

JANUARY 1978 VOLUME 8, NUMBER 3

the **Leader**



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Our New National Commissioner

Canada's Chief Scout, His Excellency, Governor General Jules Leger, on the recommendation of the National Council, Boy Scouts of Canada, has been pleased to approve the appointment of Lieutenant-General A. Chester Hull (ret'd) as National Commissioner.

The new National Commissioner retired in 1974 after over 40 years' service with the Canadian Armed Forces. His final appointment was as vice-chief of the Defence Staff.

His most recent involvement in Scouting came when he chaired the Jamboree Planning Committee. On the basis of his report to the National Council in November, 1975, the Council decided to proceed with plans for a national jamboree - CJ'77. He also served as Deputy Camp Chief at the Jamboree.

Chester Hull's appointment was announced at the meeting of the National Council held in Ottawa in November.



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JAMES F. MACKIE,
Editor

BETTY RAPKINS
Assistant Editor

MICHEL PLANT,
Editorial and
Advertising



COVER

Our lead article begins a series on the history of Canada's native peoples. Because of this we feel our cover photo to be especially appropriate. Taken during the visit of the **Gitksan Sa-Was Troop** from **St. George's Residence School** in **Lyfton, B.C.**, it shows in the background the totem pole carved by **Chief Mungo Martin** of the **Kwakiutl** tribe. Photo by **Proulx Brothers**.

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supply services news

by Bill Johnson

As we enter into a New Year we remind our readers that **Scout Week** is not far away. To avoid disappointment, order your Scout Week supplies early.

Supply Services are continually looking at new lines of **camping supplies, gift items and handicrafts**. If you have a favourite item, or group of items, that fit these categories, why not drop us a line and help us out. Let us know what the article is, what you like about it and who the supplier is.

We are having trouble finding a manufacturer for the wooden **Totem Head**, #71-403 so there will be some delays in making this item available. We hope to resolve the problem shortly.

Some sizes of **windbreakers** are beginning to go out of stock and new shipments are not due in until spring. We do not anticipate a large back order problem but advise that there will be a two to three month waiting period for some sizes.

The inevitable is happening. Some **price changes** have been introduced, effective January 1st. Increased manufacturing costs and the decline in dollar value have brought these changes. We have tried to keep them to a minimum. Dealers and Scout Shops have been advised of these changes.

We are receiving many requests for **special sizes in uniform items**, such as shirts, trousers and jackets. Because these are required usually in a very limited quantity, it is necessary to add a small cutting charge. We must also anticipate several weeks for delivery from the manufacturer. We hope leaders will keep these points in mind when ordering special sizes.

By this time every member of the Movement in Canada should be the owner of the **1977-8 Supply Services Catalogue**. If your group have not received their copies, check with your local Scout office.

To everyone but Skiers and Snowmobilers, "Think Spring". X

BEFORE THE WHITE MAN



In the Editor's Notebook, Aug/Sept '77 issue, mention was made of a new publication prepared by the Canadian Association in Support of the Native Peoples and of our intention to present a series of articles based on this book.

With this issue, we begin the series from "Indians, Inuit and Metis, An Introduction to Canada's Native Peoples" by Hope Maclean. On the local level, Scouters may wish to plan special section programs or sessions based on the material contained in the articles, so that their members will come to know a more factual story of Canada's native peoples.

This series will in no way contain the complete book, which has 82 pages and is well illustrated. It is in the 8 1/2" x 11" style of our new leaders' handbooks, is pre-punched for inclusion in a three-ringed binder and is available for \$3.00 plus 30¢ handling charge from CASNP, 251 Laurier Avenue West, Suite 904, Ottawa, Ontario, K1P 5J6.

Picture this. Once, long ago, there was a bridge between Siberia and America. If you look on a map of the world, you can see where the bridge would have been. It went from the easternmost tip of Siberia to the westernmost tip of Alaska. It was dry land.

The land bridge existed during the ice age, when much of the water in the oceans froze solid, leaving it high and dry.

Archaeologists, who study the origins of man, think the Indians of today came across this land bridge from Siberia many thousands of years ago.

That doesn't mean that the people in Siberia got up all of a sudden and decided to move to North America. They didn't even know the land bridge connected two entire continents!

They just followed the animals across the bridge. They were a nomadic people, a people that lived by constantly moving and following the game that supplied them with food, skins for clothing and shelter, and many other needs. As they kept following the animals, they gradually moved into North America.

As time passed, they moved farther into the new continent, as the animals moved south in search of new grazing lands. Slowly, the entire continent came to be populated.

Archaeologists think the Indians got here a long, long time ago. In fact, they have found signs of people in North America from 12,000 years ago. The white man has only been in North America for about 350 years. So the Indians were by far the first people to live in North America.

How did the Indian people live such a long time ago? For the most part, they hunted game, on the plains. In those days, the plains were not as dry as they are now. They were rich lands of grass and trees. And large herds of big animals lived on them. There were mammoths, the huge, long-haired ancestors of the elephant; and there were big-horned bisons, forerunners of the buffalo. The Indians hunted these animals with knife-sharp spears, which they chipped from flint. Today, archaeologists still find the bones of the animals the Indians hunted, with the spear points inside them.

About 8,000 BC, though, the climate began to change. The ice covering Canada began to melt. The oceans rose, covering the land bridge from Siberia to North America. The plains became warmer, and drier. The lakes and rivers gradually dried up. The plant life died. And the animals began to disappear, too.

By 5,500 BC, the mammoth, the big-horned bison, the horse, the camel and the armadillo were all extinct in North America. The only big animal left on the plains was the modern-day bison, or buffalo.

When they moved into North America, the Indians had followed the game, moving through the continent, following the big animals. Many lived on the plains, where the game was. But now that most of the large wild life was gone, they had to learn to hunt smaller animals, how to fish, and how to gather wild plants for food. So they moved again, spreading throughout the continent, adapting their way of life to the land and its resources.

Where the Indians Went

The Indians had spread throughout North America. They now lived in seven different areas. Each area had its own special customs; its own culture. That's why we call the various places the Indians moved to "culture areas."

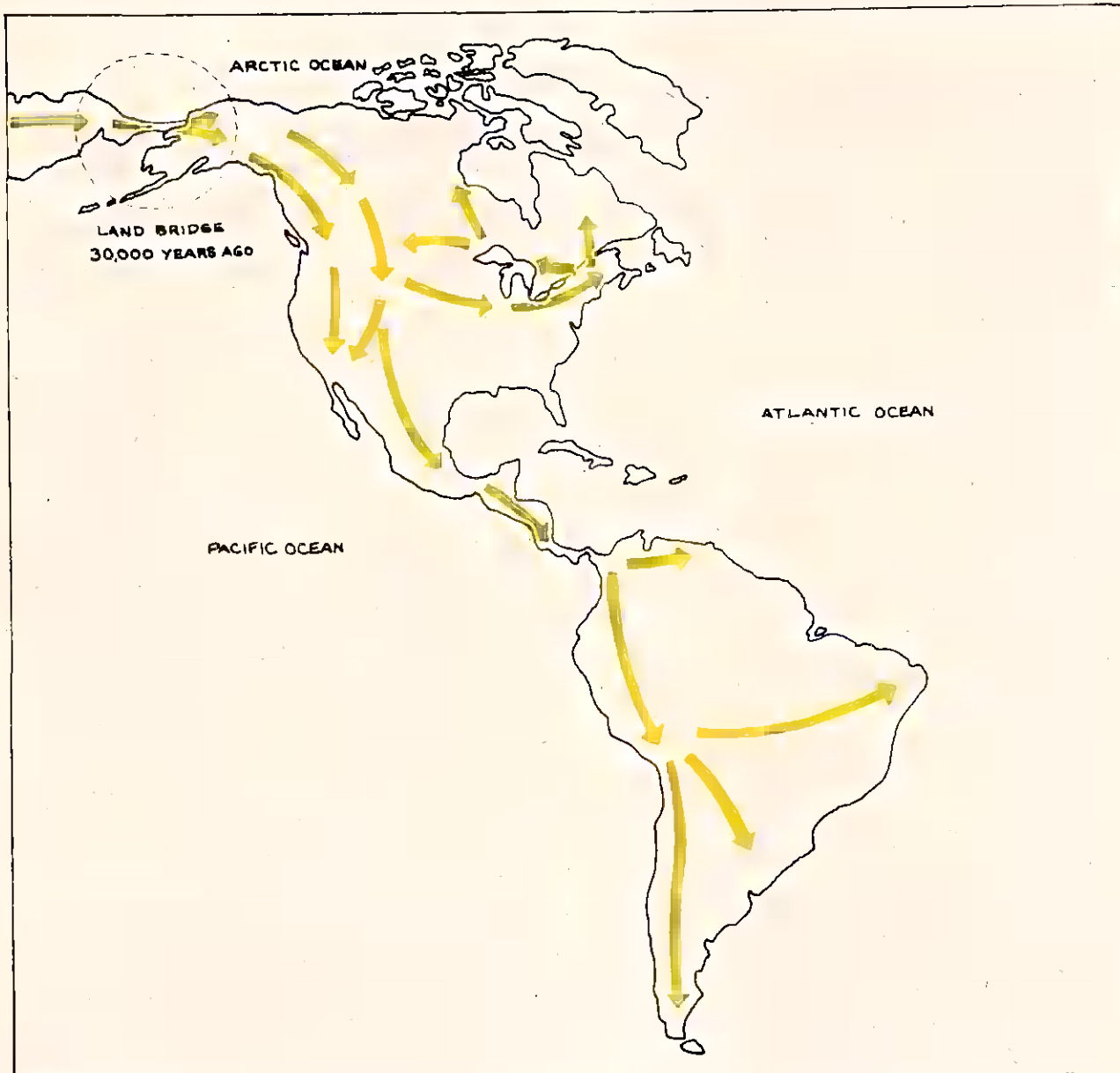
A "culture area" is a place where all the Indian tribes lived in a similar way. For instance, all the tribes that lived by the sea and fished for food are in one culture area. All the tribes that lived on the plains and hunted for buffalo are in another culture area. Usually, there were several different tribes in a culture area. Each one had a different language, religion, way of dressing and so on. We must remember that, although we place them in a culture area according to their similarities, there were also many differences between the tribes in a culture area.

Before the white man came, there were seven different culture areas.

The first culture area is called the *Eastern Woodlands*. It covered the whole of eastern Canada, from the Maritimes to Manitoba. The land was covered with huge forests, and thousands of lakes and rivers.

The people lived by fishing and hunting. They hunted moose, deer, bear, rabbit, porcupine and beaver. They gathered wild plants. And they made sugar from maple trees.

The people of the Eastern Woodlands moved around all the time. They did that because the animals, fish and plants were found at different places during different



Archaeologists think the earliest people to come to North America travelled across a land bridge from Siberia. Then, they gradually spread throughout the continent, as the map shows.

times of the year. So they had to have houses that they could easily move with them. They developed some ingenious methods of transportation, too: canoes, snowshoes and toboggans, for instance, were all invented by the Indian people of the Eastern Woodlands.

There were seven tribes in the Eastern Woodlands. Their names were the Beothuk, Micmac, Malecite, Montagnais, Naskapi, Algonkin, Ojibwa and Cree.

The second culture area is found right inside the first one, and we call the people who lived there the *farmers of the Eastern Woodlands*. These people had a different way of life. They did not move with the animals all the time.

They were farmers. They cleared the forests to grow such crops as corn, beans, squash and tobacco. These farming people lived in what is now Southeastern Ontario. There were four tribes; the Huron, Tobacco-Huron, Neutral Indians and the Iroquois.

The third culture area is *the Plains*, the southern areas of Alberta, Saskatchewan and Manitoba. The plains were

rolling grassland, which made ideal grazing area. The plains, therefore, could support huge herds of buffalo. The people of the Plains lived by hunting buffalo. So they, too, were constantly on the move. They lived in tipis of skin, which were easily carried. They used dogs, and later, horses, to help them move their household goods. The Plains people included the Assiniboine, Plains Cree, Blackfoot, Scarce, Gros-Ventre and Sioux tribes.

The fourth culture area is the *Plateau*, the area covered by the Rocky Mountains. This country was mountainous, with deep, heavily-wooded valleys, through which fast-flowing rivers ran. The people fished for salmon in the rivers, and hunted mountain goats, sheep and caribou. The tribes of the Plateau included the Interior Salish, Kootenay, Chilcotin, Carrier, Tsetsaut, Tahltan and Tagish.

The fifth culture area is the *Pacific Coast*, the area west of the Rocky Mountains. The people of the Pacific Coast lived at the mouths of the rivers, and on the islands off the

(continued on page 6)



6

The map shows the different culture areas where the Indians and Inuit lived.

shore. They fished for salmon in the rivers, collected shellfish and hunted sea-mammals in the ocean. They lived in permanent villages, in large houses built of cedar, and had highly developed forms of art based mainly on carving in wood. The tribes of the Pacific Coast were the Tlinkit, Haida, Tsimshian, Bella Coola, Kwakiutl, Nootka and Coast Salish.

The sixth culture area is the *Mackenzie and Yukon River Basins*. This area is in the far north, and the people lived in the forests right at the edge of the treeline. They fished, gathered roots and berries, and hunted moose, caribou and hare. Sometimes, they ventured out onto the open plains of the Arctic, although they preferred to stay in the forest. The tribes of the Mackenzie and Yukon River Basins included the Sekani, Chipewyan, Yellowknife, Slave, Dogrib, Hare, Nahanni and Kutchin.

The seventh culture area is the *Arctic*. This area includes the whole of Canada north of the treeline. It stretches from Labrador in the east to the Yukon in the west.

The people in the Arctic region are called the Inuit. They are sometimes called "Eskimos", although they prefer to use "Inuit," which means "the people."

Most of the Inuit lived along the sea coasts. They hunted sea-mammals, such as seals, whales and walrus, with great skill. In the summer, they moved farther inland and hunted caribou. The people of the Arctic were known for their advanced technology. They carved a wide range of tools from wood, bone and stone.

Each Indian tribe in Canada may be placed in one of the seven culture areas, according to the things it shared with other tribes of the culture area.

Language is different, though. In some culture areas, different tribes spoke completely different languages. In other cases, one language might be spoken in several different culture areas. The Algonkian language, for instance, was spoken in the Eastern Woodlands as well as on the Plains. Two languages, Algonkian and Athapaskan, were spoken across nine-tenths of Canada (excluding the Arctic).

There were eleven completely different Indian languages in Canada. They were: Athapaskan, Algonkian, Inuktitut, Tlinkit, Haida, Tsimshian, Salishan, Wakashan, Iroquoian, Kootenayan and Siouan. Most of these languages were divided into numerous dialects.

There were probably about 220,000 people living in Canada before the white man came, although nobody knows for sure. They covered almost the whole of Canada. There was almost no territory which one tribe or another did not consider its own.

When the white men came, they did not find an empty land. They found a country which the people considered their home.

Today, the Indians tell a story which shows how they feel:

When the white man came, he found an Indian sitting on a log. "Move over!" said the white man. So the Indian moved over and allowed the white man to sit on his log. But the white man was not happy. "Move over! Move over!" he kept demanding. Finally, the Indian found himself sitting on the ground at the end of the log. Then the white man said "Now this log is all mine!"



ARE YOU COMING?

Yessirree folks, the '78 National Rover Moot is closer than next year's round-up so yuh better saddle up the ol' mule and head on out here so yuh don't miss any of the festivities. I'm goin' cuz I wouldn't miss it even for a piece of ole Miss Trilby's apple pie. Here's some information so yuh can git thar' too.

WHERE? Camp Impeesa at Pincher Creek, Alberta . . . right in the Rocky Mountains.

WHEN? August 28 - September 1, 1978. The camp will be open 3 days before and 3 days after the Moot for your convenience.

WHO? All registered Rovers and Venturers. NOTE: Venturers must register with and be responsible to their sponsoring Rover Crew.

HOW MUCH? Registration fee will be \$30.00.

WHAT'S HAPPENING? Day trip to Waterton National Park, rodeo games, waterfront, hike up Table Mountain, Moot glut, competitions, service project, overnight hike for the brave and hardy, Moot supper and other assorted good times.

WHAT'S NEEDED? Each crew should come self-contained although a camp grocery store will be able to provide a limited selection of foodstuffs.

PARKING? Parking facilities will be available at the camp.

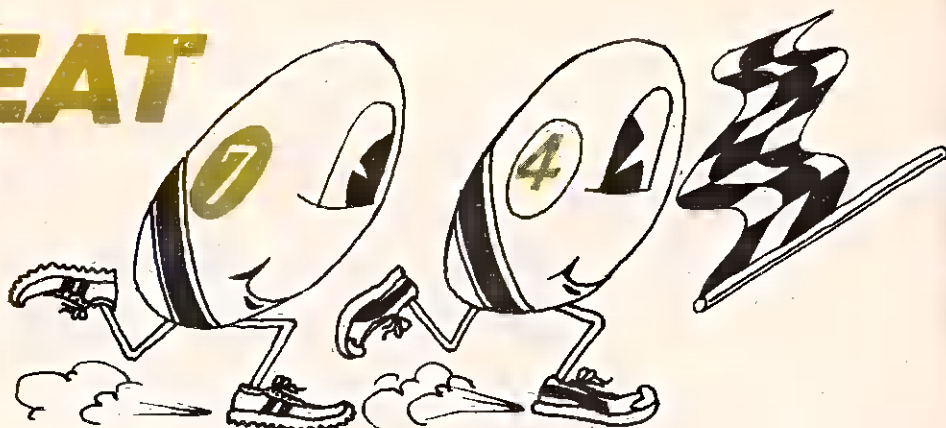
HOW TO REGISTER? Registration forms and complete information will be sent out in mid-October and will be sent to all Crews which we have addresses for. To insure that your Crew is on our mailing list, send it to:

8th National Rover Moot
Boy Scouts of Canada
Edmonton Region
14205 - 109th Avenue
EDMONTON, Alberta
T5N 1H5



THE GREAT EGG RACE

by Elizabeth Daniels



8

Ah, yes, a row of gleaming ovamobiles scrambling down the track at the drop of the starter's flag. Well — not eggsactly! This was a race of distance, not speed. The aim was to transport an egg, in unbroken state, for as great a distance as possible over a given course, in a vehicle powered only by an elastic band.

The idea was conceived by George Vanderkuur, the friendly giant of the Ontario Science Centre in Toronto, who has long been fascinated by the functional shape, fragility and yet strength of an egg. This six foot seven physics lecturer has conducted many experiments with eggs, including standing on one without breaking it!

The Great Egg Race was, appropriately, scheduled for the week of the 1977 Easter break, but while this piece of March madness was mounted for fun, George explained that there was a serious side to the event. There were scientific principles involved, engineering problems to be solved and it was a great exercise in metrics.

The race was open to all ages in three classifications; Junior: up to 12 years, Teenage: 13 to 18 years inclusive, and Open. The course, in the Great Hall of the Science Centre, was 25 metres long and 2½ metres wide, marked out on the marble floor with wide masking tape. At each end of the course there was a smooth, movable, inclined ramp to enable those vehicles which could keep going past the 25 metre mark, to mount and be turned at the point where momentum stopped, making several laps possible.

The rules were simple. The vehicle could be constructed of any materials, but had to be self-starting and, apart from turns, finish on course unassisted. Although advice could be obtained from any source, contestants were required to build their own vehicles. The

power (a Viceroy No. 10 elastic band) and the payload (a Grade A Large egg) were supplied by the Science Centre. Incidentally, the No. 10 elastic band is a mere 3 centimetres long, stretching to 10 centimetres, with a force of 8 Newtons. Regardless of size or type of vehicle, it was the egg which had to be on or over the start line before release.

Qualifying races were held the week before the big day, March 27th, and at 1 p.m., after a ceremonial sweeping of the track, the Great Egg Race was on. There were ten finalists in each class from all parts of Greater Toronto, ranging in age from 9 to 50 plus, and tension was high. There was an astonishing array of machines on display, ranging from simple constructions of pizza plates and plastic straws, to sophisticated and elegant inventions of machined metal and complicated gear systems. Their names were correspondingly eggsotic, such as: "Eggstra", "Eggcellent", "Eggspert", "Eggad", "Eggcetera", "Super Eggspress", "Super Ova", "Bacon and Me", and "P-Egg-Asus".

The popular method of locomotion appeared to be the "stretch and twist" principle, but there were also pinion and reduction gear systems and much technical talk about friction, drag, constant torque and reverse tension. The most beautifully designed vehicle was Wray Youman's "Scrambler", the aforementioned elegant invention of machined metal, but it had a tracking problem and went off course after travelling only 15 metres. John Catton, aged 10, looked like he had a winner in "Sleek Streak", a balsa aircraft with the egg in the cockpit. It did well in the trials, but this time it flipped over on take-off, and both craft and cargo cracked up. The altitude record went to the Science Centre staff's own



entry, a balsa plane with seven helium filled balloons attached to the superstructure and the egg suspended beneath. It bore two names, "Eggspllosion" or "The Yolk's on You", depending on whether it hit the ceiling or the floor. It too had tracking problems and turned out to be a bit of a misnomer as well. Rising smartly, it promptly flew off course, hit a down-draft and made a mercifully soft landing on the head of a spectator.

Ten year old Roger Wolf edged out nine year old Rufus Berry by 1 metre for first place in the Junior division, with a 1.7 metre run. He used the elastic band to catapult a model car with the egg strapped into the driver's seat. Eleven year old Simon Davidson's "Metre Eatre" won third prize with a distance of 9 metres.

One might think that a race in which the element of speed was not a factor would generate few thrills, but such was not the case. The competing machines moving, for the most part, at a sedate pace, gave more time for eggcitement to build. There was real tension when thirteen year old Greg Weir, walking his entry all the way, coaxed, cajoled and willed it to travel an astounding 95 metres (312 feet). "Eggcentric", fashioned from pizza plates, popsicle sticks and masking tape, won him first prize in the Teenage class, beating "Scrambler", by Martin Howard (9) and Steven Malcolmson (16) by 55 metres. Thirteen year old Joe Stinson's "Chicken Junior" was third with a 32 metre run.

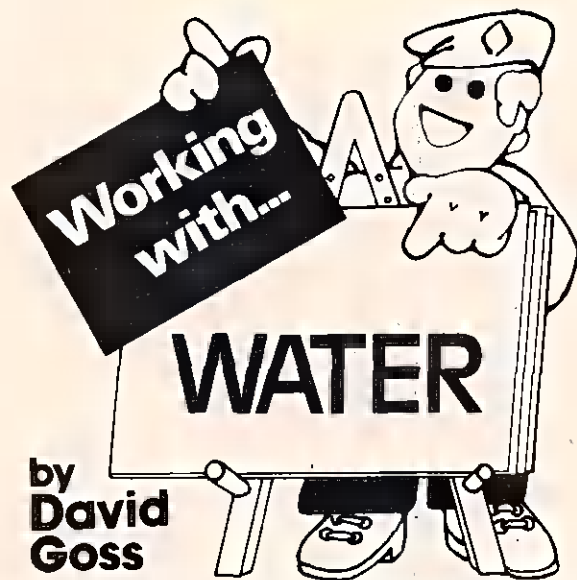
In the Open class at least six entries travelled more than 80 metres. Dr. Ian Howard worried his "Super Eggo", an early favourite, to a respectable 101 metres for third place. Dr. Howard is a psychology professor at York University. He was beaten by only 1 metre by David Beattie, a design engineer with Ontario Hydro, whose "Eggson" captured

second place. The overall winner was "Eggcentricity", built by two young engineers, Bob McCallum and Chris Thomson. This extraordinary vehicle with phonograph record wheels and a sophisticated four speed reduction gear system, also had a unique feature. When the elastic band was spent, it, and the part of the machine to which it was attached, were jettisoned onto the track. With the load thus lightened, "Eggcentricity" coasted a few more metres for a staggering total of 121 (over 393 feet), an achievement which may find its way into the Guinness Book of Records.

The first Great Egg Race was such an unqualified success (succesgs?) that a happy George Vanderkuur announced his intention of making it an annual event. He has since made it known that he is involved with the British Broadcasting Corporation in organizing a three nation competition. It (the B.B.C.) will send six competitors from Great Britain to compete with the best from Canada and the U.S. This event is scheduled for the summer of 1978.

So, how about it Scouters? This could be a real challenge for the more inventive and mechanically oriented boys in the pack, troop, company or crew to get their design ideas rolling ova. Two troops in the Greater Toronto Region submitted entries in 1977 and, although they didn't make it to the finals, next time who knows? Contests could be organized on a district or regional level, with outstanding winners sponsored for a trip to Toronto to compete in the Great Egg Race of 1978. X

For more information, write to George Vanderkuur, Ontario Science Centre, 770 Don Mills Road, Don Mills, Ontario, M3C 1T3.



If I remember my science lessons correctly, water comes in three forms — as a solid, as a liquid, or as a vapour.

In its vaporous form, it's mighty hard to work with. There's fog, of course . . . Living on the Fundy Coast I know a bit about fog, but other than the odd troop night wide game that has been accidentally enriched by the presence of fog, it has been more of a detriment than an asset to troop programming. And over the years we have done a couple of experiments with steam and air pressure, suggested by that master of ingenious schemes, John Sweet.

But all in all, you can pretty well dismiss water in this form. As for its liquid and solid states, Baden-Powell himself showed the way when he chose an island for his first campsite and included water activity in his first ever troop program. Since then, others have taken up the challenge, and the variety of water activities that have resulted would easily fill several volumes.

What follows is a suggestion for a weekend activity which we'll call a "Sport-A-Vent". However, if you don't wish to try a complete weekend, why not pick those games and activities that would appeal to your lads, arrange a pool or an ice surface, and try them out?

SPORT-A-VENT

The sponsoring district arranges 10 troops who will act as hosts to 10 troops (10 boys each) from out of town. These troops are invited to come to the host's home town for a weekend of fun to include an aquatic event, a gymnasium event, and an ice surface event. The host troop arranges to billet the boys they've invited, or to hold a sleep-over in the local troop room. All arrangements for meals are worked out between the two troops, with the exception of the final meal, Sunday at noon, which is hosted by one of the groups, in the central hall following the Sunday morning church service.

The schedule would look something like this:

Saturday Noon — Troops arrive from out of town, are met by hosts at troop headquarters where a box lunch is enjoyed by all. (Boys bring this with them.)

2.00 p.m. Troops report to the high school swimming pool where they will receive further instructions. Those boys not taking part in swim events (only five from each troop can) report to high school gym where there will be pick-up games of basketball, volleyball, ball hockey, arranged by several Scouters.

4.00 p.m. Boys break for dinner, all arrangements made

by host troop for a visit to a hamburger stand, or a pizza hut, or for a sit down meal hosted by the sponsoring group committee. 4 p.m. - 8 p.m. is free time, host troop should provide activity area with ping pong, records, maybe even some Girl Guides could be invited. ("Yeech!" say the 11 year olds.)

8.00 p.m. All report to the civic arena where three hours of ice time has been arranged. Competitions will be held to include the events described below, plus some 10 minute hockey matches played with sticks and pucks only, on a "gentlemen's" basis. (This gives the non hockey player a chance too!)

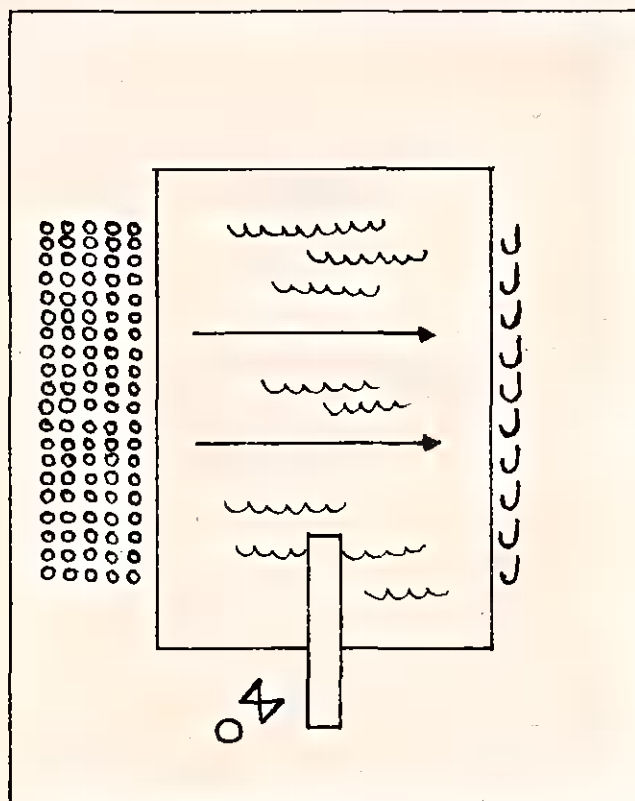
11.00 p.m. Troop sponsors a "sleep-in" at the local troop hall or boys return to individual homes for sleep on a billet basis.

10.00 a.m. Boys report again to troop headquarters and leave for the church where the mass church parade is being held.

11.00 a.m. Church service (or services depending on your ability to arrange one service to serve all the faiths represented).

12.15 p.m. Banquet. This is arranged at the church hall you attended, and is put on by some interested church groups who are paid per meal fee from the registration fee you charged for this event.

1.15 p.m. Boys dismissed for their homes.



○ BOYS

J JUDGES

○ GAMES LEADER

X PUBLIC ADDRESS SYSTEM

→ SWIMMING DIRECTION

W POOL

Now, what do you do to fill up all those hours? First, the pool time. The following games are designed to accommodate the good swimmer and the beginner swimmer. In fact a good rule to enforce is to require all members of the team to swim in one event before you can repeat a swimmer. Teams of five boys line up in relay form on the pool deck, and for all the games except the regular races, the width of the pool is used rather than the length. With 100 boys, it is very difficult running this event, so it's got to be a "fun activity" with winners receiving a ribbon for 1st, 2nd and 3rd, but no points awarded. To award the ribbons you need ten judges, one to watch each two swimmers, and even then you can expect some arguments. Here is what your pool would look like when set up and ready to begin. (see page 10)

Balloon Race — Contestants will be in the water on one side of the pool, just hanging onto the pool side. Each boy will be handed a balloon, and on a signal, will blow it to the other side of the pool. No hands will be used. First balloon to touch other side is winner.

Candle Race — Contestants will be in the water as above, along the pool side. They will be handed a lighted candle. On a signal they are to swim over to the other side of the pool using any front or side stroke, and to return to their starting point swimming on their back. If the candle goes out, the boy is disqualified.

Dog Race — For the younger boys only. A simple dog paddle race. Boys will be at the pool side, on the deck. On the signal, they jump in, do the dog paddle over and back, and over and back again. First boy to finish, climb onto the pool deck and bark three times, is the winner.

Polliwog Race — Swimmers are sitting on the side of the pool, in front of their team, their feet in the water. On the signal, they slip into the water, swim to the other side, and pull themselves out onto the deck, and sit. Last man is eliminated. The race is repeated, until all but one boy is eliminated. Very strenuous on the boys, but always enjoyed.

Flutterboard Race — Line boys up as in a relay at the side of the pool. Give first man a flutterboard. On signal, he enters the water, swims to the other side, swims back and gets out of the water onto the deck of the pool, tags number two, gives him the flutterboard, and number two



Swimming the Candle Race during the N.B. Sport-A-Vent 1977.

enters the water, and repeats what the first one did. (Boys may be helped out of the water, but next man must not go until the previous winner is completely out of water.)

Treasure Dive — Select one boy from each team and assign him to the right or left side of the pool deck, near the middle of the pool. When you have your 20 boys lined up (10 on each side), throw a puck into the pool and see which boy can retrieve it first. One boy dives into the pool from each side, one retrieves the puck, and then both return to their respective teams.

Towel Rescue — (Each team is to provide a towel.) The story — a victim is drowning, you are to send a team mate after him, bring him ashore by approaching victim carefully, towing him back, lifting him from pool and demonstrating proper procedure for rescue breathing.

Ping Pong Relay — For all five members of team — first boy goes into the water, and on a signal he blows a ball to the far end of pool until it touches the pool side, then places it on his belly and swims back to the other side. He then tags the next boy, who repeats the action. Team which finishes first with all men out of water and on deck of pool is the winner. *(continued on page 39)*



A hockey match at the N.B. Sport-A-Vent 1977.



12

by
Bob
Butcher

I thought it was about time that I returned to my fat file of *Beaver Stuff* collected from my travels, and from material sent in, to dig out a handful of things to share with you.

Here are some ideas that you may find useful with your colonies.

Participating Yarn

The following yarn came from **Burnaby B.C.** If you don't like the name Billy Burnabeaver change it to something with more local colour or to whatever you like.

This type of yarn is fun for an ordinary colony meeting or for an outdoor meeting.

Have the boys sit in a circle. The leader reads the following story and when she reaches the words in bold print all the Beavers make the appropriate sound according to what is listed beside the characters shown below. You must therefore go over the sounds for each character before you start reading the story.

Characters

Billy Burnabeaver	.....	Tail Slap
Sandy Seagull	.....	Cree-eee-eee
Christopher Kangaroo	.....	Hop, Hop
Priscilla Penguin	.....	Waddle, Waddle
Carmichael Crocodile	.....	Ro---oar

Story:

Billy Burnabeaver had lived in the same pond all his life — oh, how he wanted to see other places and ponds! So one day he packed his Beaver Bag with "Chips off the Old Blocks" and made plans to take off. Now **Billy Burnabeaver** has his own private plane — so "Taking off" was easy for him! Soon he saw water — lots of it, below him.

"Wow, what a big pond" he yelled. **Sandy Seagull** heard him and sat on the wing of the plane! "That's the Ocean — not a pond. I can see you need someone to travel with you **Billy Burnabeaver!**"

So they flew on until they spotted a huge flat place. **Billy Burnabeaver** landed. It was all sand and hot. They were met by **Christopher Kangaroo**.

"Welcome to the Out-Back of Australia. Can I help you?" "I'm looking for the nearest pond," said **Billy Burnabeaver**, "and I guess there aren't any ponds here. "Let's go," said **Sandy Seagull**.

At the next stop **Priscilla Penguin** met them. "Welcome to the South Pole, the land of everlasting ice and snow." "Oh! I wouldn't want to live here," said **Billy Burnabeaver**. "There are no ponds here and, oh boy, I'm cold. Let's go."

After a long flight they saw a place covered with trees and they could see flashing water here and there. "Wow," said **Billy Burnabeaver**. "That looks good to me!" "Let's go down," said **Sandy Seagull**. Right away they found a lovely pond but were greeted by **Carmichael Crocodile** who roared "This is my pond — what do you want?" So off they flew.

They flew for miles before they saw just the right spot — the right kind of trees and just the right sized pond. "That's got to be a good place," said **Billy Burnabeaver** — so they landed and went to explore the pond. "Welcome home, **Billy Burnabeaver**," cried the Beavers. "Well," said **Sandy Seagull**. "Imagine that — your own pond is the best in the whole world!"

Now that you've got the hang of it, why not try to apply the same participation idea to some other stories.

Moving east a bit, here are a few songs used by Beaver colonies in **Calgary**.

Getting Acquainted (Tune: *Frere Jacques*)

Leader: Are you sleeping, are you sleeping,
Beaver John, Beaver John?

All boys except John:

Yes, we know he's sleeping,
Yes, we know he's sleeping,
Hear him snore, hear him snore.

Repeat using the names of other boys in the colony.

Traffic Light (Tune: *Twinkle, twinkle, little star*)

Twinkle, twinkle, traffic light,
Standing on the corner bright.
When it's green, it's time to go,
When it's red, it's stop, you know.
Twinkle, twinkle, traffic light,
Standing on the corner bright.

The Hokey Pokey

You put your left foot in,
You put your left foot out,
You put your left foot in
And you shake it all about.
Chorus: Do the hokey pokey
And you turn yourself around,
That's what it's all about.

(Right foot; left hand; right hand; head; whole self)

And now for some games, also from Calgary.

Try to Make Something of This

Every boy receives a pencil or crayon and a piece of paper. Have each boy draw a line. Then pass this paper on to the next Beaver and he adds a line, trying to create a figure. Eventually all the boys have added one line to everyone else's paper.

Jello Eating Contest

The idea of the game is to suck up, through a milkshake straw, 8 oz. of jello. This may be run on a team basis or individually.

One, Two, Three, Change

Beavers stand back to back with elbows hooked together. "IT" stands in the centre and shouts: "One, two, three, change!" Every player must get a new Beaver partner. The person who fails to do so becomes "IT".

Train Game

Make a circle of chairs facing out. One chair for everybody — less one. Boy without chair is engineer. He runs around circle and taps boys on shoulders at random, who then join the train till all boys are up, as the Beaver leader calls out kinds of trains . . .

"Slow train" — *boys walk slowly.*

"Fast Train" — *boys run.*

"Reverse" — *boys walk backwards.*

"Tunnel" — *boys run stooped over.*

"Station" — *boys sit on chairs.*

Boy left standing is new engineer.

Moving east again, here are some **craft ideas** that Beaver leaders in **Winnipeg** were taught on a Creative Crafts Course.

Potato Puppets

You will need potatoes and assorted items for decoration. A hole about two inches deep is cut in one end of each potato, so that a finger may be inserted to manipulate puppet. A face is made on one side of the potato, using raisins, thumbtacks, and pasted paper. Cotton or wool is fine for the hair and beard, and scraps of cloth can be turned into fancy hats. By putting a finger in the hole and draping a handkerchief around the hand, a child is now ready for the show to begin.

Handmade Sawdust Beads

a) *Mixture:* equal parts of sawdust and glue, or sawdust and flour and water.

b) *Procedure:* after mixing sawdust and glue or flour and water together, cut 1½" pieces of straws, cocktail stirrers or any other suitable stick-like objects that you can use as a centre for your beads. Squeeze mixture around straws, shape with fingers and let dry.

After drying you can remove the straw, or whatever was used in the centre, and your bead is ready for painting or texturing.

c) *Painting your beads:* when painting your beads it is best to give them a white wash finish before your colours. You can use acrylic paint, poster paint and waterproof glue but water colour is not good because it smears under shellac.

d) *Texturing your beads:* this is more interesting than painting your beads because there is a wider variation of things to use. Your imagination plays a large part in what your end product will look like.

The following are some ideas you might like to try for textural effects:

- twine or string
- egg shells
- tea and coffee
- metal filings (from key cuttings)
- seeds of wild flowers, e.g. poppy, wild oats.

You can paint on top of the texture although in most cases the texture is good enough.

e) *Finishing your beads:* finishing or shellacing your beads is not necessary but does brighten and permanent-

ly seal your chosen decoration. For finishing your beads the following are recommended:

- varnish
- liquid plastic
- shellac
- acrylic varnish (medium gloss)
- tinted varnish

Marble Paper

Wet a piece of tough paper (i.e. brown paper) by dipping in a pan of water. Paint on large spots or stripes in water colours. Crumple paper in hand, squeezing out surplus water. Open and allow to dry. Makes fine book covers or mats.

Collage

You will need assorted materials such as cloth, coloured paper, nuts, bolts, cereal, seeds etc., which are glued to paper in free form or a design. Bondfast glue makes this an easy project.

Also from Winnipeg are some ideas from a workshop on development drama, given by someone from the **Manitoba Theatre Centre Workshop**.

I thought the following exercises were worth sharing with you.

Warm-ups

- shaking and stretching
- frozen tag, poison tag, different styles of movement, e.g. slow motion, fast motion in mud, sand, water, etc.

Statues

- in pairs, make statues out of each other, any theme at all, then narrowing down to a particular area, e.g. sports, occupations, rich and poor, a day in your life, etc.
- gradually increase size of groups
- statue of anger, fear, joy, sorrow, boredom, excitement, combine with earlier topic.
- sequential statues: what is the very next position, and the next, etc.?

Characters

- building characters from a physical idiosyncrasy, e.g. pulled by strings attached to different parts of the body, group of people in an elevator, at party, bus stop, etc.
- Role-playing: assign characters and situation, problem to be resolved.

Movement

- "Sunday morning walk", moving through different mediums: mud, water, sand, etc., walking in different seasons and in different weather, with different perceptions: grass, snow, concrete, wind etc.
- mirrors
- pick a point and move: different styles and textures, alone and in groups
- musical spots, moving to style of music
- machine exercise
- mime exercises: transformation, charades, wordless conversation, etc.

Perception

- come into room again: look, listen and touch, e.g. as preparation for "musical spots"
- "musical spots": when music stops must find something white, soft, bumpy, hot, old, etc.
- "serpent"
- "Kim's game", with variations, e.g. trays of objects, total environment etc.
- rhythm game, circle tag, red light — green light. X

The Snowshoe Hare



14

Canadian Wildlife Series

Appearance and adaptations

The snowshoe hare (*Lepus americanus*) or "bush rabbit" as it is called throughout Canada, is one of our commonest forest mammals. It is shy and secretive, often undetected in summer, but its distinctive tracks and well-used trails ("runways" or "leads") become conspicuous with the first snowfall.

Large well-furred hind feet enable the snowshoe hare to move easily over the snow. In soft snow the four long toes of each foot are spread widely, increasing the size of these "snowshoes" still more. Another remarkable adaptation is the seasonal variation in fur colour, from grey-brown in



Snowshoe hind foot



Jackrabbit hind foot

The hind toes of a snowshoe hare spread to form a broad "snowshoe" surface on the snow. The snowshoe's track is much wider than a jackrabbit's.

summer to almost pure white in mid-winter. This alteration, brought about by a gradual shedding and replacement of the guard hairs twice yearly, is triggered by seasonal changes in day-length which affect the reproduction cycle and hence the moult. In the humid coastal zones of Washington, Oregon, and southwestern British Columbia where snow is infrequent, snowshoe hares remain brown throughout the year. The large ears, typical of most rabbits and hares, help to regulate body temperature and also to detect approaching enemies.

Geographic range and habitat

The snowshoe hare, found only in North America, is distributed throughout much of the Boreal Forest. The southern extensions of this forest, along the Appalachian Mountains in the east and the Rocky Mountains in the west, take the snowshoe at least as far south as North Carolina and New Mexico. To the north, it reaches the Arctic Ocean in the willow swales of the Mackenzie River delta.

The habitat of the snowshoe hare within the Boreal Forest varies greatly and is greatly affected by the type of forest and recency of fire. In eastern Canada and mountainous areas, the forest is predominantly coniferous (spruce and fir), whereas over large expanses of Alberta, Saskatchewan and Manitoba the forest is mainly deciduous (aspen and balsam poplar). In either case, hare populations flourish if recurrent fires create situations where dense stands of young conifers or brushy deciduous growth provide abundant food and cover. When, in the absence of fire, forests have matured, hare numbers tend to be low; there, small isolated populations are usually associated with bog edges and other natural openings that may support patches of willow, alder, hazel, and other low-growing woody vegetation.

Snowshoe hares consume a variety of herbaceous plants during summer, including vetch, strawberry, raspberry, and fireweed. Their winter diet consists of small twigs, buds and bark: maple, birch, rose, hazel and willow are highly palatable deciduous species, whereas jackpine, white pine, larch and cedar are favoured conifers.

Reproduction

Snowshoe hares are born fully-furry, open-eyed, and capable of hopping about almost immediately. Such precociousness is characteristic of hares in general, and is in marked contrast to the behaviour of young rabbits, which are born naked and blind. Young snowshoes nurse only once a day, usually in the evening, and are self-supporting at three weeks of age. They weigh about two ounces at birth, gain one pound within a month, and reach an average adult weight of three to four pounds at five months. Adult females tend to weigh slightly (two to four ounces) more than adult males.

Reproductive rates of the snowshoe hare vary geographically, being highest in the centre of its range (the three Prairie Provinces) and lower to the north (Alaska) and south (lake states, southern Ontario and Maritime Provinces). Snowshoes normally have four litters a year. However, because Alaskan hares have a maximum of only three litters annually, they produce fewer young, whereas in the southeastern part of the range, a smaller litter size reduces production.

Studies of snowshoe hare reproduction in Alberta over a 12-year period disclosed that litter size varied from one to nine; first litters of the year averaged only 2.8 young compared with 4.8 in later litters. There were major differences in yearly reproductive rates with mean numbers of young per female ranging from 8 to 18. These annual differences mainly reflected variation in litter size and

number of litters per year. The onset of breeding during any one year was closely synchronized within the hare population, but between one year and the next, breeding began as early as March 25 and as late as April 14. The gestation period for snowshoe hares in the wild was 35 days, with females remating within hours of parturition. Thus successive litters tended to be born in groups at about 5-week intervals. In years when four litters were conceived, the last young were born from mid to late August. There are, however, some authenticated records of births in September and even later.

Young snowshoe hares do not usually breed during their first summer, but occasionally a first-litter female will become sexually mature by mid-July and produce a litter in August.

Mortality

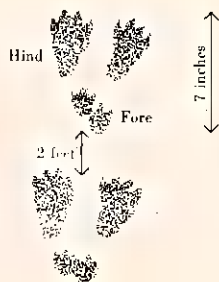
The snowshoe hare suffers from a great variety of infectious diseases — viral, bacterial, and parasitic. It is also the victim of many kinds of mammalian and avian predators: among the most common are the lynx, coloured fox, coyote, mink, great horned owl and goshawk. The survival rate among first year hares varies annually from 3 to 40 per cent. Annual survival of adult hares is also highly variable, ranging from 12 to 50 per cent.

While disease and predation are often the immediate causes of death, their impact on hare populations seems to be greatly influenced by both weather and nutritional stresses. There is high mortality among young hares, for example, when cool wet weather occurs during the first three weeks of life; increased mortality is likewise associated with prolonged periods of subzero temperatures in winter, and with food shortage during hare population peaks.

Population fluctuations

The spectacular cyclic fluctuations of snowshoe hare populations are well known in Canada. These remarkably regular fluctuations can be traced back over 200 years in the fur records of the Hudson's Bay Company and have been aptly termed the "10-year cycle". The actual interval between successive peaks varies from 8 to 11 years, and averages 9.6 years. During population peaks, hares often become extremely abundant. Such a "rabbit high" occurred in central Alberta during 1970 when fall densities reached 3,500 to 6,500 animals per square mile. The cycle is synchronized over broad areas and a similar cycle affects grouse and subsequently certain predatory mammals and birds which depend heavily on snowshoe hares and grouse for food.

Recent research suggests strongly that peak hare populations interact critically with their overwinter food supply, and that losses due to predation become significant only after the hares have declined to well below peak densities. The first two or three years of cyclic decline are characterized by low adult survival, very low survival of young, reduced litter size and a shorter breeding season.



Movements and activity

The home range of a snowshoe hare, i.e., the area within which it normally lives, does not usually exceed 20 acres. Rain, snow or wind often markedly reduce their activity. During the daytime, hares rest quietly in sheltered spots called forms, but are very active between sundown and dawn. They seldom, if ever, dig burrows, but readily utilize those made by other animals.

A trail or runway is frequently used by several snowshoes as a travel-lane between feeding and resting sites. Squirrels, porcupines, skunks and woodchucks also take advantage of these pathways, as do various mammalian predators. Major runways follow the same route in summer and winter; stems and leaves which begin to block such runways are quickly clipped off by the hares.

During periodic highs, snowshoe hares tend to disperse over winter from centres of dense population. At such times they may move five miles or more. The great majority of these emigrants are juveniles or young born the previous summer.

Value to man

The feeding habits of snowshoe hares sometimes conflict with man's horticultural and silvicultural interest. During years of high population, hares commonly invade farms, damaging vegetable gardens and girdling fruit trees and ornamentals. Losses of seedling conifers in forestry plantations may be especially severe, and forest regeneration indefinitely delayed.

In some regions the snowshoe hare is hunted for sport, but elsewhere, as in western Canada, it is not regarded as a game animal. In Newfoundland (where it was introduced in the 1870's) thousands of snowshoes are snared annually for meat and sold in markets, whereas in the Prairie Provinces it would be difficult to give one away. This prejudice against eating hares apparently stems from the widespread belief that they harbour a mysterious disease which causes their cyclic decline. Our native peoples, however, are not so gullible, and for many of them the snowshoe hare continues to be an important food source.

The fur of the hare is not durable and hence has little or no commercial value. The snowshoe's chief contribution to the fur trade is through its role as principal food of such important fur-bearers as the lynx, coloured fox, fisher and coyote.

The snowshoe hare is clearly one of the dominant herbivores and key prey species within the Boreal Forest, and as such accounts for much of this ecosystem's interesting and ecologically-important diversity.

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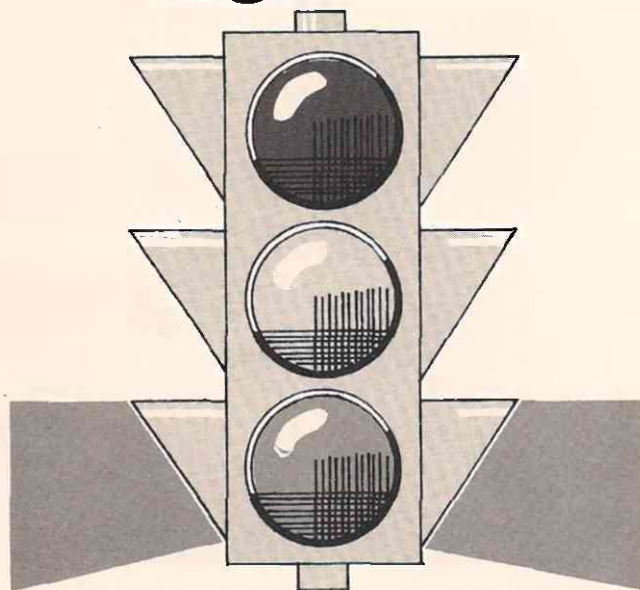
NEXT MONTH: The Woodchuck.

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.

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BEFORE THE GOING-UP CEREMONY

Show the Green Light



by Joan Kearly

I have, over the years, observed many a Cub, facing the moment of Going-Up with a very uneasy smile, to cover the acute and deep-seated fear of the unknown lurking in the back of young eyes that will not meet mine.

For at last the moment is upon him, when he sees the doors of the den closing behind him forever. The Old Wolves, that have become as much a part of him as his fishing rod or his favourite sneakers, as well as the fun and familiar things that go to make up Cubbing, are all slipping away, never to be recalled. He has to take the plunge into the chill, dark waters that are the Scout troop. No longer will he be a man of consequence, of authority and dignity. He is to become a know-nothing, be-nothing, a point with so little magnitude that he feels robbed of the well — and hard earned — self-esteem that has come with his skill as a Cub; and this just at a time when he needs that self-esteem very much indeed, for he is only pretending that he knows his way around.

It seems to me that this, in itself, is enough to discourage many boys from wanting to go to troop. It seems a retrograde step from where they stand. We nearly lost one of the best Cubs we ever had by just this path, only

this fall. A boy of neat and trim appearance with a very marked resemblance to the young B.-P., he has a well-developed sense of humour, a quick wit, high intelligence and a will to get on, without being a pushy boy. After being in the Guard of Honour for the Queen when she came to Nova Scotia in '75, he became the senior sixer for the whole of the next year and had no wish to go to troop and be listed with the greenhorns. Happily, we were able to change his mind.

In Great Britain, if a boy is going from pack to troop, he is expected to earn his link badge. He spends a part of his last few months in the pack, working with the troop as well. A councillor, leader or patrol leader comes to the pack meeting and teaches him the Scout Law and Promise and such basic things. He is invited to attend an outing with the troop, where he gets acquainted with the boys who will be in his patrol and gets a chance to do a few things the Scout way. This turns the troop into an exciting new land to be explored, instead of a frightening place that he feels he cannot cope with.

Canadian Cubs have no such requirement, but get a link badge automatically upon Going-Up.

However, as I see it, we do have a built-in stepping stone of our own, if we choose to use it.

GREEN STAR!!

No matter that the boy has worn it on his sweater for a year or more. No matter that he thinks he knows all about it — Cubs ALL think they know all about everything.

So let us upgrade the requirements and use them to introduce Scouting. The changes are really quite slight but the work does take a turn for the exciting.

First, each boy who is to go up within a specified time is given a copy of *B.-P.'s Life in Pictures*, (from the catalogue) and instructed to read it carefully. The boys then get together and devise a special event for the pack, based on that life. They must plan the thing themselves and present it in acceptable form. If they decide to do a one act play to demonstrate some part of B.-P.'s life, they need not have a learned script but the *ad. lib.* must follow the theme they have chosen and be spoken clearly and without a lot of silly giggling. If they choose to take the pack out to follow a trail, it must be clearly marked and have a proper beginning and end; it must be so organized that small groups of boys don't run off by themselves and fail to follow the trail. If it is something to do with camping, they must be sure that what they are doing is done the correct way — there's nothing stopping them from asking before they stage the event.

To be sure that the skills of knot-tying are still with them, they relearn them. BUT let's have a patrol from the troop come with a rope-making machine and show them how to make three strand laid rope and whip the ends. Be sure that the whipped ends are dipped in varnish before the other Cubs get to use them — Cubs are skilled at peeling off whipping and unravelling even the most perfect piece of rope.

The next requirement is aimed at seeing that a boy is ready for emergencies. Let us bear in mind that a Scout is expected to be an outdoorsman. So, we teach him to recognize and to treat the symptoms of hypothermia (or what used to be known as exposure). It may be the difference between life and death if he and a buddy are out on a hike or fishing expedition. A safe woodsman is a careful one who prepares ahead and knows what he is doing; so that as well as hypothermia study, he is required to make a survival kit. He may get the items from home, but the kit he makes himself with no help; it must contain such things as gelatin (pure protein), hot chocolate powder for an invigorating drink, soup powders to use in stewing a rabbit from a snare, or just as soup, and a big

honey bar to munch on while he gets the cooking fire going. The kit must also contain a good firestarter or two, waxed matches and a small sharp knife to shred dry bark or other tinder. Finally a big orange garbage bag for shelter and a stout tin (preferably with a wire handle) in which to pack everything and do the cooking.

Handy gadgets can consist of a haybox made from a stout box (an egg box that will hold 15 dozen eggs is a good size), a tinned stove and a reflector oven made from another cardboard box and sheets of heavy foil.

By this time in his career he has probably perfected the secret code that he uses, but it is as well to be sure. In addition, why not have him learn the referee code for Canadian football or ice hockey (just for the fun of the thing) and learn to use a walkie talkie and CB Radio?

Next, he has to enlarge his knowledge of weather conditions. So get him to buy a cheap weather thermometer; then have him make, using the instructions in the Cub Book, a weathervane, a barometer and an anemometer which he sets up in his back yard. Then, for a week, he records the conditions both before school and after it.

At this point you start using troop personnel again. A Service Scouter is just the man for the job. Get him to show how to build a good cooking fire and a good ceremonial fire. Then (two boys at a time) draw up a menu for one day, balancing the food, and then cook one meal on the fire you have built. Now douse the fire well.

Once more in pairs, give the lads a road map and a topographical map. With the help of the Service Scouter, they

must pick out a route at least half a mile long on the road map, near the den. Using the topographical map, they try to find out what the lie of the land is over the route and what sort of natural conditions they will find (a lake, a swamp, some dry rocky ground, as they go up a slope). Then they follow the route and check their findings.

Still as a two man team, they set up a pup tent with a floor, in the backyard. They sleep in it overnight and spend the next day in the camp they have constructed doing their own cooking and keeping the site clean.

Make a pinpoint telescope as an individual project with at least ten pinpoint constellation charts, one of which must show the North Star. When you are sure of the things you have learned, point out to one of the leaders the North Star and six other constellations to be found in the night sky.

With a member of the troop staff, study and understand the Scout Law and Promise. It is not compulsory for the boys to learn them at this point, but if they do, the leader should see that an investiture, with the pack present, is laid on to follow the Going-Up Ceremony.

Why not, for the boys will be fully qualified to take their full place in their new patrols? X

Joan Kearly has asked if we would enquire if any readers know of a source for powdered eggs, similar to that available during the war years. If so, please write Joan direct: Mrs. Joan Kearly, Thorburn, Pictou Co., Nova Scotia, B0K 1W0.



Your Cub man on the National Program Committee, Jim Sharp, recently shared these ideas with me and I thought it worthwhile to pass them along. At the Nova Scotia Scouters' Conference, which Jim attended in the fall, Cub leaders were given the opportunity to participate in this sharing scheme.

Each Cub leader was invited to put one or two program ideas down on a sheet of paper along with name and address and to turn them in with a quarter to the conference organizers. The quarter was to cover the cost of typing, duplicating and mailing and ensured that anyone contributing would get a list of the ideas collected. A collection of more than 30 ideas were shared among those participating. You might want to suggest this at your own conference.

At no charge to you, here are a few of the ideas on the list.

Wash Up Game — Good as a relay game on a party night, just before eating. *Equipment:* basin of water, bar of soap, paper towel. Equipment at one end of hall, boys at other end in relay formation. Each boy must run up, wash hands with soap and dry them thoroughly, run back to tag next boy.

Clam Digging — Drive to shore area — boys taking own implements such as garden delving forks and spades. Wear rubber boots and take some small pails. We also took Coleman burners and cooked clams on beach. Take vinegar and butter. All clams eaten.

Indian Drums — Bring in empty 48 oz. juice cans (no ends). Get worn out inner tubes from garages; punch holes. Bring string and have boys string and decorate cans.

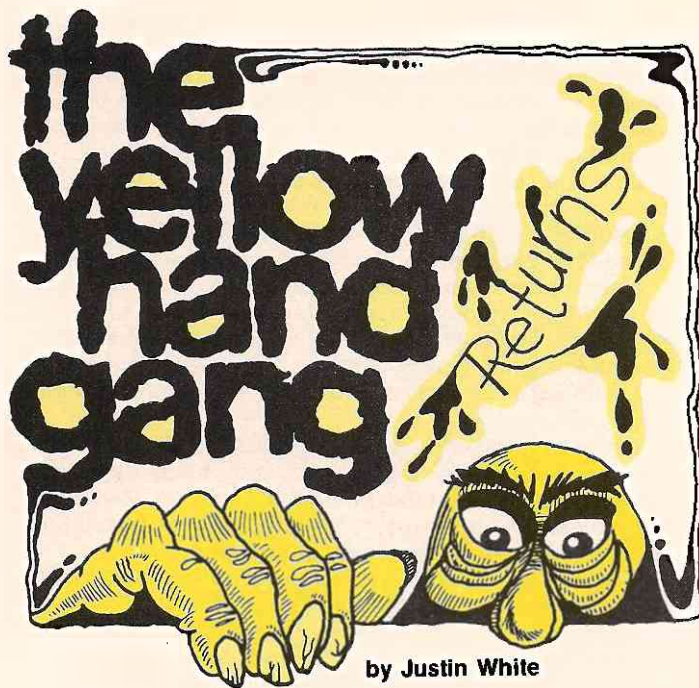
Visit — We take the boys once every five months and have our meeting at the senior citizen's guest home. The boys adopt a friend for the year. They usually keep in touch with this person. During this pack meeting we usually involve the boys in music, play acting and games. Once we even had the boys do a craft and leave it at the home.

Sleep-In — Sleep-in Friday night to Saturday at Cub hall. Start after supper or bring weiners and beans for supper (buns too). Evening of games, skits, or badge or star work. Silent time — singing time. Breakfast next morning. Cub dues. Clean up. Home.

Parent and Son — We found at the end of last year we had a lack of parent support so we organized two events. One was a parent and son baseball game and the other was a parent and son mini-olympics. After these two events, we had more support than we had in the whole year and some parents actually started to do things with their boys. This year plans are for similar events, at least every 3 months, one being a full day.

Special Interest — Plan a night for any Cubs who have a special interest, or project, which they would like to talk about and show the other Cubs. Could be held the same time as a parents' night.

Cook Out — Group committee arrange for transportation. Take along fire starters made by boys, and some dry wood. Cook out at beach. Gather wood for fire and sticks for roasting. Lay and light fire. Cook hot-dogs and marshmallows. Gather driftwood and shells to take back for handicrafts. Ball game or wide game. Closing. Thank parents for helping. We have 5 leaders including parents along. X



by Justin White

The choice was simple: a work period or a story.

The lights out, Akela started his tale.

"As you know, the **Yellow Hand Gang** has attacked on several occasions, all because they think we have \$10,000 of their money. Well, one Cub night in dead of winter, with the wind howling and blowing the snow around outside, there was a regular pack meeting here in the school gym."

"Akela," interrupted a Cub, "is this true?"

"Well," replied Akela mysteriously, "truth and fiction are very close together sometimes. Sometimes something starts out as a story and then . . . Anyway, as I was saying, it was a bitterly cold night, just like tonight. The sixers expected the Gang might attack again in the spring, but no one expected anything to happen that night. Of course, the exciting thing about an adventure is that often it starts with no warning."

Just like now, Akela was telling a story when . . .

There was a pounding on the gym door. Akela stopped his story. Baloo called out, "Akela, it's someone for you!" and Akela told the boys to sit tight for a moment, heading for the door. There was silence, then as Akela reached the door, he yelled,

NO! NO! NO! NO!
AAA-R-R-R-G-G-G
I-H-H-H-H

Pandemonium reigned. The lights were turned on, but Akela had disappeared into the swirling snow. (He was later to explain, modestly, how he fought off eight members of the Yellow Hand Gang single-handedly and had followed his emergency escape route.)

Emergency instructions (placed in happier times) in the First Aid Box, were ripped open by the sixers. The boys read:

**BEWARE THE YELLOW HAND GANG!
EVASION PLAN FIVE IS IN EFFECT.**

You will be contacted in ten minutes.

You will each be given a banana.

Say the code words:

"THEY CALL HIM 'SLIM' FOR SHORT"

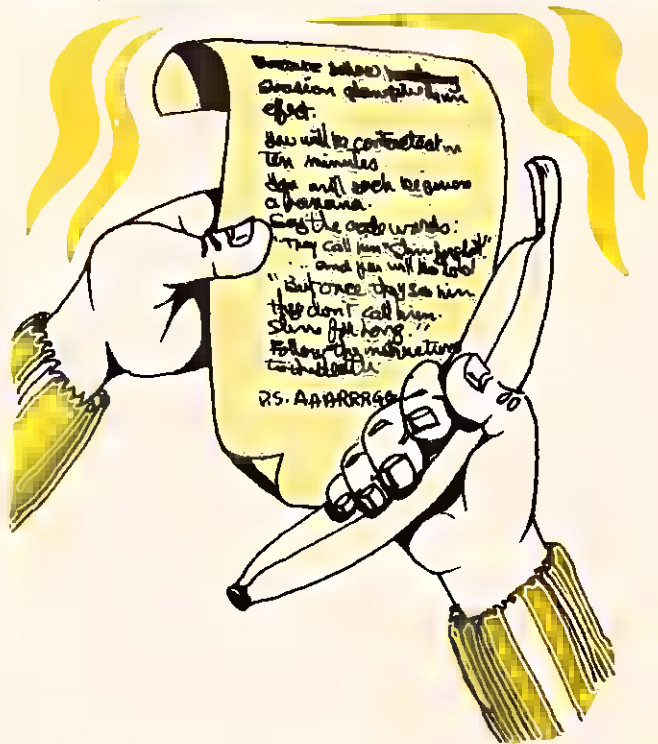
. . . And you will be told . . .

"BUT ONCE THEY SEE HIM THEY DON'T
CALL HIM 'SLIM' FOR LONG."

Follow the instructions you are
given to the death.

P.S. AAARRRRGGGHHH!

Minutes later, the contact appeared. It was the legendary **GREEN EYES**, whose sunglasses had earned him a measure of immortality when he had contacted the sixers on a previous adventure, (*The Yellow Hand Gang Strikes Yet Again!*, Feb. 77). Green Eyes and an unidenti-



fied, though jocular, stranger, bundled the boys into cars in which they found their kit! The cars headed north through deepening snow and mystery.

After an hour's drive, the cars stopped at a restaurant. The sixers might normally have been thinking about their own beds at this time of night, but they managed food instead. Back in the parking lot, by one of the cars, was a plaster plaque bearing a picture of Yellow Hand, leader of the ghastly Gang. A year before, one of these sixers had made the plaque at school, and given the picture to Akela. On the back was a message:

SIXERS!

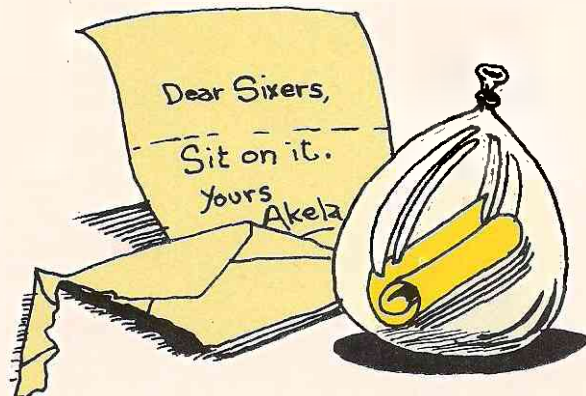
YOU WILL BE CONTACTED!

YOURS HELPFULLY,

AKELA

The boys, somewhat mystified, were driven off into the night. They headed west and arrived at a place they knew from happier times, Camp Oba-Sa-Teeka. The Ranger agreed to put them up for the night and Green Eyes agreed to stay too. The other driver drove away and left the boys and Green Eyes to their fate.

In the morning, the boys awoke early, only to be confronted with the Ranger's cooking. Desperate times call for desperate measures: they ate. Remembering stories of other rescues by their predecessors, the boys checked the front door for a clue. There, they found a balloon, and beside it a yellow envelope. The message inside the envelope read:



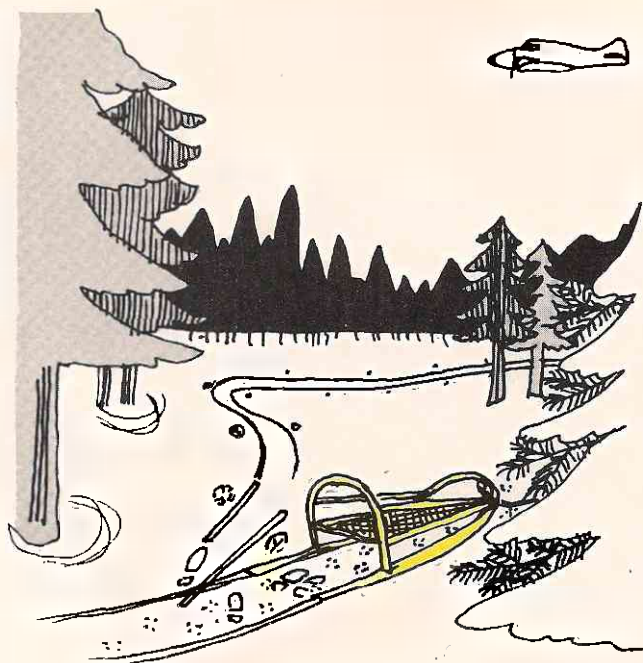
They elected one sixer to sit on the balloon and inside it they found another message! It told them to dress warmly — they would be contacted. The contact turned out to be the Scout leader from the 1st Barrie; he had been Cubmaster of the 175th Toronto in the *good old days*, he told the Cubs. So he too, had clashed with the fearful Yellow Hand Gang! He took half the boys in his car, and told Green Eyes and the others to follow him. Their destination? That was for him to know and them to discover.

The snow was blowing hard and although the boys didn't know it, the next link in Akela's escape plan was nearly ruined by the weather. The boys were destined for an armed forces base — CFB Borden, and on the airstrip waiting for them was Captain Garbutt. He was to take the sixers, two at a time, in his four-seater Cessna — to hunt the Gang.

The boys took their turns on flights from the base. The first two trips revealed nothing, although the sixers had a lot of fun. The third pair thought they spotted Akela in a clearing of the Simcoe County Forest — a small, though fat, dot beside a tent. The final sortie confirmed the sighting. Akela was jumping up and down, waving his ski poles. The Gang had stranded Akela in the middle of nowhere, with nothing but his skis, a tent, an Arctic sleeping bag, sandwiches and a thermos of hot coffee. The plane returned to base and the other boys were pulled away from a movie being shown by a friendly airman.

Neil, Lloyd, Steven and Christopher piled into one car, the two Jeffreys, Robb and Stuart into the other. A map, hidden by a disused tank, directed the drivers away from the base and to the Simcoe County Forest.

The cars sped to the forest and the boys leapt from the cars into the bitterly cold day. An eerie sound echoed through the tall trees. There, on a track through the woods, were dog sleds, pulled by Siberian Huskies! The boys followed the track, and ski tracks off it. They came to a clearing.



In the clearing was a tent and in the tent, a sleeping bag, containing a body! Was Akela alive or were the sixers too late? Perhaps Akela was simply unconscious. The boys checked by jumping on him and punching at the inert form. Weak from fear, exposure, relative lack of food, a bout of flu from which he had barely recovered, and from lack of sympathy, Akela managed to regain consciousness.

By this time several of the more heartless sixers had already departed to get themselves rides on the dog sleds: one was driven by Mr. Koens, who owned a kennel in nearby Thornton, another by his wife, and another by the father of a former Cub who had moved from town. His father was to be always known as the one who had left Akela to his fate — for he had been driving Akela along the escape route when they were attacked by the Gang. He had handed Akela over without a struggle, and then arranged for a rescue by the dogsleds. However, he decided to let the sixers go first, just in case there was any danger.

Only one sixer remained at the tent to help Akela. Christopher had to ask an important question. As Akela staggered to his feet, Christopher looked up at him anxiously,

"Akela, when do we eat?" A

Akela wishes to thank the following for their assistance: Mr. Green Eyes Ralston, Mr. Colin Campbell, Ranger Jack Smith, Mr. Barry Mitchell, Captain J. Garbutt, Dr. Keith Morley (Escape Controller), Mr. and Mrs. Sandy Koens (Snosun Kennels, Thornton). Special thanks to Neil Cook, Lloyd McKee, Steven Bochenek, Christopher Yip, Jeffreys Bakazias and Ranieri, Robb Mercer and Stuart Lewis.

JUSTIN WHITE is Cubmaster of the 175th Toronto and is also Deputy Regional Commissioner of the Central West sub-region, Greater Toronto Region. He is single and "still looking" and he works in personnel at the National Trust Company.



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CASES	227	\$1.00 SALTED ALMONDS	6 DOZ PER CASE	8.00	4.00
CASES	227	\$2.00 SALTED ALMONDS-TWIN PACK	3 DOZ PER CASE	16.00	8.00
CASES	228	\$1.00 HERSHEY-ETS	6 DOZ PER CASE	8.00	4.00
CASES	228	\$2.00 HERSHEY-ETS TWIN PACK	3 DOZ PER CASE	16.00	8.00
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You'd be surprised what goes on behind this door.



22

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Gestetner

An idea whose time has come. Again.

Five Minute Diversions

- Call up the patrol leaders, give each a 6ft. length cut from the same (expendable) rope and invite them to convert it into the longest possible line that will hold together when held clear of the deck by its extremities. Let us know what happens.
- Carry out an experiment to discover whether a spar, held horizontally by two members of the patrol can be used as an anchorage to enable the rest of the patrol to haul their rivals away by means of the Harvester's Hitch in a tug of war. The men on the spar may, of course, pull with the rest, so long as they do not touch the rope. **Let us know what happens.**
- By the method shown in the worksheet, each patrol must prepare (in advance of the meeting) "Shadowgrams" of three Girl Guides known to the rest of the troop. The "Shadowgrams" are displayed for the other patrols to identify — and then the Guides themselves walk into the troop room! **LET US KNOW WHAT HAPPENS.**
- Display copies of the Morse and Semaphore Codes from which Scouts must learn to signal their own names in one code or the other in five minutes. Patrol leaders to check results.
- Provide each patrol with three candles, matches, a large wire paper clip and a sheet of aluminum foil. Cut up a sausage into segments, one for each patrol, and see which can make it edible first. (Note: If this "Diversion" does nothing else, the aroma of hot paraffin wax and scorching sausage will linger nostalgically in the nostrils of the participants for evermore.)
- Erect a screen of some sort. Pick out six members of the troop at random and get them to recite a few lines of poetry in affected voices. At the end of the exercise (not before) each patrol must get together to identify the speakers in the order in which they spoke. (Note: It might be a good idea if the voices were pre-recorded on tape.)
- Obtain a copy of an out-dated telephone directory for each patrol. Give them the run of the Q.M.'s store and invite them to saw through the volume longitudinally (that should fox 'em) in the best time, without chewing up the pages too outrageously, using an improvised vice.
- For each patrol two identical bottles, one full of lemonade, the other empty. The youngest Scout is allowed to drink all the hooch they can siphon from one bottle to the other in a given time.
- Give each patrol five minutes **EXACTLY** to think of at least one possible Five-Minute Diversion and get the fattest member of the patrol to write and tell us about it, so that it may be offered to the world in this feature.

If you call up your patrol leaders, hand to each of them a list of small unrelated tasks, all of which have to be completed in a given time, and tell them to get cracking, what will they *do*?

Will they return hotfoot to their eager lads, read out the terms of reference in authoritative no-nonsense voices and then detail each to a different task so that all may be tackled simultaneously? Or will they just do what my lot used to do in the bad old days — pick out the most interesting job and get stuck into it themselves, assisted perhaps by their assistant patrol leader, whilst the rest of the patrol looks on?

This brings us to Research Project Number 1. It takes the form of a ten minute patrol competition which will be



sprung upon your patrol leaders without warning the very first time you can find room for it in the troop night program. Do bear in mind, please, that the purpose is not to test technical proficiency but to find out whether your p.l.s actually organize their manpower. Our guess is that they won't, and all you have to do is to prove us wrong.

The brief should read as follows:

Organize your manpower so that all these projects can be completed within the next ten minutes:

1. With the garden canes and rubber bands provided, build a four-sided symmetrical structure that can be thrown about the troop room floor without losing its shape.
2. Invent an apparatus that will enable you to draw a perfect ellipse on the floor with the chalk provided.
3. With the brown paper and pencil make a rubbing of the nearest manhole cover.
4. Say how you would measure (not guess) the height of the flagstaff as it stands. All you have to do it with is a Scout staff, a 2-ft length of string and a box of matches.
5. With the modelling clay provided, make a ball at least as big as a tennis ball, fill it with water and practice ball-throwing at a range of not less than four yards without bursting the ball.
6. With the ruler and string provided, improvise a wind machine capable of reproducing the sound of a Force Five gale.

For those of our following who may need the help, here are a few helpful notes.

1. This would obviously have to be a pyramidal structure built on a triangular base — known to us geometricians as a tetrahedon.
2. Stick two drawing pins in the floor, tie a string loosely around them, and draw the ellipse by stretching the loop to its limit as you go around.
3. No problem here, always provided that the nearest manhole isn't too far away.
4. With the staff, measure five feet and ten feet on the flagpole, and mark the points with loops of string. Slip a matchstick through the lay of the halyard at the five foot marker; haul away till the matchstick is opposite the ten foot marker and slip a second match through the lay at that point; repeat until the first match reaches the truck at the masthead. This will enable you to measure the height with great accuracy.

5. Is this possible? We doubt it but your boys will have fun finding out.

6. Secure the string to one end of the ruler and whirl the contraption around the head.

If, for any reason, you cannot provide the materials needed for any of the projects, feel free to substitute a project of your own.

From all quarters we hear of the stunning success of the various Trading Posts, Activity Centres, Action Stations and what-all which provided opportunities for much practical Scouting at the many county, regional and national jamborees in 1977. In almost every case the story was the same. Fully twice the amount of business could have been transacted had sufficient provision been made. At one jamboree, for instance, all the facilities for heavy pioneering were fully booked for the entire week on the very first day. At another, patrols completed one project and went directly to join the queue for another.

Now we would all agree that one of the primary purposes of all large gatherings of Scouts is to stimulate the spirit of Brotherhood which is supposed to be what Scouting is all about. Not just the hearty, back-slapping, badge-swapping, coffee-bar-type *bonhomie* which, as it seems to us, is too often mistaken for what it is not, but real, honest-to-God friendship based on mutual respect and identity of interest and purpose in the playing of the game of our choice. In our opinion, this last can only be achieved by mixing the boys up together in practical activity, as our Nordic brothers did at the World Jamboree in 'seventy-five, when, as you will recall, they used a computer to make up multi-national patrols for their excellent adventure hikes.

This gives us an idea. Why don't we use the same techniques for such activities as pioneering, orienteering, team games, competitions and other typical Trading Post jollifications in which the patrol is the unit? This would kill two birds with one stone. First it would put the brake on the demand for activities which tend to be oversubscribed, and second it would involve the boys in real co-operation at the working face. Think! No boy — French, Dutch, African, Canadian, British — could possibly fail to pull his weight in such company. Every boy would be on his mettle. And if Scouting does *that* — puts boys on their mettle — well, what more do you want?

Right. If that is agreed, let us give you a simple frinstance to show how the thing might work.

In 1978 The Scout Association of Ireland are holding their greatest ever Jamboree at a delectable spot called Woodstock on the banks of the River Nore in County Kilkenny. (Look it up.) Some 5,000 Scouts from all parts of Europe as well as from Africa, Canada, the U.S.A. and (hopefully) Iran are expected. Preparations are already well in hand. They will have the run of some 1,500 acres of state forestland adjoining the site, and a Minister of State, who has been down to look it over, has forecast that Ireland is now well on the way to becoming the "Scoutland of the World".

Well now. Let us suppose that two stout fellers from the host country — the 117th Dublin (L.F. Registered No. 515/516) springs instantly to mind — having visited the Trading Post and studied the options, have chosen the O.T.L. Bolt Shooter with the intention of breaking the World Record (91 metres) by firing a Scout staff or similar light spar from one side of the River Nore to the other. Their first step would be to register provisionally at the T.P., who would supply them with the materials to program their own manually-operated computer — namely, the use of a bill-board of some sort, a blank poster

and a battery of coloured felt pens with which to advertise their *proposition*. With this they would parade through the Jamboree, as per illustration, building up their international team as they go. The entire company — Shamus and Pat from Ireland, Gunther from Australia, Dewi from Wales, Pierre from France and Bruce from Canada — would then return to the T.P. to confirm the booking and earmark the equipment for an agreed time; after which they would repair to the nearest coffee bar to study the diagram of the Bolt Shooter (kindly provided by the T.P.) and iron out any operational problems.

Now if there is anything wrong with that idea *in principle*, I'd like to know what it is. Carrying it into action



SHADOWGRAMS: support the head with a frame of some sort while the silhouette is sketched in. The spotlight should be placed at the same level as the head. Fill in the portrait with Indian ink.

might present one or two minor problems (for instance, it is quite possible that having spent all their cash at the Welsh Jamboree in '77 the 117th might not even be *there* in '78) but speaking for ourself we have never allowed ourselves to be intimidated by other people's problems and have every confidence in the 117th to see the thing through, even if they aren't there themselves and have to commission some other troop to stand in for them.

Strange, don't you think, that in the early days of Scouting, when the fastest thing on four wheels was a brewer's dray, good little Boy Scouts were supposed to

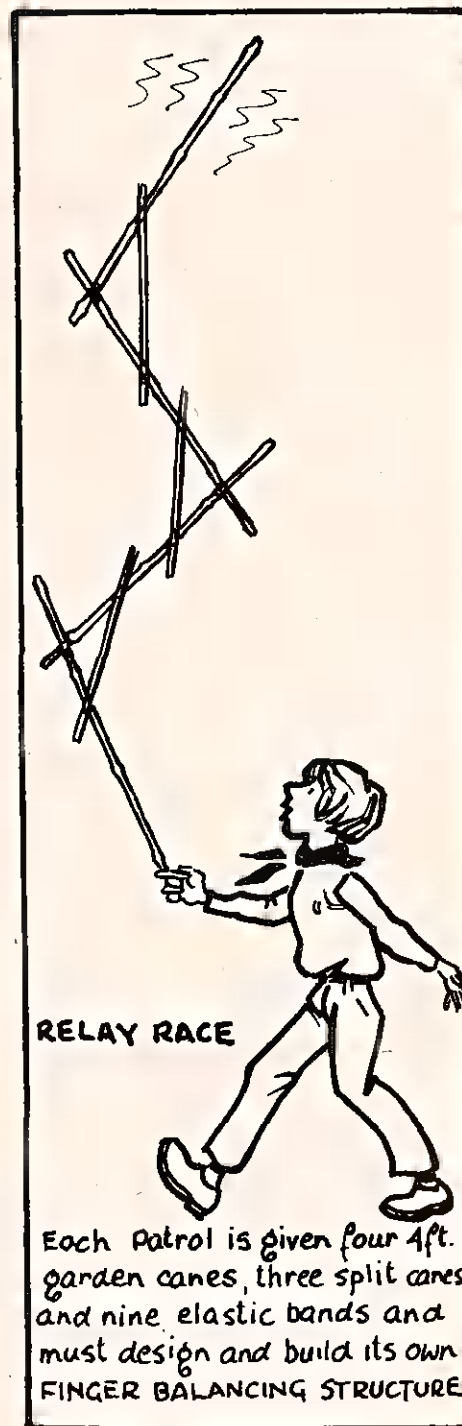
spend half their waking hours helping dear old ladies across busy roads?

Now that even able-bodied citizens must take their lives into their hands every time they cross the road, you never, never, ever see a Scout carrying out this traditional duty.

Turning, if we may, to this month's worksheet, the only way to improvise a tackle providing a theoretical purchase of 81 to one would be to mount a series of four Harvester's Hitches, each bearing on the standing part of the one before, to give you the sum total of three times three times three times three. X



Woodstock, County Kilkenny, 1978
A Peep into the Future



OPEN HOUSE CANADA



What is Open House Canada?

Open House Canada is an exchange program offered by the Secretary of State for young people 14 to 22 years of age. The program is designed for youth:

- who are looking for adventure
- who are interested in travelling in their country
- who want to learn about the different regions and provinces
- who want to learn about different ways of thinking
- who want to make new friends

At the November meeting of National Council, Scouts Canada reviewed this program being offered by the Secretary of State and made a decision to promote its use amongst its members. In making the decision the National Council agreed on the following two points.

- that the Open House program be promoted to the Scout, Venturer and Rover sections.
- that participation in Open House Canada would be handled by the individual sections dealing directly with the Secretary of State.

What do the exchanges consist of?

As a first step, every participant must be twinned with another young person of the same age, who shares the same interests.

Then, in order to ensure that every participant has the opportunity to come to know his twin before the actual visit, Open House Canada requires that the two participants spend a minimum of six weeks corresponding, gathering information on the region to be visited and so on. Briefly, the participants must make every possible effort to ensure that this exchange is more than a simple tourist trip.

The final step is the departure. You will meet the person with whom you have corresponded and who has offered to be your host for a minimum period of five days.

There are basically two ways to participate in this programme; the first, as a member of a group, and the second, for the more adventurous, as an individual.

Although the requirements of Open House Canada require a minimum "living in" of five days, this does not preclude the fact that participants from Scouts Canada may wish to extend this period to include some form of outdoor adventure during the exchange. It must be noted though, Open House Canada is a non-school learning program and therefore funding is not available just for camping trips.

What types of exchanges are offered by Open House Canada?

There are three types of exchanges:

1. Between groups or individuals speaking different official languages and resident in different provinces.
2. Between groups or individuals speaking the same official language, but resident in different provinces.
3. Between groups and individuals speaking different official languages but resident in the same province.

What costs are paid by Open House Canada?

Open House Canada will pay close to your total transportation costs. The cost of accommodation will not be covered unless absolutely necessary, given your travel itinerary. Nor will meals or local transportation be paid for. For their part, the hosts will be expected to cover the costs of welcoming a participant in their home. Every participant will be required to pay Open House Canada a fee of \$10.00.

How to participate in the program?

Very simple. Every individual, 16 to 22 years of age, or any member of a group, 14 to 22 years of age, may apply to Open House Canada by sending in the attached coupon with the appropriate box checked off.

Sections can either try to twin themselves with other sections or enter the program and let the Secretary of State do it. Remember, if you allow the Secretary of State to do the twinning there is no guarantee you will be twinned with another group from Scouts Canada.

If you wish to do the twinning, then contact your local Scout office for the address of the council office nearest the section of Canada you wish to exchange with. The office will put you in direct contact with the sections and then you apply directly to the Secretary of State.

A listing of Scout offices can be found in both the *Canadian Venturer Handbook* and *Rover Handbook*. Check there first for the addresses you may need.

GROUP EXCHANGES

Non-matched groups

If you are between 14 and 22 years of age, a Canadian citizen or landed immigrant, and if you are part of a group consisting of 15 to 40 members, Open House Canada will undertake, based on the information that you will have provided, to twin you with a group similar to yours, elsewhere in Canada.

Pre-matched groups

If you are in contact with a group which would like to be, or which is already twinned with yours, you are a step ahead. You should now indicate the name of both groups on the attached coupon in order to receive documentation on further procedures. You have, in effect, bypassed the twinning stage; if you meet all other program requirements, you can consider yourself well on your way.

Exchanges for individuals

If you are between 16 and 22 years of age and if you prefer to travel alone, Open House Canada will undertake to twin you with a person with the same tastes and pre-

ferences. Participants in the program for individuals do not have the option of finding their own twin.

Important

All participants must have a social insurance number. If you don't have one, apply immediately as their computer must be given this information before it can process your request. Application forms can be obtained in all Post Offices, Unemployment Insurance Commission Offices and Manpower Centres across Canada. ^

Open House Canada

Department of the Secretary of State
66 Slater Street, Rm. 2326
Ottawa, Ontario
K1A 0M5

I am interested in one of the following exchanges about which I would like to receive more information.

- ☐ individual exchanges
☐ non-matched group exchanges
☐ pre-matched group exchanges

Name of your group (if applicable)

Your name

Address

City

Province

Postal Code

Do not write in this space

For pre-matched groups only:

Name of the group with which you are matched

Name of the organizer of the group with whom you are matched

Address

City

Province

Postal Code

Do not write in this space

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HANDSOME EASY-TO-CARRY SELLING KITS . . . Each kit is sturdily constructed, with convenient carrying handle. Contains one dozen assorted candle designs, attractively displayed at a glance.



. . . so beautiful your customers will pick bouquets from this exciting new series! Classic white and yellow daisies, sculptured in lovely dimension . . . roses, tossed by the Goddess of Gardens, accompanied by a formal bouquet, carved in white on a field of soft blue. Pastel daisies in heavenly hues of pink, blue, or yellow . . . or a vibrant butterfly arising from fronds of spring greenery. Each stands an imposing six inches high, and measures 2 1/4" in diameter. These exclusive designs are not available elsewhere, so you have no competition!

A PRICE EVERYONE CAN AFFORD . . . Each candle sells for only \$2.50 . . . **YOU KEEP \$1.00!** The sales kit of 12 candles sells for \$30.00 . . . **YOU KEEP \$12.00!** If you have only 10 workers and each worker often sells **ONLY 10 KITS . . . YOU MAKE A FANTASTIC \$1200.00** for your organization. (You'll find that each worker may sell 3, even 4 candles at each presentation. **Many groups have earned as much as \$2,000** the first week. You can do it, too!) **Take up to 60 days** to complete your Fund Raising Drive. **You need not send any money to start, and you may return any unsold items within that time.**

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SELL	PROFIT
15 kits	\$180.00
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Please send kits of Candles (at \$18.00 per kit) to me:

Name: (print)

Name of Organization or Church:

Street:

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Signature of Authorized Representative:

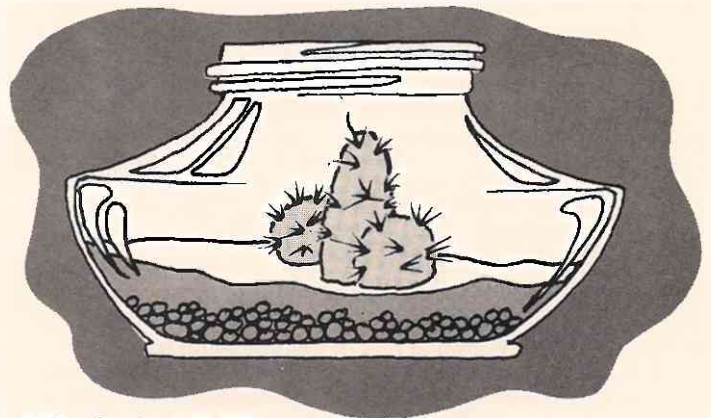
Title:

Quebec residents add 8% tax.

For additional fund raising information, check here. ☐



We all know how useful returnable bottles can be when it comes to fund-raising drives. But what about all those other, non-returnable bottles? How can we put these to good use as gifts or for games? Here are a few suggestions which your boys may find useful.



A Garden In A Bottle

For this you will need a clean, wide bottle, the bigger the better, of clear glass. A large, screw-topped jar would be quite suitable too. For garden tools, tie or tape an old dinner fork and teaspoon onto the ends of long pieces of stick. Some small plants, potting soil and pebbles complete the list.

Tip the bottle to one side and slide clean, small pebbles into it. We do it on its side like this to prevent cracking the glass. Stop when you have about an inch of pebbles at the bottom. These are put in first for drainage purposes. Now tip sterilized potting soil into the jar to a depth of about another 2-3 inches. It is quite a good idea to make a long paper funnel from a sheet of paper and to tip the soil through this.

Choose a few indoor plants which have contrasting shapes and perhaps different coloured leaves. Three would probably be about right for most bottles. Lower these onto the soil and, using your long-handled spoon and fork, scoop a small hole and cover the roots carefully with soil, straightening and settling the plants in position. Water well but don't pour too much in too fast or the sides of the bottle will be mud-spattered. The soil should be completely dampened but not flooded. Again, a make-shift funnel might help.

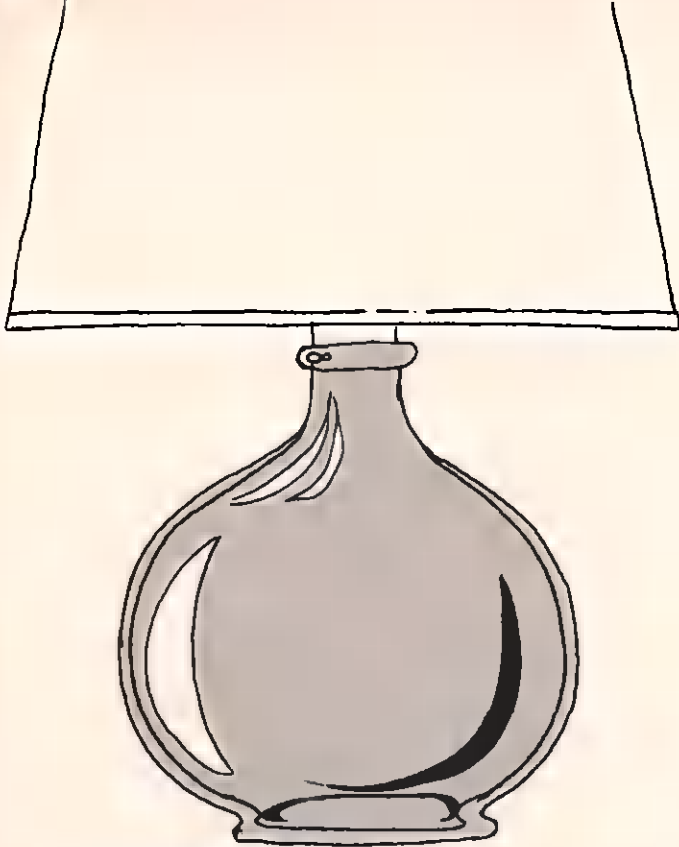
If you can now fit a cork or lid to your bottle the plants will live quite happily in the moist atmosphere without further watering. Do not place in hot sunshine but give the plants plenty of light. Turn the bottle garden round occasionally so that the plants grow evenly.

A Decorative Bottle

If your younger boys would like to work a little magic, how about turning glass into wood?

For this you will need any bottle which has an interesting or pleasing shape, some 3/4" masking tape — the white kind with a matt, linen-type finish — some brown shoe polish and a rag. For the last, polishing part you might want to have something to cover the front of the boys' clothing. Very old shirts, discarded by dads, can be slipped on back-to-front as a cover-up.

Simply cut short lengths of masking tape, roughly 1" in length but they don't need to be exact, nor all the same length, and stick these all over the bottle in all directions, in random fashion, so that they overlap and completely cover the glass. Then, using a rag or handful of paper tissues, rub the brown shoe polish well into the entire surface. Give bottle a final rub with clean rag or paper to remove excess polish. It now looks very much like a decorative wooden finish.



A Bottle Lamp Base

Older boys might like to turn a bottle into a lamp base by fitting a lamp socket into the neck. Really sophisticated glass drilling apparatus can be used to make a hole at the lower side of the base but this isn't absolutely necessary as sockets can be purchased with the wire positioned so that it simply tucks behind the bottle. However it is quite a good idea to weight the base by filling the bottle with sand before attaching the lamp fitting. This is especially necessary with very tall, slender bottles which might tip over easily.

Another interesting lamp base can be made from a wide, clear glass bottle, by slowly and carefully pouring in layers of rice, dried peas, small beans, sunflower seeds, lentils, etc., right to the top. Different coloured sands could also be used in this way. Or perhaps you could stage a small competition for the most enterprisingly filled jar.

A Bottle Door Stop

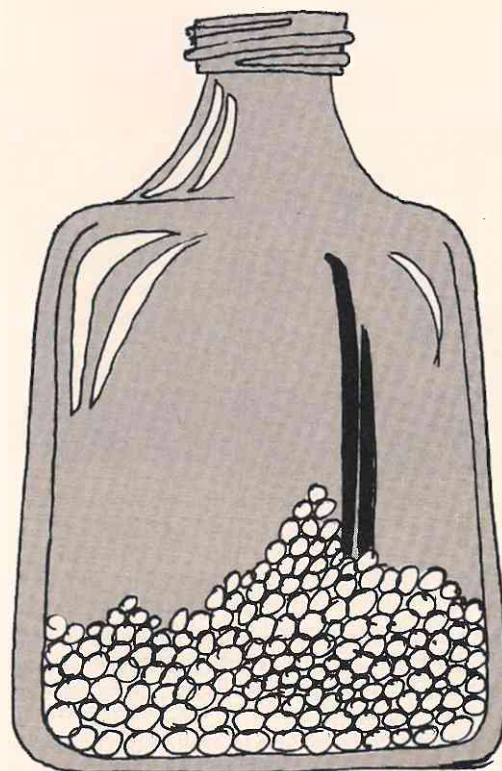
Younger boys could use jars with screw caps, which when filled in this same way, can be used as decorative door stops. Finish off with a screw cap or stopper.

Charity Bottle

As a charity project, gradually fill a bottle, which has a neck just wide enough to take small coinage, with loose change for charity. Dads could be roped in for this one and, providing a spirit of willing co-operation prevails, why not have a spot pocket turnout? For this, all one cent pieces of a particular year might be donated, or all American coins, or all dimes. If a joint discussion is held on which charity your boys would like to choose, with perhaps a follow-up program showing the useful work their charity bottle will be doing, enthusiastic giving should result. If matching small bottles can be provided, the boys might like to take one home and see who can fill theirs first with the aid of family and friends.

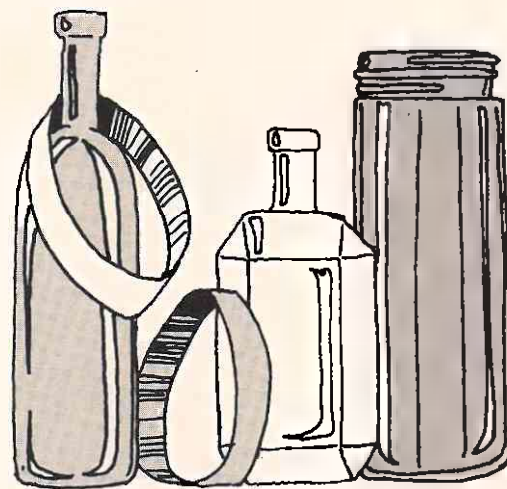
Bottle Rolling Pin

As all good Scouts are probably aware, an empty glass bottle makes a useful substitute for a camp rolling pin.



Bean Bottle

Guess how many beans (or buttons etc.,) there are in the bottle for a prize at your fund-raising fair. Charge a nickel or a dime per guess.



A Bottle Hoop-La

When all the useful or returnable bottles have been used up, why not use the odds and ends left over for a bottle hoop-la? Stand them about six feet away from the throwing line, arranged in random fashion but not too close together. For hoops, use a large round plastic bottle. Cut off the base and curved neck. Using strong, old scissors or clippers, slice the remainder into 3/4" rings.

This too would be a good game for a fund-raising fair. Three rings over wins a prize. Which might also be a bottle — but this time filled with pop. X



training talk

by reg roberts

This month
Reg writes about ...

Past Performance Future Planning

Once again as we approach another new year, each one of us is provided with an opportunity to pause and make some plans for ourselves that we would like to see carried out in the months ahead.

It is also, for me at least, a time to look back on how well I accomplished those tasks that I set for myself a year ago.

Looking ahead, the forward planning that we do is linked very closely to the things we did in the past. How well we did in the past — the evaluation of previous efforts — can, and should, have a major influence on our planning for the future.

Another way of looking at our planning for the future is to ask some questions of ourselves. "How much have we grown?" Have we developed some new ways of doing things? Do we relate to others in a more open manner than we once did? Do we help other people to grow as much as we could?

Looking ahead for me means that each one of those questions, (and others,) needs to be looked at and answered as I begin to plan for the future.

I was personally involved in a number of training events last year and I know that some aspects of training have a stronger appeal for me than others. I made a determined effort to get involved in those aspects I didn't like and have found them to be less difficult than I had thought.

I felt that I needed to vary the methods I used in making a presentation and so I have developed a number of sessions for use with an overhead projector rather than the flip chart I usually use. They have worked well and I intend to do more of the same this year.

In the past I have protested that I could not deal with certain subject matter — I just didn't feel comfortable with it — however through some deliberate effort I have a better grasp of the material and this year I will volunteer to "handle" some of the sessions that deal with this previously difficult material.

As trainers, I believe we have a continuing responsibility to improve our own skill and knowledge and to make ourselves available to others who also wish to develop themselves.

In setting new goals for the future it is well to look at the past. Can I do some things in a new way this year? Can I improve on those things I'm not so good at? Are there some things I have been reluctant to try that I really should attempt and, if so, how can I go about causing this to happen?

Plans for the future which simply repeat things done in the past will undoubtedly achieve some goals. But how

much more satisfying will it be to try things in a different way, or a new way, or with new people?

For me, I believe it is worth the effort and so, having looked at my last year's performance, I am now planning for 1978 with some new and exciting resolutions. I hope you will consider doing the same and I wish you a happy and "growth-full" new year.

Conference on Adult Training

Regular readers of these pages will be aware of the Conference on Adult Training (C.A.T.) that was held in Kemptonville, Ontario in April of 1975. As a result of that conference a number of task groups were set up across the country, to look at the recommendations that were produced and to develop appropriate guidelines that would improve the state of training in Canadian Scouting.

Eight task groups were formed across the country. One each in British Columbia, Alberta, Saskatchewan, Quebec and Nova Scotia and three in Ontario. The training areas they were asked to deal with were a) the Service Team, b) the Development of Trainers and c) Training Plans and Policy.

One Ontario group and one from Quebec looked into every aspect of the Service Team operation. Another from Ontario, together with groups in Alberta and B.C., looked at the development of trainers and the third Ontario group together with those from Saskatchewan and Nova Scotia devoted their time and effort to an examination of Training Plans and Policies in the Scouting Movement.

In May of this year two representatives from each of the eight groups met together in Ottawa, and in three very long days and nights put together the results of their separate efforts and produced the following items of training material.

For service team personnel a) a Handbook for Service Scouters and b) a set of Guidelines for Service Team Training. It was unanimously agreed that the provision of regular and effective service to the leaders of sections was of paramount importance. The two documents mentioned above were developed to provide support and guidance for those who will deliver this service.

In the area of trainer development a working paper was produced which sets out a series of competencies that trainers and potential trainers can work towards and become proficient in. In this way those working in the training field will have a clear understanding of what is expected of them in terms of knowledge and skill and how they can go about further developing themselves.

In the area of Training Plans and Policies a number of

papers were developed such as a) a set of Training Guidelines for Group and Section Committee personnel, b) a set of Guidelines for the training of Council Members, c) a paper setting out some recommendations on the use of resources in Scouting, d) a set of Guidelines for the conduct of an "Introduction to Scouting" for all those who come into the Movement for the first time, e) a statement on the effective use of On-the-Job Training in all areas of our operation and f) a paper setting out clearly the appropriate use of training to help people work together in team situations at every level of the Scouting Movement.

The above named items are the major pieces of work that the task groups have developed and they will all find their way into our operation over the next few months. In addition there were many other areas identified and documented which will appear as we update our current literature over the next few years.

For trainers and service team personnel these guidelines will greatly assist in their work. For all people in Scouting the work of these dedicated task group members will have a significant impact in the form of a higher quality of training and servicing being offered, in response to their stated needs.

The task that has just been completed is a monumental one. The results are equally so. For every member of each task group, congratulations for your determination and dedication and for a job well done.

Let's Hear it for the Beavers

The Beaver program was received on the Canadian Scouting scene with some very real mixed feelings. My recollections would indicate that initially people were either very much in favour of, or very much against this new section of the Scouting Movement.

At that time it is possible that good reasons existed for this mixture of feelings, though I believe it fair to say that while some sceptics did exist, most people welcomed Beavers and wished for the success of the program.

That the Beaver program is a success is now without question. As of the 1976/77 Annual Report the Beaver membership stands at something over 50,000 and that is a force to be reckoned with.

However, the intent on my part is not simply to sing the praises of the Beaver section but rather to say that while the membership has grown, and while acceptance of the Beaver fact goes without question, I am aware that in

some instances Beaver leaders do not always feel themselves to be full partners with the leaders of other sections.

Until recently, Beaver leaders training events tended to deal with purely Beaver content. Relating the Beaver program to Scouting as a part of the whole family, has sometimes been done as an after-thought rather than as a part of the advance planning.

Recently a group of leaders from across the country came together for an intensive study period and out of that gathering came a training plan for Beaver leaders that is as all-encompassing as that for the leaders of any other sections.

Beginning with an Introduction to Scouting, the training program follows on with Part I and Part II Wood Badge (specifically designed for Beaver Leaders) and in addition makes provision for specialization courses in any identified subject areas that the leaders may feel are appropriate. Provision is also made for ongoing, though less formalized training, through the continued emphasis on Sharing Sessions.

Beaver Wood Badge training is officially sanctioned by the National Council as provided for by the World Training Committee, and the suggested guidelines for Wood Badge training of Beaver leaders now in print are every bit as complete and demanding as those for other sections of the Movement.

A number of councils in Canada are offering combined training events, particularly at the Part I level, where leaders from all sections come together to deal with those subject areas of mutual interest and then move into section oriented groups to deal with matters of a more purely sectional nature.

The point I am really making is, that while at one time the Beaver leaders may have been viewed by some as an exclusive group of people, or while some leaders of other sections may have felt the need to assume a defensive posture to guard against invasion of the ranks by these "new people", the time has long since come when Beaver leaders should not only have all the rights and privileges of the other section leaders but, more importantly, feel that they are truly a welcome part of the Scouting family.

Scouting is a family affair with each branch important to the others. Let's be sure that all leaders feel fully welcomed.

Let's hear it for the Beavers. X

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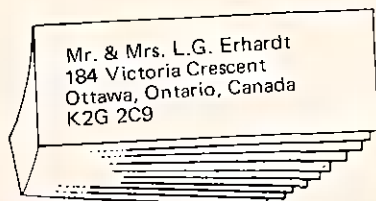


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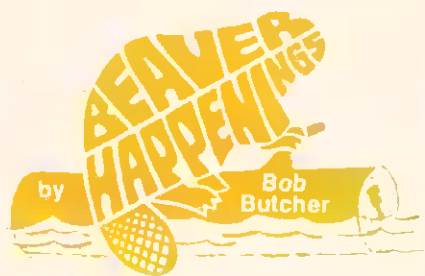
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Membership

Membership figures in the 1976-77 Annual Report, show that the Beaver section has now replaced Scouts as the second largest program section of Boy Scouts of Canada. End of August registration figures showed that there were 51,630 Beavers in Canada. That's not bad for a program that's only 6 years old (only three officially). Reports from the field indicate that growth in this section is not yet slowing down.

Beaver Leader Wood Badge

The past year saw the introduction of a leadership training program, with Wood Badge recognition similar to that of Scouting's other sections. Many Councils have now run Part I Courses and some will be offering Part II Courses any day now. If you want to learn more about Scouting's formal training programs, contact your service Scouter or nearest council office.

Leader Swim-Ups

It has been brought to our attention that a number of Beaver leaders are swimming up to Cubs with their boys, to become Cub leaders. This is an excellent idea as the Cub packs are often pressed for experienced

leaders at a time when swim-ups swell the packs significantly. If you think you would like a change, talk to your group committee chairman or Cub leader.

A Beaver Signal

Here's an idea from the Vancouver-Coast Region. If you are looking for an attention getting device in your colony, why not try two beaver tail-shaped pieces of plywood. When these are clapped together all heads turn to wait your next instructions. Do you use any other methods you would like to share?

Resource Books

It has been suggested to me that it is time for a recap of the printed resources available to Beaver leaders.

- *Kit # 1* is an introductory document which contains some of the basic concepts and philosophies of Beavers. It is normally used as a discussion paper when a service team member first meets with a potential Beaver leader.
- *The Beaver Leaders' Handbook* contains the detailed information required to operate a colony. All members of a leadership team should have one.
- *Friends of the Forest* is the Beaver story which provides some of the background for the program. It is now available as a separate book for both leaders and boys. Some colonies encourage every boy to have one.
- *By-Laws, Policies and Procedures* contains all the rules and regulations of the Scouting organization and the

most recent printing contains the policy on Beavers.

- *The Colony Record Book* provides space for keeping detailed records of colony membership and leadership, finances and attendance and programs.

- *Let's Celebrate* is for leaders of all sections and contains ideas and information related to the spiritual side of Scouting.

- *The Book for Eager Beavers* is a book of activities for boys in their 1st year. While it is optional, many colonies see that all boys have them and use them for quiet times at colony meetings.

- *The Book for Growing Beavers* is similar to *The Book for Eager Beavers* and was made more difficult, to appeal to boys in their second year. It, too, is optional but many colonies provide it for use during colony meetings.

A third activity book is in the planning stage and it will provide activities for boys in their third year.

- *The Environmental Colouring Book* is another boy book stocked by Supply Services.

- Craft books, in addition to the above, are stocked by Supply Services and listed in the catalogue. They can provide a wealth of ideas for Beaver leaders.

- *The Leader* magazine carries material for Beaver leaders in each issue.

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EDITOR'S NOTEBOOK

Following her death on June 25, **Lady Baden-Powell's** ashes were flown to Africa and on August 9, were interred in the Founder's grave at **Nyeri, Kenya**. A **Thanksgiving Service** was held that morning at **All Saints Cathedral, Nairobi**, and was attended by her elder daughter, **Mrs. Heather King**, her grandson **Robert**, the present Lord Baden-Powell and his wife.

On September 26, a service of Thanksgiving for her life and work took place at **Westminster Abbey, London**. On the same day similar services were held around the world.

As part of their physical education teacher training program, the **Nova Scotia Teachers College**, which is located in **Truro**, offers, on alternate years, a course entitled "Life Time Sports". This is a full year course with time being allocated for golf, orienteering, cross country skiing, canoeing, archery and camping.

This year the session on camping will provide two theory periods, with a practical session, to conclude the course on the weekend of May 12.

The teachers on the camping course will be the Scouters and Venturers and Scouts of the **2nd. Truro Group** and they are now working on an appropriate format for meeting the needs of the future teachers. While the sessions will be directed by Troop Scouter **Rod MacLennan**, he reports that the boys will participate in all the lectures, discussions and equipment demonstrations. On the camping weekend next spring, the Scouts will participate, and in some things will be the

"teachers" and in others will be the "students".



Norman J. MacLeod is a captain in the Canadian Armed Forces who is presently stationed at **Warner Robins Air Force Base in the state of Georgia, U.S.A.** He has continued his involvement as a Scouter with an American troop which includes another Canadian Scouter and his two sons.

Norman wrote recently regarding the readership questionnaire and asked if we would pass on an invitation to a Canadian troop, to camp with his boys in Virginia this coming summer. He said that Virginia was chosen because it is almost exactly half way between Georgia and the Canadian border. This would, of course, be on a first-come invitation but Norman will reply to all who write. Address your letters to **Captain Norman J. MacLeod, PSC Box 4124, Robins AFB, Georgia, USA, 31098.**



In **Simcoe, Ontario**, the Cubs, Scouts and Venturers of the **2nd. Simcoe Trinity Group** held a bottle drive to raise money to buy a car for **Richard Olthof, 9**, who suffers from cerebral palsy. The specially constructed vehicle will greatly increase Richard's mobility. He is shown here, demonstrating his new car for James Hendry, left, and Matthew Anderson, right.



Simcoe Reformer photo

ATTENTION ONTARIO ROVERS

The committee planning your participation in the **8th. Canadian Rover Moot** is putting together an all-inclusive package, featuring air travel — Toronto to Alberta return; a stop-over tour in Calgary; a Rocky Mountain tour; a stopover in Edmonton plus meals, accommodation, fees, plus more, at the low price of \$350 (approx.). If you are interested, write **Greg Lengyell, 29 Second Avenue, Cambridge, Ontario N1S 2B9.**



In October, a Treasure Hunt, designed as a means of introducing boys to Scouting, was held in **Montreal East** and sponsored by the **Consumers Products Group of Union Carbide Canada Limited.**

Scouts from 12 troops brought friends to join in the search of a four acre site for 1,200 hidden **Eveready** batteries. The collected batteries were turned in and points were awarded to troops and individuals. Based on an aggregation of the point scores, prizes, including items for camping and outdoor activities, were awarded. Additionally, all participants received at least one prize, an Eveready flashlight.

Following the hunt, typical outdoor Scout activities were held and even a heavy rainfall, which did force cancellation of a bonfire and cook-out, did not dampen the boys' enthusiasm.

The Treasure Hunt idea was a co-

operative effort of Union Carbide and Montreal Scouting and was based on a pilot project held last year in Toronto.

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Until recently there were four Scout associations in **South Africa** but in a move to try to better the situation in that country, Scouting has come together. At a meeting of the four associations, held on July 2, Boy Scouts of South Africa abolished the separate African, Coloured, Indian and White associations and accepted a new constitution for a **single association**. The Scout spirit of Brotherhood dominated all the discussions and the new constitution was adopted. Although at a national level, desegregation was achieved decades ago, it can now be spread to the group level at a pace commensurate with the desires of the people. It is interesting to note that the first National President is Mr. **Sam Motsuenyane**, a black, and the new Chief Scout, Mr. **Colin Inglis**, is white. Perhaps this showing of accord will serve as an example to others.

✱

Another bit of left-over business from CJ'77. **C. McCall, 529-9651, Glendower Dr., Richmond, B.C., V7A 2Y6**, wrote to ask if we had any way of identifying a certain group which appeared on our August/September jamboree cover. It seems he (or she) recognized an old school chum within the group on the far left, middle, wearing light jackets with three narrow stripes down the arm. If you can help, please write Mr. or Ms. McCall, as the case may be.

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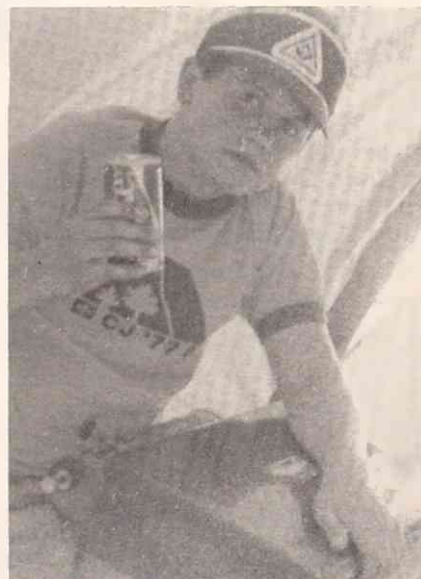
No doubt in the world, when you have a good story to tell, you can keep the attention of even the youngest audience. **Lynette Klein**, a Beaver leader with the **Speke Hall Colony in Grande Prairie, Alberta**, is shown here reading to her Beavers from the new book, *Friends of the Forest*. Every leader and Beaver should have their own copy of the book which is now available from your local Scout Shop or Supply Services, Ottawa. *Grande Prairie Daily Herald Tribune photo.*

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From World Scouting's **NEWS-LETTER**... Carrying out **Finland's '77** theme of "service to others", 20 Rovers and Rangers in that country held a work camp to help a farm family, with nine children, whose father had recently died. After each hard day's work they held an evening

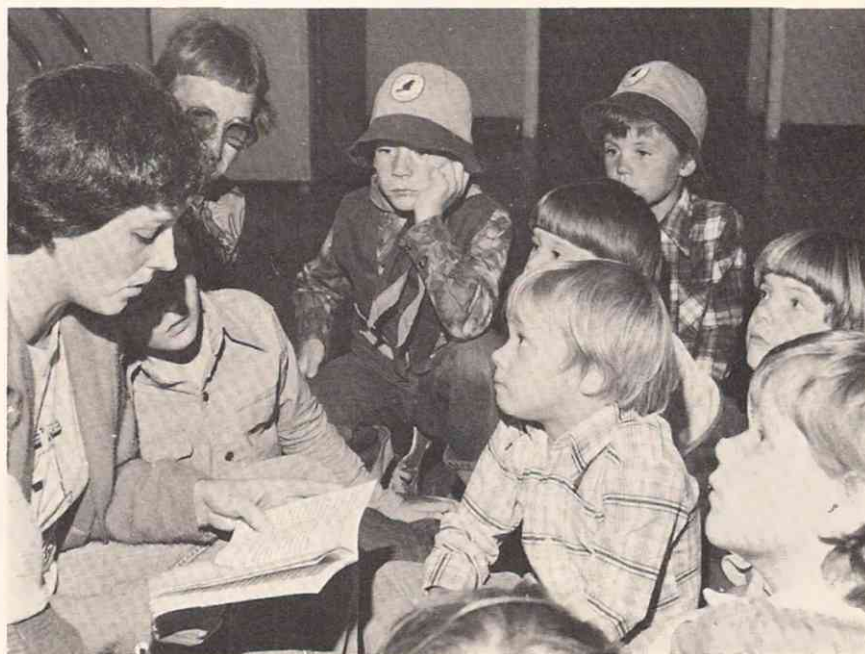
campfire for the family and village children. Projects accomplished included painting the house, converting the attic into a bedroom, harvesting hay, putting a new roof on the cowshed and gathering enough firewood for the long, cold winter ahead. Scouts of **Nepal** are working with the inhabitants of the village of **Badikhel Aruwarasi** to help provide a pure and reliable drinking water supply. The work is being done in three phases and each day 30 Scouts join the villagers on the project. The completed water piping and storage will provide the 2,000 villagers with always-pure water for the first time. High travel costs made participation in **New Zealand's** recent jamboree expensive but local Scout groups kept finding new ways to raise the necessary dollars. **Boyd's Own Group in Whakatane** let it be known that they were looking for work to earn jamboree funds. The first offer they received was to demolish an old wooden house. Scouts and dads moved onto the project with axes, hammers and other tools. All metal fittings and usable wooden parts were sold. A large "free firewood" sign took care of the rest. The three week's work netted \$654. Word soon spread and they next repainted a parking lot (\$100); demolished a chimney (\$65) and finally prepared the weekly meal for the local Rotary Club (\$37). The Cub Scouts of the **1st. Cupar Group, Scotland**, raised about \$380 to pay for nine guide dog puppies in a sponsored piano playing marathon. To raise funds for their "twinning project" in support of Scouting's development in Sri Lanka, **Swedish Guides and Scouts** sold sets of four hand-carved and hand-

painted elephants made in Sri Lanka, to the public. They sold 10,000 sets at about \$6 per set and have ordered more.



If you should know this walking ad for Coca Cola and Coleman Stoves we would appreciate hearing from you. It would seem that he took four rolls of film, had them developed and then left them on a bus prior to his departure for home from CJ'77. P.E.I. sent the pictures along to us with the hope that we could find the rightful owner and this is the only way we know. One other picture in the collection shows three boys dressed in blue, hooded sweat shirts, each having a fairly good sized rectangular badge sewn on the left side. Send us an address and we will return pics to owner. X

✱



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Lyrics by B. Rapkins

(Tune: *My Bonnie*)

My Mother looks after the Beavers,
My Dad's got a Cub for a son,
My Sister's the naughtiest Brownie,
Oh boy, do we have lots of fun.

Chorus:

Oh boy, oh boy,
Oh boy, do we have lots of fun, fun, fun,
Oh boy, oh boy,
Oh boy, do we have lots of fun.

My Granny's an elderly Guider,
My Gramp's got a Scout Leader son,
My Cousin's an eager Akela,
Oh boy, do we have lots of fun.

Chorus

My Uncle's a Venturer Leader,
My Aunt's got a Rovering son,
My best friend is standing beside me,
Oh boy, do we have lots of fun.

Chorus

TONGUE TWISTERS

(Tune: *John Brown's Body*)

1. One flea-fly flew up the flue as the...
2. One sly snake slid up the slide...
3. One pink porpoise popped up the pole...
4. One big bug bled black blood while the
other big bug bled blue...

NEWSPAPER RAFT

Spread some newspapers in the centre of the room to form a raft. It should be just big enough to hold all the boys in your group. The boys should "swim", run or skip around the room — perhaps to music — and at a given signal, or when the music stops, should make a dash for the raft. The leader prowls around and any boy with a limb sticking out beyond the edge of the newspaper is out. Before continuing, some of the paper is removed, making the raft smaller, and so on until there is just room for one boy, who wins the game.

HEADLINES

If you can get several copies of the same newspaper this is a good way to teach the boys team work and observation.

The leader calls out a headline and the boys are divided up into teams of — say — four and given one newspaper per team. The first team to track down the headline wins. A more difficult version of this, for older boys, would be to give them an outline of a particular news item in the paper and see who can track it down first. An even more advanced version would be to give them a cryptic clue only — such as: "Why have Maurice and Margaret got such happy smiles?" (A wedding picture and write-up) or "How did Joe's motor-cycle get him into trouble?" (A story about a speeding offence).

HAT PARADE

Pair boys off and give each pair a newspaper and one safety pin. Set a time limit and the team that comes up with the most fantastic hat — using only the paper and the one pin — wins.

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BALLOON BASH

Each boy has a rolled up newspaper to grasp and a balloon wedged between his knees. The idea is to knock as many balloons as possible out from between other players knees with the rolled up paper, without losing one's own balloon. A real free-for-all, this one, but warn them not to bang their heads together in the general melee. The last boy left still gripping his balloon (with knees only) is the winner. If you've got a bunch of sports enthusiasts, it might be an idea for them to wear their hockey or football helmets, to ward off the worst of the damage!

SNAKES

Give each boy a sheet of newspaper and see who can carefully tear the longest snake from it, without breaking the paper.

PAT THE BALL IN THE BIN

And finally, for a nice, tidy ending, collect all the bits of newspapers from the above games and roll them into a ball, with maybe a little sticky tape to hold them together. Divide the boys into two teams and chalk a baseline at each end of the room or play area. Each team chooses a goalie who goes to the *opposite* end with a large, lightweight waste paper container — this could be a cardboard box. Each team tries to get the newspaper ball into their own waste bin by batting it from boy to boy, using the palm of the hand only. The goalie can help by running along behind the baseline, holding the box up. If the ball hits the ground it goes back for a centre throw-in. The losers tidy the place up afterwards.

Games — page 242

A BEAVER SONG

To the tune of "Darling Clementine"

I'M A BEAVER

I'm a Beaver, I'm a Beaver,
I'm so very glad I am.
First we all go into "River Banks"
And then we build our dam.

Feed the Beaver, feed the Beaver,
Say our Promise, say our Law,
Say our Motto, go to Lodges,
Where we cut or glue or draw.

We play games, all together
And we have a lot of fun,
We do "Riverbanks", build our dam,
Say "Goodnight to everyone".

Happy Beavers, heading homeward
Very carefully, and then
Have a good time
(Till next week)
(Over Christmas)
(Over Easter)
(For the holidays)
Till we meet here once again.

*Our thanks to: Mrs. Val Collins (Robin)
465th A Colony, Toronto.*

Songs — page 34

Free Style Racing — Simply a race for one member selected from each team for each age category represented. With 20 teams, you will have to stage it in heats, with a final winner being declared in an all winners' race, for each age group.

Other Possibilities — Tug-of-war, British Bulldog, Diving Contests, Chicken Fights etc., are good fun but it is unlikely you'll need them if you've a large crowd. Don't miss the opportunity of giving a free swim at the beginning, middle and end of this program.

Water Safety — Be sure to have lifeguards on duty for pool events. Also, if possible, arrange a water safety demonstration for the program, but limit it to 10 minutes as anything beyond this will be lost in the boys' enthusiasm to get into the pool themselves.

Too often, the arena means hockey and nothing else to many Canadian boys. But not all Scouts are particularly adept at the game — although I never had a troop that didn't enjoy the odd match. If you've got a similar situation, try these games. They're old Scout standards with the variation that they're played on the ice with skates on.

Balloon Races — One boy from each team lines up on the blue line and is handed a balloon. On the signal, he pushes it down the ice to the other blue line, then picks it up and skates as fast as possible back to the starting position. Variation — The older boys can try this with the balloons held between their legs at the knees.

Cup of Water Race — One boy from each team lines up on the blue line and is handed a full cup of water. On the signal, he skates to the other blue line, where he stops and skates backwards to his starting position. The fun begins when the boys start backwards . . .

2 x 4 Balance Race — One boy from each team lines up on the blue line and is given a block of 2 x 4 to set on his head. On the signal, he skates to the other blue line, turns around and returns to his starting position.

Variation — Require the older boys to stoop down without stopping and pick up a puck on their way to the first blue

line, and to deposit it from where they picked it up on their return trip.

Pylon Relay — Set pylons on the blue line, centre line and blue line and goal crease to form an inside the ice surface racing lane. Run a relay race with four to a team (only four teams can compete at any time). Give the first four racers a baton, and on the signal they race around the ice surface in the lane designated between the pylons and the rink boards. On completion of one lap they pass the baton to their team mate who races around the rink and passes it to number 3. Number 4 finishes the race. Ages must be similar in this event to ensure competition, i.e. first race: all 14 year olds, second: all 13 year olds, etc.

Variation — With pylons set every 8' from goal crease to goal crease down the centre of the rink, you can run a good in and out or weaving relay. Place two team mates at each end of the rink, and on a signal, all the number 1's of each team start out and weave in and out between pylons until they reach their team mate at the opposite goal line and pass him the baton. Number 2 skates in the opposite direction to number 1, again weaving between batons until he reaches number 3, who now takes the baton and skates as his team mates did to number 4, who completes the race.

With the above games you might like to award ribbons for the first three places to finish. It's not too difficult to decide winners, but you'll need three or four adult judges on the ice with skates, to keep up with the boys.

Be sure to leave time for a general skate before and after you start the evening's main activities.

You can suit yourself about the hockey. There are plenty of other games that you can adapt to the ice, or you can have some mini hockey matches.

The evening can conclude with hot chocolate and cookies if the arena has a room available to plug in a percolator.

I'm sure this program will provide you with some fun. I wouldn't want you to overlook the possibilities of running some or all of these events in the "outside world" of the natural lake or river, or in winter the frozen pond. Our Canadian environment provides lots of water in its three forms, and should any of you know of some program ideas I can use in the Foggy Fundy, do write and fill me in!

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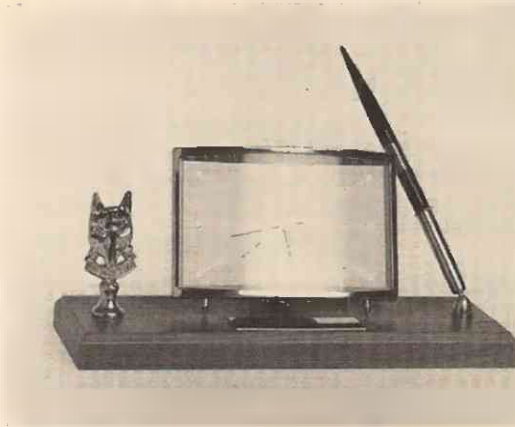
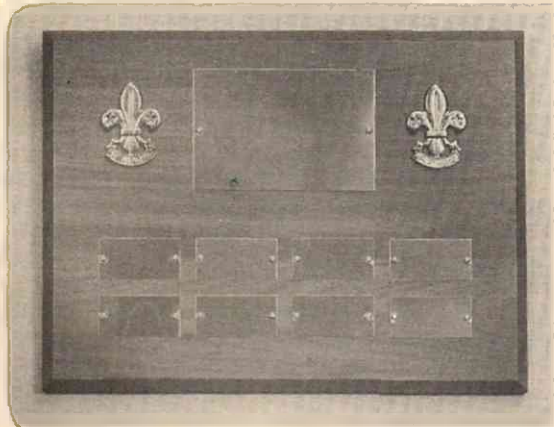
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