other uses for these cardboard tubes in troop night Scouting. Perhaps you'd like to give it some thought? Mr. Jobb, a newspaper man himself, tells us that they are usually 32 in. (roughly 820 mm.) long and will take a tennis ball comfortably.

Talking of the L.F. you will be touched to hear that the 32nd Bristol Scout Troop have gallantly nominated the 6th Bristol (St. Ambrose) Girl Guides for the award of the precious parchment.

What happened was that the troop and company agreed to exchange patrol leaders for one night only and run identical programs. Our man on the spot, Scout Leader Dave Sims, reports that everybody behaved beautifully. The Guide patrol leaders were soon firmly in control of their boys and down the road at St. Ambrose's their oppos survived without a scratch. There were (says Dave) quite a lot of laughs and bags of enjoyment.

Nice work. We have had no hesitation in certifying the 6th Bristol. The 32nd are already certified so they are now on the level.

Looking for an idea for a patrol competition? Why not let each patrol construct a "Chain Reactor System" which from the initial impulse will trigger-off a series of movements of the greatest possible variety: For example — a string is burnt through by a candle flame and releases a weight which raises a miniature portcullis which allows a stream of pebbles to cataract down a channel and into a tin can which upsets the delicate balance of a lever which sets a pendulum going which ... and so on. The "Reactor System" which has the greatest variety of movement and lasts longest, is the winner.

Do let us know if your boys come up with anything strikingly original. And, of course, a picture would be greatly appreciated. We might even talk the editor into running it in a future issue, if the "System" was unique enough. Give them a week or so notice, so that they can do some pre-construction planning.



THE VOICE OF THE OLD CROW. *The Old Crow is an opinionated bird but I think we may allow him an occasional squawk, don't you? Indeed, if you have any strong opinions yourself, why not make use of the Voice to squawk them for you?*

Boys are conservative by nature. If you leave the planning of your troop night program entirely in their hands, they will tend to repeat past successes.

If the ethos of our Movement was ever summarized in words it would be a string of cliches as long as your arm.

Too much dependence on outside events at district and regional level to put jam on the bread and butter of Scouting is not good. Plenty of jam within the family of the group is what's wanted.

If "fun" is to be regarded as an essential element in Scouting, then "fun" should be written into the basic training requirements (the progress badges) so that in qualifying for any part of an award the boy can't avoid having some.

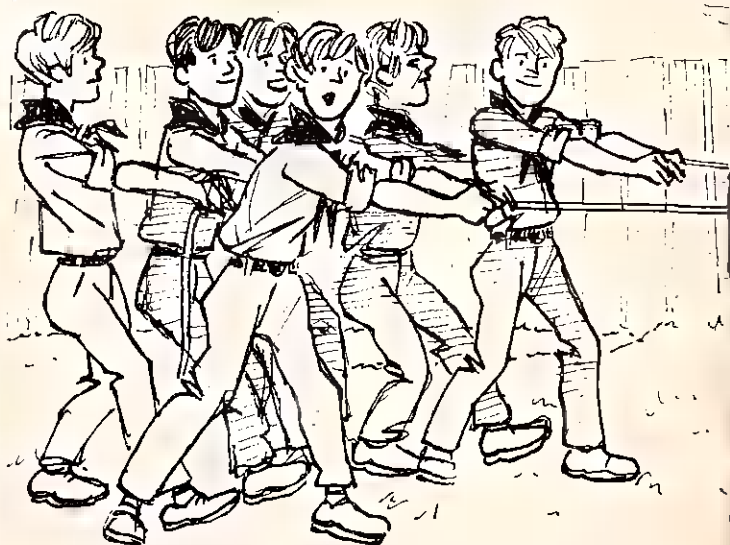
One of the dangers in mucking about with the characters of our boys is that we might turn them into little monsters. The Founder summed it up for us: "A Scout is active in *doing* good, not passive in *being* good".

RANDOM INTELLIGENCE

- The meridian of Greenwich runs right through the Gilwell estate.
- The word "jamboree" was originally American slang for "a frolic, a spree". When B.-P. was challenged about his use of the word for his first great international gathering of Scouts he said, "Well, what else would you call it?"
- It can be proved aerodynamically that a bumble-bee is utterly incapable of flight. Flight by bumble bees is just



The two Scouts with the rope try to catch the third as he attempts to snatch the ball



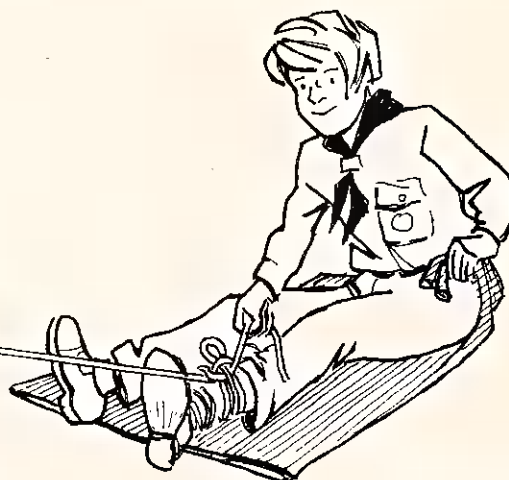
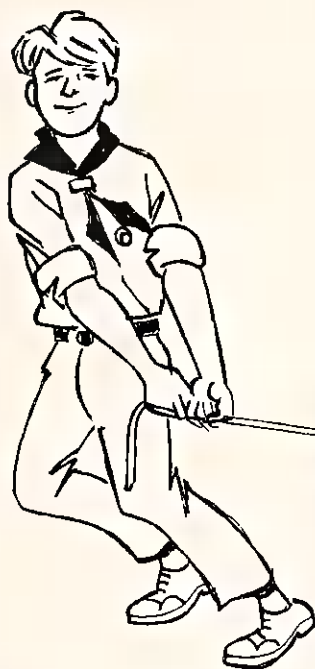
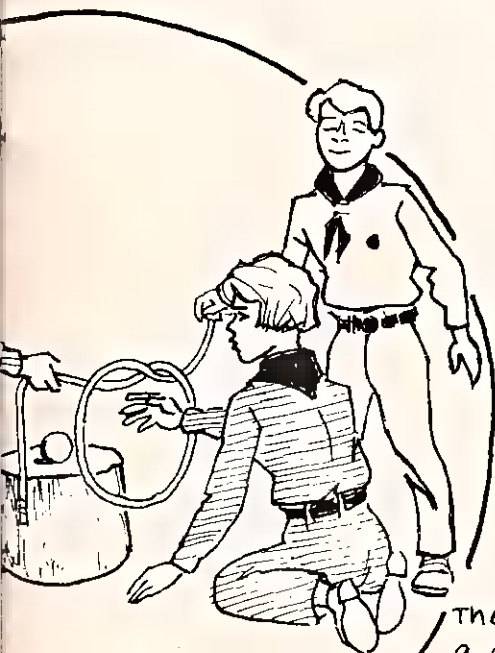
TUG-O-WAR IN PARALLEL

not possible. Fortunately bumble-bees have never been told the truth, so they just carry on flying.

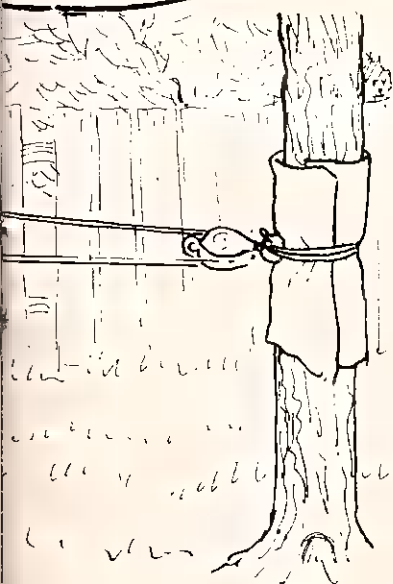
- The origin of the word "Scout" is the Old French word "escoute" meaning eavesdropper.
- A few years back a Canadian boy called Nigel Stafford and I saw two hares sparring up to each other like boxers on the skyline in Norfolk.
- In 1908, when B.-P. was preparing to launch what he called his "scheme" (Scouting), he wrote to his publishers

from the Central Station Hotel, Newcastle-on-Tyne, instructing them to "make as little reference as possible to me, please, or Mafeking". As he penned those words, little Johnny Sweet was probably having a nappy-change just a few miles down river, at the end of the Roman Wall. Little did he know that, in company with millions of other boys, the whole course of his life was about to be changed. X

their own end of
to tie a reef knot



The tobogganist sits on a plastic fertilizer bag and puts a draw hitch round one ankle. He holds the 'release' end. His 'oppo' runs up, grabs the standing end and drags him down the course. The tobogganist must release himself as close as possible to the deadline without actually crossing it.



Two Scouts with tight bowlines round their waists and hands tied behind their backs, try to unmake an overhand knot in the rope.





by Peggy Haynes

Questionnaires from both the Beaver program review and The Leader readership survey have suggested that Beaver leaders want more ideas on how to program for tail levels, especially for the seven year old boys. We have asked Peggy Haynes, a Beaver leader with many years of experience in Quebec, to send us some of her thoughts on this and she has contributed the following. If other leaders have additional ideas of their own, we ask them to share them with us.

Many Beaver colonies are finding it difficult to maintain the interest of the seven year old boys. There are a number of ways to help overcome this.

One of them is the proper use of tail levels, in which the Beaver works with others of his own age group. Also, at this age, boys can do projects that extend for more than one week, and leaders can plan for this. They can also prepare him for the more structured program he will be getting in *Wolf Cubs* by helping him to be more self-reliant. Seven year olds want to be helpful and feel important, and helping younger Beavers is one way some colonies use this to their advantage. They have a great sense of responsibility and duty and the help they give to others must be important and meaningful.

Each week a seven year old can assist Hawkeye or Keeo with part of the program. Another idea is to let each boy tell a story to the colony or a group of five year old Beavers, which he prepares by himself. This story can be on any subject that he wishes to write about. Some suggestions are: my favourite smell — my favourite toys — sports — sharing — animals — friends.

If the colony has a phonograph, why not let him bring a favourite record to share? Tail level activities can be individual ones, which just the seven year olds do, or they can

be group projects in which each group does something different which has a common theme, then they come together for discussion, as a colony.

Here are two tail level suggestions which can be programmed for several weeks, not necessarily consecutively.

TAIL LEVEL — SEVEN YEAR OLD Transportation

Basic

- Feet —** Boys draw outline of a foot and colour.
- Discuss —** First working animals and transportation: Horses — oxen — dogs — sleighs — covered wagons.
- Make —** Indian *travois* (drag) which the Indians used with their horses to transport loads. It was made from five flexible branches lashed together, the two outside ones crossed at the top to look like the outline of a tepee and the other three laid horizontally across and then covered with a blanket.

Ships and Boats

Trip to docks or locks — who had the earliest ships? What did they look like? What powered them? What were they made of? Who built them? How are they different from the boats of today? Obtain pictures of boats from a travel agency — pick a country; plan a boat trip with pictures of the people — food — trees — flowers, etc. Also, from the parents, you might find someone from that country who would talk to the Beavers on the costumes, traditions, etc. A **Join-In** Activity — see page 19.

Trains — Short trip on train — what powers them? — steam — diesel — electric. Have a retired train engineer come and speak to boys on his experiences.

Discuss — What do freight trains carry? Draw large map of Canada, roughly outline provinces — let boys sketch in tracks to each — boys draw pictures of trains — glue on — bring in pictures of manufactured goods or produce from each province.

Plan — Visit someone who has a train layout — trip to science museum.

Automobiles — Beavers

Bring in pictures of different car parts — learn what they are. Make a collage. Draw a design of a car that each would like to have, make into a book to send to a sick Beaver. Teach road safety — make road signs — learn what they mean — demonstrate to young Beavers. Have boys bring in favourite car for "show and tell".

Planes and Balloons

See how many different types of planes the boys know — passenger — cargo — bush — crop spray — fighter — sea planes — helicopter — etc. Visit an airport. Make a helicopter. Balloons and things — Pick up a storybook on balloons from the local library.

Space Travel

Space stories. Discuss weightlessness and what Beavers' reaction to this would be if they were walking on the moon — how would they eat — make rockets and space helmets? (Space helmets can be made from cardboard cartons covered with foil bags — use their imagination.)

Music

5 year old

Explore how many ways there are to make music — demonstrate — by singing, tapping feet, clapping hands. Play a record and move with rhythm, walk, sway, run, skip, march. Learn to sing a short song.

Make shakers, tom-toms from plastic bleach bottles. Use wooden blocks with sticks, tom-toms and shakers to make music.

Make a collage of pictures of musical instruments.

6 year old

Discuss how music affects animals, cows, dogs, birds, etc. Take the boys to visit a band in rehearsal. Learn names of different instruments. Make tambourines with two paper plates and bottle caps in which holes have been punched. These are then tied to edge in pairs.

7 year old

How does music affect Beavers — happy? sad? soft? loud? Demonstrate with music on tape or records. Feel the vibrations of music — make arrangements to visit church to hear organ being played. Learn how many strings a violin, banjo and guitar has. Stories about famous musicians. Make handshakers (bottle cap holes punched and threaded on wire loops). Learn to play combs with tissue paper.

5-6-7 year olds

Musical evening, invite guest. For sing-song use musical instruments. Have leaders take part. Make a gutbucket. Use washboards and jugs. Have someone to play guitar or piano. Learn song in different languages. To do this recruit parents of different nationalities to help. X

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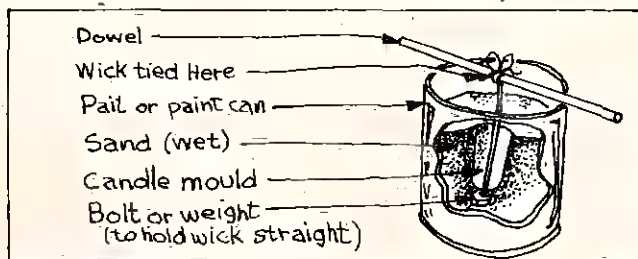
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JAMBOREE ACTIVITIES FOR THE TROOP

By Doug Campbell

During the Canadian Jamboree in 1977 there were many activities in the program area which were enjoyed by Scouts. Some of the activities went over extremely well and as a result, we have adapted them here for use during regular troop meetings. For all activities some preparation work will need to be done. In most cases the supplies are based on the needs for one patrol. You should multiply supplies by number of patrols participating.



SAND CANDLES

At the Fun and Profit program, Scouts had the opportunity to make sand candles as souvenirs of their visit to Prince Edward Island. Sand candles are easily made during a troop meeting. You will need:

- a wash basin or a pail for each Scout
- for each candle a wick or string — sand — a ladle — newspaper for tidiness
- some dowels
- a stove to melt paraffin
- a pot
- decorations for the candles if desired
- paraffin (sold in solid block or powder)

The Activity:

Each Scout should have a pail or basin filled with wet sand. Basins will be good for wide, shallow, squat candles while pails will form thin, long candles.

Each Scout should make a candle mould in the sand, ensuring the edges are good and clean. If you are using string, be sure to dip it into melted paraffin before using it as a wick. (The melted paraffin is poured into the mould). Weight one end of the wick down with a metal bolt and insert it into the mould.

Decorations can be added at this time.

Once the paraffin has hardened, remove the candle by either digging it out or inverting the pail or basin. Once free, some of the excess sand can be removed.

Some ideas:

- Decide on a theme for the project. Perhaps make candles as gifts for Mother's Day.
- Try colouring the paraffin with dyes to make the candles more attractive.
- Sell the candles at a local bazaar to raise funds for camp.
- The paraffin will take some time to set, so have Scouts participate in the troop program during the evening as it hardens.

NUCLEAR FISSION

When Scouts went on the Adventure Trail at CJ77 they came across an activity called Nuclear Fission. This patrol task was to move a paint can (armed with a buzzer) over a course without setting off the alarm.

You will need:

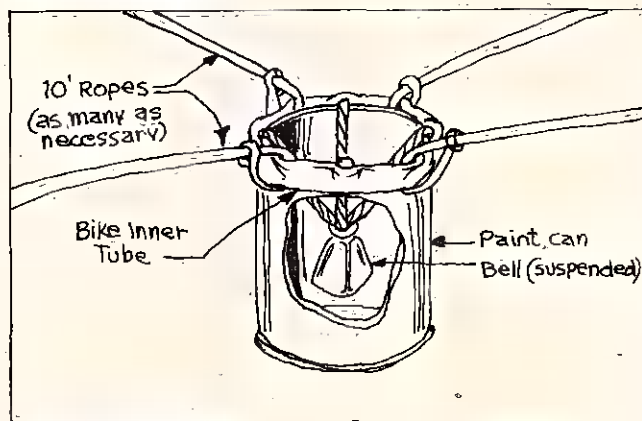
- 30' rope or strong string
- one old inner tube from a bike
- one old gallon paint can
- dirt,
- a ball

The Activity

Have the patrol tie the inner tube into a circle which, when stretched, will fit over the paint can. Tie ropes about 10' in length to the inner tube, putting as many ropes as there are patrol members. Have the patrol install the bell inside the paint can as shown in diagram. Scouter should set up an obstacle course using tables and chairs, over which the patrol must take the can.

Some ideas:

For one run, blindfold one or more members or blindfold all the patrol except for one boy, who is allowed to give commands.



THE CLAYMORE

As the bagpipes were playing, Scouts who visited the Highland games had the opportunity to take part in an event called "The Claymore". In this activity Scouts, with wooden claymores, broke balloons. This is a relay game which can be run during the troop meeting.

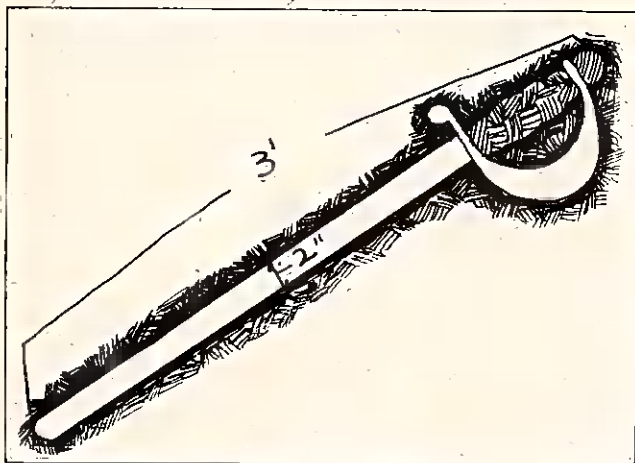
You will need:

- a claymore for each patrol (see diagram)
- enough balloons so everybody can break one
- paper
- solid surface to break the balloons on (could be the floor)

The Activity:

The claymore can be made by the Scouts or Scouters. The claymore is a heavy wooden sword which breaks the balloons by force rather than by a sharp edge or point.

- Scouters put the words of the Scout promise in each balloon, then blow the balloons up.
- Have the patrol line up in relay formation
- Each Scout in the patrol breaks a balloon and brings back the word the balloon contained
- The patrol which correctly forms the words into the Scout promise is declared the winner.



Some ideas:

- Don't tell them what the words form.
- Vary the messages in the balloons.

Mine Field

Another activity Scouts experienced on the Adventure Trail was the Mine Field. In this patrol activity all members of the patrol try to get through the course without setting off any mines.

You will need:

- blindfolds
- tables and chairs to support the mine field
- 30 tin cans for mines
- enough string to put up mine fields

The Activity

Scouters set up the mine field by hanging cans on lines which have been strung between tables and chairs. The mine field consists of cans hanging down to block the passage of the Scouts. Cans should be hung 15" off the ground.

Diagram

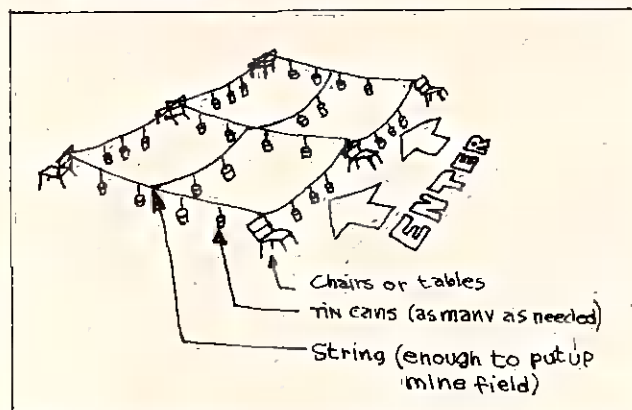
Have the patrols line up in front of the mine field. Put a Scout at the end of the mine field. Blindfold a Scout at the starting point. The Scout at the end then directs the crawling, blindfolded Scout through the mines. All patrols are doing this at the same time. Have the blindfolded Scout turned in circles at the beginning to disorient him.

Once the first Scout is through, he removes the blindfold and gives it to the Scout who was directing him. This Scout joins his patrol for his turn through the mines. The Scout who just completed the course now directs the next Scout. Every Scout who makes it through the mine field directs the next one until all the patrol is through.

Scouters serve as judges and when a Scout touches a mine, he adds one second to the patrol's time. The patrol with the best time is declared the winner.

Some ideas:

- Every time a new Scout starts, he enters the course at a different spot so that patrols cannot memorize the mine field.



Summary

Both the Nuclear Fission and the Mine Field activities are good for emphasizing team work in the patrol. It might be worthwhile for Scouters to talk with their boys after the activities, to discuss things like:

- what did we do that helped us work as a team?
- what did we do that hindered our work as a team?
- what did we learn about working together as a patrol?

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Canadian Wildlife Series

The Cougar



National Museums of Canada/photo courtesy Valerie May

Even a casual observer seeing a cougar (*Felis concolor*) for the first time would probably realize that this animal is a member of the cat family, Felidae. There is such variety in the cat family, which has almost a world wide distribution, that zoologists are not agreed on how many groups and names should be used to classify this mammal. But although cats exhibit a variety of external forms, they all bear certain recognizable characteristics.

The cougar is the largest of the nine species of *Felis* found in the western hemisphere. Like all cats, it has a lithe, muscular, compact and deep-chested body with a rounded and shortened head. Its whiskers are well developed and its eyes are large and full of character. The normal facial expression of the cougar, as of most cats, is mild and pleasant — quite unlike the savage expression usually pictured when they are on the offensive or defensive. One of the cougar's distinctive characteristics is its long tail, which is a sharp contrast to the very short tail of members of a related North American genus, *Lynx*.

Name and local races

When Europeans first encountered the cougar along the Atlantic coast of North America, it reminded them of the leopard, or panther, which they had seen in animal shows, zoos and art, and they called it the panther. This soon became corrupted to painter. In the northeastern mountains the animal was called cat of the mountain, which in turn became catamount; or often, because of the fearful respect in which the Indians held it, Indian devil. The French explorers of southern Quebec and New Brunswick called it the carcajou, a name later given to the wolverine farther west, which caused confusion in the literature about the two animals. Among the more common North American names for the cougar are mountain lion and puma.

The two subspecies found in Canada are the eastern cougar (*Felis concolor cougar* Kerr) — which is in danger of extinction — and the western cougar (*Felis concolor missoulensis* Goldman) of the Rocky Mountain region. The scientific name given to the eastern subspecies, *Felis concolor cougar* Kerr, has caused some confusion as the common name "cougar" is not widely used east of the Mississippi. Today a few specimens of the eastern cougar are found in the National Museum of Canada and only a few remain at large in the wild. The western cougar is more common but its range is restricted from historic times.

Range and habitat

The range of the cougar is the most extensive of any terrestrial mammal of the western hemisphere. It is found as far north as the Yukon border at 60° N and as far south as Patagonia in South America. In the jungles of South and Central America it feeds on the long-nosed tapir, monkeys and jungle deer. It roams the high Andes where it was once hunted by the Incas in great ring hunts in which the army surrounded a large area and drove all the animals in it toward the centre. In the final ring the predators, especially the cougars, were killed and the other animals allowed to escape.

The cougar once inhabited North America to the limits of its chief food, the deer; from the west coast south of 60° N; on the prairies to the bushlands north of the plains; through the forests of southern Ontario to the lower Ottawa valley and on into the St. Lawrence valley of Quebec; and to the eastern limits of its original range in New Brunswick.

Today the cougar exists in the forested parts of British Columbia and western Alberta. It has been occasionally reported in the last ten years in every province except Prince Edward Island and Newfoundland. In Prince Edward Island, however, a large unidentified feline track, possibly a cougar's, has been found.

In New Brunswick a remnant population of the eastern cougar, once thought extinct, is managing to breed. It has an adequate food supply and is not a hazard to man's interests in any way in the large, unsettled areas of this province. The old question of whether eastern cougars still exist in the Ontario bush was recently revived. New evidence indicates that the cats may still live in the northern wilderness areas of the province which hold deer populations.

Size, weight and colour

A 227-pound mountain lion, eight feet from tip to tip, was killed by Theodore Roosevelt on February 14, 1901. This is the heaviest specimen so far weighed in North America; however several much longer cougars have been taken including a nine-foot eight-inch specimen from the Selway-Bitterroot wilderness of the Idaho-Montana border. Others over nine feet have been taken in British Columbia and in the Las Pilaes Mountains of southwestern United States. These are as large as any measured in North America.

But these North American records pale beside some reports from the extreme southern tip of the range where the silver-grey subspecies (*Felis concolor pearsoni*), often called puma, is found. A puma reported to have measured 11 feet two inches from tip to tip was shot in Patagonia in 1907. A photograph of this cougar accompanied the report and the picture shows a mighty cat, exceeded in length only by the great Siberian tiger. However, cougar specialists advise that before such records can be accepted they must be supported by a specimen.

The North American cougar's normal colour is reddish tawny or tawny grey to dark chocolate brown. The red colour and the grey colour do not change with the seasons, as in deer, but remain throughout the year. The backs of the ears and the tip of the tail are black, and there are black markings on the face. When young and in the prime of life the cougar has a vertical black stripe over each eye which disappears with old age. The kittens are spotted at birth, but the spots disappear before the end of their first year.

Melanism, or black colouring, is more frequent in South America than North America, but black cougars have been reported in all sections of the North American range. None have ever been taken in North America, however, and at least some of these reports are caused by viewing a

backlighted or wet animal which can appear black. (This is very noticeable in moose which look black when wet but are brown when dry.) Even rarer are white individuals which also have been seen but not captured in North America.

Life history and habits

Cougars are polygamous where there are enough of them to make this possible. However, the species is able to survive in extremely small numbers in eastern North America, and in these regions monogamy is probably the rule.

Like all cats, cougars hunt more by sight and hearing than by scent. They stalk their prey to within two or three great leaps and then launch a lightening-fast charge that ends with the cougar striking the prey with the full impact of the charge and bearing it to the ground. If the prey is a member of the deer family the cougar plunges its upper canine teeth into the back of the victim's neck and attempts with one paw to grasp its head and bend it back as they go down. The shock of the charge, the teeth in the vertebrae, and the twisted broken neck resulting from a successful attack causes almost instant death. In this way cougars are able to kill full-grown elk many times their own weight.

Cougars feed mainly on the deer family, and wherever the big cat exists it is the most important deer-predator. Smaller animals of all sorts from beavers, rabbits, and birds down to mice and frogs are included in the diet. In South America the great grey Patagonian puma has even been known to stalk the beaches and carry off young sea lions. The cougar likes to kill its own meat. If food is plentiful, the cougar is not attracted to carrion but will return to its own kill and devour it all if it remains undisturbed by man. Between meals it covers its kill with leaves and twigs or snow.

Relations with man

Soon after the first Europeans reached North America they began to view the cougar as an enemy. Cougars earned this status by making raids on settlers' livestock, and the occasional attack on man himself. They soon learned, however, to avoid man and his dogs at all costs and were often called cowardly when they chose to run and hide rather than stand and fight men with guns and a

pack of baying hounds. A no-quarter war was waged against them with all means available from hounds to traps and poison, backed up by bounties of up to 50 dollars on their heads. This went on for 200 years until the animals were systematically exterminated over great areas of their original range. Civilized man and cougars could not live on the same ground, and today cougars live only in the remaining wilderness areas. Fortunately, sufficient wilderness remains to enable the western cougar to survive. There appears no immediate prospect of their extinction although they are very scarce today in many areas in the United States where they were common 25 years ago.

In eastern Canada, the return of deer to large areas where they had long been very scarce has allowed cougars there also to extend their range. The deer's return is in many regions due to changed habitat caused by forest cuttings, fire, land clearing, and abandonment of rural areas by the human population. However, the eastern cougar has been so depressed in the past that it is still in danger of extinction.

The future

Today man has a more enlightened attitude towards the cougar and a better understanding of the relationship between the cougar and its prey. Although field studies show that cougars do take healthy as well as weak and disabled deer, it is generally conceded that their presence keeps the deer alert and vigorous, and may prevent overpopulation and hence malnutrition. Occasionally cougars which attack men or cattle are hunted down by professional hunters in the employ of provincial or state game agencies. But bounties on cougar have been removed in all provinces. In the west where the cougar population allows it, the animals are hunted for sport only, and more and more sport hunters are content to photograph the treed cat at the end of the hunt and let it go for another day.

NEXT MONTH: The Mallard

From the Canadian Wildlife Service's **HINTERLAND WHO'S WHO** series issued under the authority of the Honourable Jack Davis, PC, MP, Minister of the Environment. Reproduced by permission of the Minister of Supply Services Canada. A



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EDITOR'S NOTEBOOK

Pack Scouter **Jean Thomas** of the **31st. Regina** (Rosemont Group) visited Greece recently and wrote of her meetings with Greek Scouting personnel in "**The Loop**", the monthly bulletin of the **South Saskatchewan Region**. We found the final paragraphs of her report especially interesting.

"One event which will always haunt me was a brief encounter in an Athens restaurant where we stopped for lunch. Two ladies arrived and took the two seats across the table. One was a handsome woman of my own age and as they were from Czechoslovakia, we had to carry on a conversation in French and German. 'How lucky you are in Canada; you have freedom there. This is the first time we have been allowed outside our country in ten years,' she said.

"Her companion sat silently as if she were afraid the secret police were listening — especially when the first one said 'We do not have freedom any more.' What comment could one make? We know how lucky we are. A short time later she spotted the Scout pin on my dress and it was as if she had received an electric shock. Her face brightened and her eyes lit up and sparkled. 'Are you with the Boy Scouts in Canada?' — 'Yes I am.' — 'Oh how wonderful! I used to work with the Boy Scouts and how I miss it now. You know we are not allowed to have Scouts in our country any more.' As she said this, her lovely eyes filled with tears. For a few dreadful moments I thought that all of us would be weeping into our soup. I know I certainly felt like it. Even the

silent companion then became talkative, as if she knew that anyone with the Scouts could be trusted.

"Among many happy memories, this is a sad one which I cannot forget and one which will bring me up short should I ever again moan about my 'hard' Canadian life."

Congratulations to **Lt. General Ramsey M. Withers**, a vice president of the **National Council** and former **Honorary Field Commissioner** of the **Maple Leaf Region** during his time as **Commander Canadian Forces Europe**, who was recently appointed to the **Grade of Commander of the Order of Military Merit** by the **Right Honourable Jules Leger, Governor General of Canada and Chancellor of the Order**.

Gordon Kerr, provincial executive director, **Boy Scouts of Canada**, in **Prince Edward Island**, received a much deserved award in January, when he was named **The Islander of the Year**.

Sponsored by the Charlottetown newspaper, *The Evening Patriot*, the award committee was composed of three prominent Islanders, who prepared the following citation.

"We have chosen Gordon Kerr, because of his outstanding work as staff-coordinator for the Canadian Boy Scout Jamboree at Cabot Park this past summer and because of his dedication to Scouting and other community work on P.E.I. throughout the year.

"Mr. Kerr's efforts contributed substantially to the success of a spectacular jamboree for 16,000 young men and women from across Canada, the United States, Europe and more distant countries."

Also included in the citation were references to Gordon's work for his church and community sports program.

Our photo shows Gordon (left) receiving his award from the **Honourable Walter Hyndman**, former lieutenant governor of P.E.I., who made the presentation on behalf of **Lieutenant Governor Gordon Bennett** who was away from the province on business.

Our congratulations to Gordon on this much deserved recognition for a job well done.

While I don't usually print an unsigned letter, (I find myself wondering why it isn't) this one from "*An Impressed Ottawa Parent*" impressed me sufficiently to make me break my own rule. Perhaps it will serve to point out that a job well done is appreciated and noticed. See what you think.

Dear **Leader Magazine**:

Last weekend I took part in the canal Skate-a-thon (an annual Scout/Guide fund raising event) with my children. The turnout was very impressive as were the arrangements for the event. However, one group stood out for me above all the rest. That group was the **41st. St. George's**.

To the side of the canal the leaders had set up a tent and their group and national flags. Inside were Coleman stoves which provided warmth for cold, tired boys; chairs for resting; pots filled with hot chocolate, hot dogs and rolls, all prepared to each boy's taste.

But that's not all. The whole place radiated fun, happiness and togetherness. Scouts, Cubs and



Beavers had become one — the 41st. St. George's.

Stopping to chat, I was told that the Skate-a-thon was the climax of a day's activities beginning with a church parade at 9.15, and a breakfast in the church hall, following mass.

So I feel I must salute this group and hope that their example of brotherhood reaches others through your magazine, as it reached me that Sunday on the canal.

Hats off to the 41st.

Canada's oldest Scouter, **Walter Wood, Kentville, N.S.**, who is now 101, was recently honoured by the Government through his appointment to the **Order of Canada**. On his 99th birthday, Boy Scouts of Canada awarded Walter the Silver Wolf.

Born in London, England, Walter first worked at farming and lumbering in New Brunswick when he arrived in Canada. In 1916, he joined the **Dominion Atlantic Railway** in Kentville. During his years in Scouting he has founded 14 troops and packs, as well as being active in the I.O.O.F., church activities and sports.

Greg Lengyell has asked us if we will once again remind **Ontario Rovers** of the **Rocky Mountain High ten day, all-inclusive package**, available for only \$350 for those planning to attend the **8th Canadian National Rover Moot**. For more information write to: Rocky Mountain High, P.O. Box 191, Stn. 'A', Scarborough, Ontario, M1K 5C1.

In the March '77 issue, we printed a request from a Cubmaster in **Westmere, Victoria, Australia**, for Canadian penpals for his pack. Just recently we received a letter from the same man, **Geoff Fagg**, which opened this way:

"I have been so busy keeping up to my fan club, I just haven't had time to write to you. I received replies from Vancouver Island to Nova Scotia and many points between. During the year, we have exchanged tapes, badges, letters, flags, coats of arms, maps of our area showing, in detail, creeks, homesteads, etc., tourist brochures and much more, including a boomerang made by 'one of the boys!'"

Geoff also included a couple of slides, one showing his Cubs around a large map of Canada, with their contact points clearly marked.

The members of the **1st. Kingsville 'B' Pack, Ontario**, make the most of winter's snow in their program. The pack of 37 members raised \$1,400 over the last two years to buy 35 sets of cross country ski equipment in order to earn the Skier Badge.

Cub leader **Gord Little** said the boys bought four sets of skis last winter and the sport was such a hit, that 31 more sets were purchased this winter.

In addition to learning the basics of skiing and how to use the equipment, the pack is taught first aid techniques, while out in the country. They have also had some training in downhill skiing. The boys recently made up about half of the 60 persons who attended a cross country skiing clinic at a local arena. Congratulations to the 1st. Kingsville for really putting genuine adventure into their programming.

Cubs of the **Victoria District Council, Lindsay, Ontario**, performed a unique good turn and in return were given a unique treat.

The chairman of the committee organizing the **Governor General's Cup flying events** at the **Lindsay Airport** last summer, invited the boys to help prepare the airport area for the big event and 45 Cubs and leaders took part by painting, cutting grass, raking and picking up litter. In return each worker was treated to a flip in an aircraft.

Readers of the Editor's Notebook in the January issue will remember that we were looking for the owner of a set of coloured photos, taken at CJ'77 and left on one of the Jamboree buses.

Happy to say, the face was recognized and **Robert Poisson** of **Windsor, Ontario**, now has his pictures. Thanks to all who took the time to write.

In August, 1907, **Robert Baden-Powell** went to **Brownsea Island** in **Poole Harbour, Dorset, England**, to conduct what was to be the world's first Scout camp. Seventy years later his youngest daughter sailed across Poole Harbour to the same Island on another special Scouting mission.

The Hon. Mrs. Betty Clay officially opened a new road built on the Island by the Brownsea Scout Service Corp.

The two veterans of B.-P.'s original camp who live in the area, **Arthur Primmer** and **Terry Bonfield**, were both on hand for the event. Both men are in their eighties.

A large number of members of the Scout and Guide Movements were also present, as well as a troop of German Scouts, and after the official ribbon cutting ceremony, they travelled the new road to the site of the first camp.



Lord Rowallan 81, (see Editor's Notebook, April '77) **Commonwealth Chief Scout** from 1945 to 1959, died in a **Glasgow, Scotland**, nursing home in November.

As Chief Scout he travelled extensively, making a number of trips throughout Canada.

A distinguished soldier who served in both great wars, his last command in World War 2, was of a training school for officer candidates for the British Forces.

A memorial service was held for Lord Rowallan in **The Guards Chapel, Wellington Barracks, London, England**, on December 19. The lesson was read by the **Chief Scout of the United Kingdom, Sir William Gladstone** and **Lord MacLean**, Lord Rowallan's successor as Commonwealth Chief, represented **Her Majesty, Queen Elizabeth**. In the congregation were representatives of the many facets of Lord Rowallan's life — the armed services, Scouting, the diplomatic service and parliament.

Lord Rowallan's autobiography was published just last year, under the title **ROWALLAN** and is available in Canada from **Durham Press, P.O. Box 245, Station 'F', Toronto, M4V 2L5**. A

The Conquest of Western Brook Pond

(Continued from page 5)

Jack and Oliver's tent, which got the winds broadside, broke its poles and was flattened. The chief's tent, inhabited by Bob and Bruce, fared little better. From my lowly station in the bog their tent was in a dishevelled state. So, blackflies notwithstanding, I did perhaps fair somewhat better than the knoll dwellers that night.

As we broke camp on the 23rd August three moose wandered into our glen. It was a dull, cloudy morning, and as the moose — two cows and a calf — meandered about the huge, erratic boulders, they were not the least aware of our presence. It took the movie camera buffs a little while to adjust to the wildlife situation. Eventually they decided to film the moose despite the drab surroundings. Off they scuttled among the boulders in their camouflaged coats of bright yellow, dazzling reds and conspicuous blues. Naturally it didn't take long for the moose, even with their poor eyesight, to detect the camouflaged coats. So, before the photographers had a chance to draw their cameras and shoot, the moose were clean out of sight over the ridge.

We hadn't trekked far that dreary morning when the rains came down accompanied by a brisk wind. So, for the rest of the day, we plodded through the lashing rain and wind. By now the effects of glaciation were most pronounced over the rugged, undulating terrain. A most peculiar sight was the countless number of erratics, e.g. boulders deposited by a receding ice-age — the rubble of a melted glacier. The tops of the knolls were exposed bedrock, devoid of all plant life except rock lichens and algae. On top of these bald spots erratics were laid in neat geometrical arrangements as if someone had placed them deliberately. The erratics varied from stones a few inches to ten feet across. But as we surveyed the moonscape-like features of these barrens, we could see many huge round erratic boulders perched precariously on the summit of the narrow knolls. It looked so easy to push these great grey stone balls off the ridge. But of course it wasn't. And besides it's against the Park rules to disturb plants and rocks.

That morning we saw more moose, ptarmigan and a well trodden caribou trail. We met a caribou head-on as we climbed a ridge. He was a fine fellow and not terribly alarmed at meeting us. However, our smell got to him and somewhat disdainfully he trotted away from us — upwind! I must confess that by this time I was beginning to notice the smell too. Only Bruce, with his nose blocked by a head cold, was insensitive to our pungent odour. By noon we were glad to rest in the venerable tuck, which provided shelter from the rain and wind.

By this time we were all very wet despite our rain suits. (Perhaps some day someone will invent a rainsuit that keeps hikers dry.) There's not much leeway to move among the tuck — all one can do is to crawl into a hole and sit there. As our lunch progressed our bodies cooled down rapidly without us realizing it.

Warm tea would be welcome indeed. Austin, whose stiffness and coldness reduced his movements to the jerkiness of rusty bionics, reached behind him to put a tea bag in the pot. Succeeding in this task he replaced the lid of the pot. But as he jerked his hand away his pinky got tangled on the wire handle and upset the pot, the tea and the stove. We stared in dismay at the empty steaming pot and hissing stove. After a few moments of awful silence I uttered, in a deep Scottish brogue, "Ye big clumsy galoot" which had the effect of snapping us out of the seriousness of our hypothermic condition. Had this little event not happened we would soon have learned that hypothermia

is really a conscious state of *rigor mortis*.

Anyway, none of us got hypothermia and we were glad to leave our cramped, cold tuckamore for the rigorous warming of the trek. Despite the rain and cloudy skies we saw some beautiful scenery as we travelled through sheltered glens with lush alpine meadows and beautiful lochans. This is the mountaineer's paradise. By late afternoon we reached the head of Western Brook Pond.

We camped there and, during the night, it continued to rain rather heavily but by morning the weather had changed to intermittent showers. The mosquitoes and blackflies were particularly troublesome so everyone was anxious to get moving again. But the weather soon improved and by the time we were skirting the northern rim it was a bright, sunny day. The tuck became more frequent on the north side but skilful navigation through the "breaks" avoided most of it.

Because we were ahead of our schedule it was tentatively decided to camp early and have the rest of the day off. As it turned out, we kept aiming for the "next pond". So by five-thirty we had travelled the furthest distance of our journey. We camped by a lake — the knoll-dwellers heading for the rocky ground as usual and the bog dwellers down below, beside the lake. It was obvious though, that the "prophet of the bogs" had won over converts, because knoll-dwellers were reduced to one tent.

Halfway through supper, if freeze-dried food deserves to be called that, a helicopter landed in our midst. The Canadian Broadcasting Company film crew, in the person of Ed Bowdring and Bud White, came to photograph our exploits. As he surveyed the tents scattered throughout the tuck, Ed's opening remark was "What are all the old guys doing here?" Perhaps he'd come to the wrong camp! After all, he was doing a story on Venturers. After four days of hiking it came as a shock to us that we only had three *bona fide* Venturers, one would-be Venturer, and eight leaders.

Later that night, as we calculated the average age of the expedition, it came to 31 years of age. Which meant that we had some senior veterans in our party. It was the really young bucks that brought the average age down to a respectable figure.

During the night, it rained particularly heavily. When I awoke I found the floor of my tent floating on two inches of water, much to the delight of the knoll-dwellers. Again it was a dull, overcast morning and also very foggy.

After a long, arduous and very wet hike, we reached a cliff between two one-hundred-foot-plus waterfalls. But with a little careful rock climbing expertise we all found a reasonably safe route down eventually.

A mile or so further on the weather cleared and far in the distance we could see the western extremity of Western Brook Pond. Due to its vastness it seemed close but in fact it was still almost seven miles away.

It was four o'clock in the afternoon and we had been hiking without a break for eight hours. But we decided to go for the pond, without realizing the extreme hardship we would suffer through seven miles of boggy tuckamore. It was plain awful.

Eventually, with great relief, we reached the pond about seven o'clock, just in time to view the splendour of the steep mountains glowing in the setting sun.

That night we camped on the beach. The sky was clear and a full moon cast its pale light over the mountains and the pond, as we dried off in front of a roaring fire of driftwood, content with our conquest of Western Brook Pond.

X



Brantford Expositor photo

Thanks go to **Penny Holmes**, one of the leaders from the **3rd Tillsonburg Colony, Big Creek/Niagara, Ontario**, for sharing her colony activities with us. In her own words . . .

"On a recent Tail Night, I wanted to do something relating to 'tails' so, taking into consideration we had some mums and a dad to help sew on tails, our Gathering Activity was as follows: — I had torn out pages from a colouring book on animals, cut out the tails and stuck a piece of paper over back of page (before boys arrived I placed pictures around the room). As boys entered, they put boxes down in the middle of the room, received a tail from one of the leaders and were told to look around the room to match tail to picture, return to box and glue tail in place, then colour. (I had tail and picture numbered, but my Beavers rarely notice this; it just helps leaders when one boy cannot find his picture.) I had a few extra, so some of the early arrivals could do another. The kids stayed very quiet, so parents didn't go home with a headache — so we can count on their help another night.

"For a craft and game one night, I went to the colouring book *A Book for Growing Beavers* and I luckily have a copying machine, so I reproduced the 'Bingo' game on page 43. As many of the boys cannot read, I left out the written words, just had

them colour the pictures, cut them out and glue on the 'Beaver' card, then cut out some blank pieces of paper and we played 'Beaver' Bingo.

"For our local Santa Claus Parade, we obtained large pieces of corrugated cardboard, made up 3' high beavers, had the boys paint them and the husband of one of the leaders used the wheels off the Scouts' soapboxes and put the 'beavers' on platforms, so the boys pulled them by strings in the parade. We had nearly full turnout for the parade, as they had all helped to make the 'beavers'. One was painted silver to represent 'Keeo'."

Correction: For those of you who are totally confused by the second paragraph on Tail Levels in last month's Beaver Happenings, here's how it should have read:

Your five year olds or Beavers in Kindergarten should now be wearing their green tails. (Growing.) Your six year olds or Beavers in Grade I should now be wearing their red tails. (Exploring.) Your seven year olds or Beavers in Grade II should still have their white tails but possibly have a lightening bolt added. X

pat-sak

by Bob Butcher

One thing I like to do in my columns from time to time is to review a publication or two that I think might appeal to Cub leaders or to Cub age boys. I have recently come across one that I am confident will appeal to both.

Having been a reader of *National Geographic* for many years, I have long enjoyed this periodical. However it was only 4 months ago that I decided to obtain a subscription to *National Geographic World*, the Society's publication for children. After receiving only 4 issues I can say that it is a truly remarkable publication and one which boys of Cub age (and Scout age too for that matter) would enjoy receiving. The production quality and the content are up to par with the parent magazine and there is a strong emphasis on nature and the out-of-doors. To give you an idea of the range of content, the February issue contained articles under the following titles.

Sandwiches — their history, how to make nourishing ones, and the World Sandwich Contest

Polar Bears — their life and habits

Bonsai — this Japanese miniature tree growing art and how to create them

Cross Country Skiing

Find-a-horse — different breeds and a puzzle to do

Way-out Wildlife — a child's life on the Galapagos Islands

Winter Animal — including ice sculpture and races

Optical Illusions — with some tricks to try

Odd Carnival Buddies — unusual friends

Kids Did It — accomplishments

The Mailbag — letters sent in

Subscriptions to *World* are available from:

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Post Office Box 2330

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Rates for Canadians are \$6.85 U.S. for one year (12 issues)

Penpal

Skipper Addison Lowes was one of a growing list of Australians who have visited National Headquarters in the past few years. On his visit he expressed a desire to learn more about our Cub program and correspond with some Canadian Cub leaders. Anyone interested in picking up this opportunity can write to him at:

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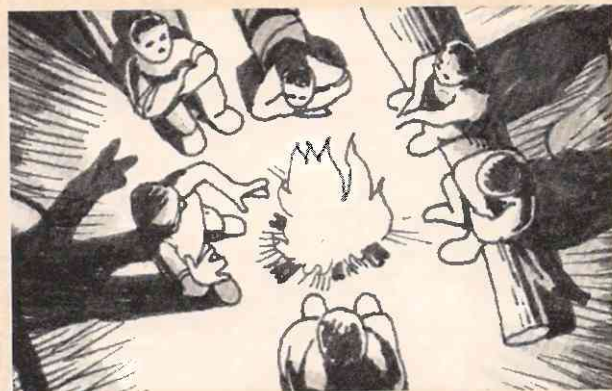
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SONGS & games



I MET AN ENGINE ON A HILL (Tune: *Yankee Doodle*)

- I met an engine on a hill,
All hot and broken hearted,
And this is what he said to me
As up the hill he started:
I think I can, I think I can,
At any rate I'll try
I think I can, I think I can,
At any rate I'll try.
- He reached the top and looking back
To where he stood and doubted,
He started on the downward track
And this is what he shouted:
I knew I could, I knew I could,
I never should have doubted (*Repeat*)
- And so to all you Cubs and Scouts
Whenever you're downhearted,
Remember what the engine said
As up the hill he started:
I think I can, I think I can,
At any rate I'll try it.
And very soon you too will find
That you have gone and done it!
- **O GIVE ME A PACK**
(Tune: *Home on the Range*)
- O give me a Pack where the Sixes aren't
slack,
And a smile on their faces you'll see.
Where happiness runs in the work and the
fun,
And the Cubs are all happy and free.
That, that is our Pack,
The finest of all say we,
As down Cubbing trails we go with our pals,
To the day when we all Scouts shall be.

Songs — page 37

GOING DOWN HILL ON A BICYCLE

- With lifted feet, hands still,
I am poised, and down the hill
Dart, with heedful mind;
The air goes by in a wind.
- Swifter and yet more swift,
Till the heart with a mighty lift
Makes the lungs laugh, the throat cry:
"O bird see; see, bird, I fly."
- "Is this, is this your joy?
O bird, then I, though a boy,
For a golden moment share
Your feathery life in air!"
- Say, heart, is there aught like this
In a world that is full of bliss?
'Tis more than skating, bound
Steel-shod to the level ground.
- Speed slackens now, I float
Awhile in my airy boat;
Till, when the wheels scarce crawl,
My feet to the treadles fall.
- Alas, that the longest hill
Must end in a vale; but still,
Who climbs with toil, wheresoe'er,
Shall find wings waiting there.
Anon.
- Ah, but a man's reach should exceed his
grasp,
Or what's a heaven for?

Robert Browning, 1812-1889

Scouter's Five Minutes. — page 435

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THE DREAM

Ah, great it is to believe the dream
 As we stand in youth by the starry stream;
 But a greater thing is to fight life through,
 And say at the end, "The dream is true!"

Edwin Markham

BUILDERS

When we build, let us think that we build
 forever. Let it not be for present delight nor for
 present use alone. Let it be such work as our
 descendants will thank us for, and let us think,
 as we lay stone on stone, that a time is to come
 when those stones will be held sacred
 because our hands have touched them, and
 that men will say as they look upon the labor
 and wrought substance of them, "See! This
 our Fathers did for us."

John Ruskin.

A PRAYER

God who created me
 Nimble and light of limb,
 In three elements free,
 To run, to ride, to swim:
 Not when the sense is dim,
 But now from the heart of joy,
 I would remember Him:
 Take the thanks of a boy.

Anon.

Scouter's Five Minutes — page 436

TEN YOUNG BEAVERS

Lyrics by B. Rapkins
 (Tune: *Ten Green Bottles*)

There were ten young Beavers
 Meeting at the Pond,
 Ten young Beavers
 Meeting at the Pond,
 But if one young Beaver
 Stayed at home in bed,
 There'd be nine young Beavers,
 At the Pond instead.

There were nine young Beavers
 (... etc., until one left. Then:—)

There was one young Beaver
 Meeting at the Pond,
 One young Beaver
 Meeting at the Pond,
 But if that young Beaver
 Stayed home feeling bad,
 There'd be no young Beavers,
 Oh wouldn't that be sad!

SWATTING SKEETERS

(Tune: *Blowing Bubbles*)

I'm forever swatting skeeters,
 Little beasts that buzz and bite;
 They're always right
 In earth and sky,
 And like my dreams they come at night.
 They are always hiding;
 They are everywhere.
 I'm forever swatting skeeters,
 Little demons of the air:

Songs — page 38

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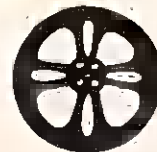
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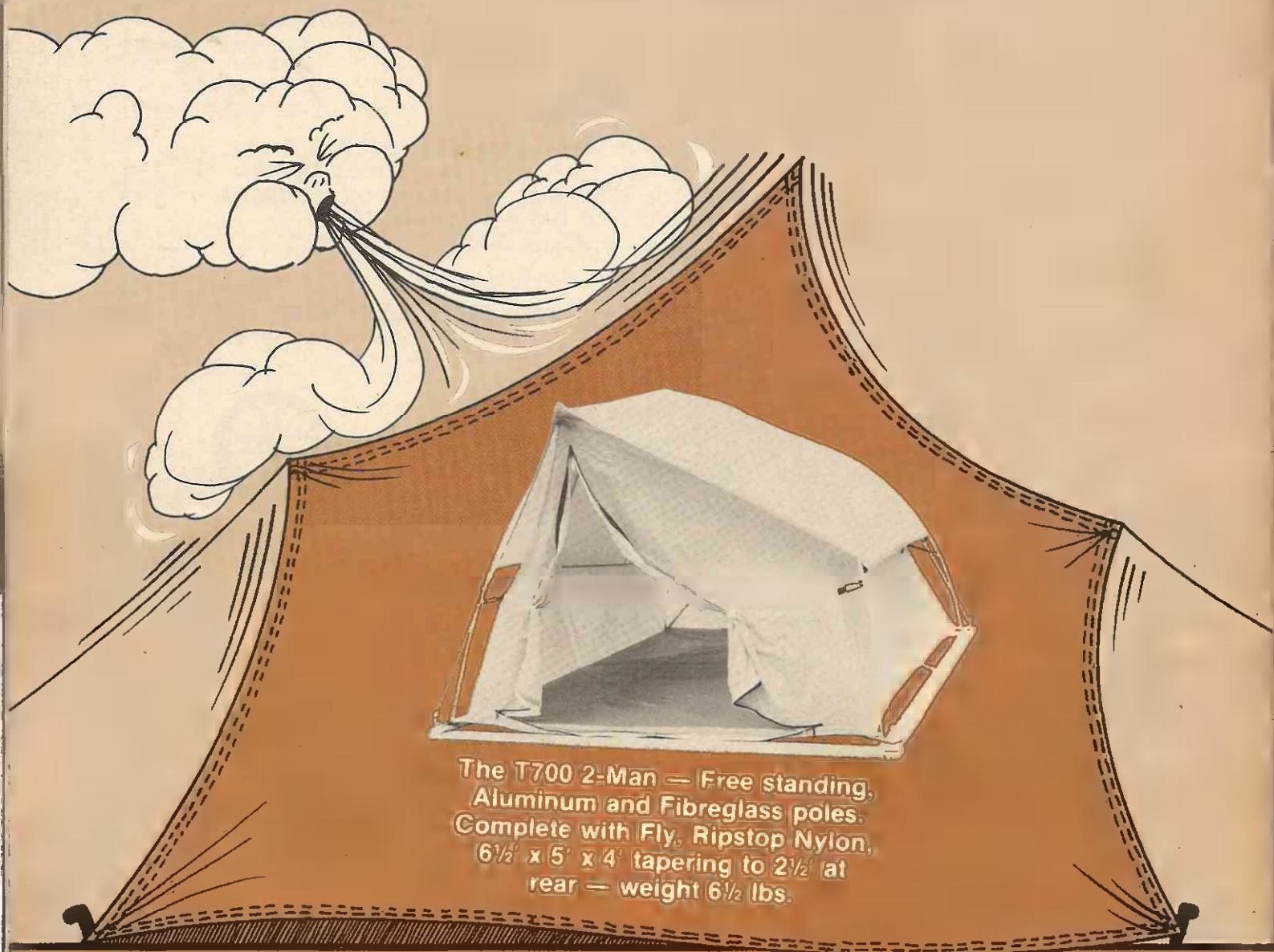
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