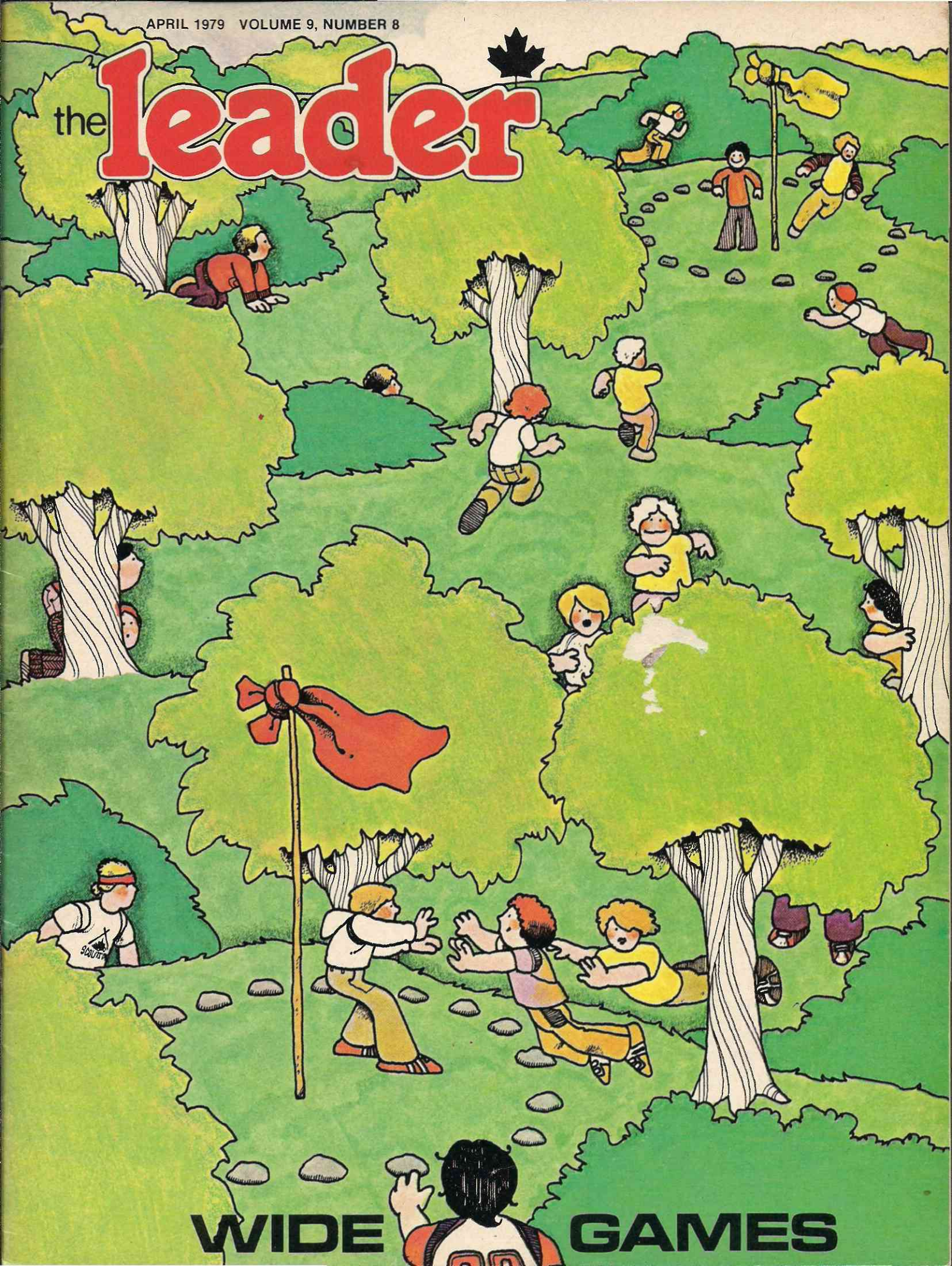


# the leader



**WIDE GAMES**



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INTERNATIONAL

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# the leader

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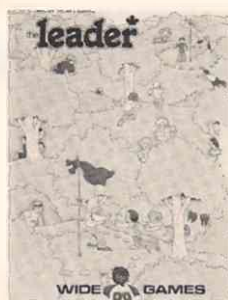
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Scouter's  
Five Minutes  
& Songs

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Assistant Editor

MICHEL PLANT,  
Editorial and  
Advertising



## COVER

For most of us, spring is now beginning to turn the countryside green and to urge us out of doors. This month we describe some wide games for your boys to play and our cover picture, by artist Bruce Rawlins, suggests all the fun and adventure of stalking, capturing and giving chase outside in the woods and fields.

# supply services news

by Bill Johnson

## BUY CANADIAN

It is the policy of Supply Services, where possible, to buy from **Canadian manufacturers**. However, some of the goods we stock are not available on the Canadian market and we are forced to buy from other countries. Some of our books can only be obtained from England and the United States. There are also a few uniform items we must purchase from overseas, the Sea Scout cap being a good example.

Presently, our most serious concern is price. The deflated dollar and inflated import charges have brought about some sizeable increases in the costs of these goods.

We are attempting to find alternative sources for items such as the Sea Scout cap, that will allow us to make them available at a more realistic price. In the meantime we can only apologize for the price increases and ask that you bear with us through this troublesome period.

Please don't blame your dealer or Scout Shop if it takes three to six weeks to obtain an item you have ordered. We have been monitoring some orders and have discovered some rather startling facts.

Orders sent to us from dealers, by mail, have taken as long as three weeks to arrive. Orders shipped from here by mail, and often that is the only way we can send them, have taken another three weeks to reach the dealer.

For the past three months, the average time that an order has been in our warehouse before it has been shipped, is 48 hours. **Most orders are shipped the same day they arrive.**

There are faster methods of shipping, particularly small orders, but the cost is usually higher than the value of the goods. Large shipments are moving fairly well across the country by truck.

So if you are planning to order something and your dealer doesn't have your quantity in stock, give him as much time as possible to get it in. X

**THE CANADIAN LEADER** magazine is published monthly except for combined issues of June/July and August/September by Canyouth Publications Ltd., P.O. Box 5112, Stn. 'F', Ottawa, K2C 3H4. Enquiries concerning subscriptions, advertising or editorial should be directed to this address, attention the Editor. Second class mail registration number 2405. Yearly subscription price to registered members, Boy Scouts of Canada, \$3.00; Others, \$5.00; Outside Canada, \$7.00. Recommended by Boy Scouts of Canada.

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ISSN 0036-9462





by Betty Rapkins

When my son returned from Scout camp last year, several shades darker from a rich suntan and dirt mix, and a mass of scabs, scars and scratches, I nearly walked right past him in the carpark as I searched the milling coachloads.

But once we'd got over the "Hey mum, here-I-am-but-don't-hug-me-in-public" bit, it turned out that he'd had a *fantastic* two weeks and that the best part of all was when "we all had to kind of creep up this hill and reach the treasure without any of the guys who were guards catching us".

And that's how I learned about wide games. Our survey results certainly confirmed that wide games are a particularly popular part of the Scouting scene. So let's first of all define the term "wide games" and then why not see if you can, in your future Scouting programs, make use of — or adapt — some of the following suggestions, gathered from a variety of sources?

**What are Wide Games?** — As the name implies, they are games suitable for wide open spaces. This makes them ideal for camp or for hikes. But unlike day-in-the-park sports events, they are *not* regimented field games but more flexible, imaginative games with a plot like the best kind of adventure story. Thus, my son's description of treasure to be reached at the top of the hill and guards to be dodged in the process, suggests a typical wide game. Treasure, jewels, gold and smuggling as well as captured flags, spies and enemy outposts are recurring themes, so here are some you may know and some to try. And if you or your boys can think up new and imaginative twists to these basic plots, then do let us know so that we can share them with other readers.

### Diamond Smugglers

**Equipment needed:** Bag of marbles

Guns for border police

Boys divide into two teams: smugglers and border police. One of the smugglers carries bag of diamonds (marbles) concealed about his person. Border police each carry a gun (could be wooden or cardboard replica) and chase or creep up on smugglers who are trying to get diamonds to pre-arranged spot. If policeman manages to catch a smuggler, by touching his back or chest with gun, the latter must hand over the diamonds if he has them. If not, smuggler goes free and policeman

gives up his gun. Diamonds can change hands from one smuggler to another and unarmed police can still give chase but can't make actual capture themselves.

### Treasure Trove

**Equipment needed:** Mayan treasure chest

Weapons, such as red felt pens or short lengths of rope

Inside the treasure chest or box (not too large as the boys must be able to carry it and run) can be rocks or leaves but it would be more imaginative if it contained a small statue or mask. This could be fashioned from driftwood or carved earlier, by a leader or boy. Or, as a previous camp assignment, each boy could carve or whittle a small animal or idol-like statue, or perhaps mould one from clay, and they could all be wrapped and placed in the box.

A leader buries the treasure some distance from base and just out of sight — maybe under a pile of leaves or tucked under the overhanging banks of a small stream. He then draws two identical maps of the area, indicating where the treasure may be found.

Boys now divide into two teams: the archaeology students and the bounty hunters. Leader tells them that a world famous historian has sent word that, during his researches, he has unearthed maps and information to the effect that priceless Mayan treasure is buried somewhere in the area. The government very much wants this treasure trove to be placed in a national museum so that all may share its beauty and so that historians and archaeologists may unravel some of the hidden secrets of Mayan civilization.

However, the bounty hunters know that they will get a good price for it if they sell it to a bunch of rich foreign potentates lurking back at base along with the senior archaeologists. (Leaders take on these roles.)

Each group is handed a map (or you could hand each team a cryptic clue leading them to the maps which could be hidden somewhere nearby). They are told to search for the treasure and to do all in their power to keep it in their possession until they can get it safely back to base.

Points will be awarded as follows:

Five points for finding the treasure first.

Ten points for bringing it back to base.

One point for each opponent captured.

# GAMES



Captures could be made by marking bullet holes on boys' foreheads with a red felt pen (ugh!) or by tying his wrists behind his back using fiendishly clever knots — but not so fiendish that his circulation is cut off! A time limit may need to be set.

## The Black Panther

*Equipment needed:* Flashlights and maybe whistles

This game is played in darkness and in comparative silence. Boys draw slips and one of them is the black panther. Slips are handed back in exchange for flashlights. No-one knows who the panther is. All must now prowl about in a prescribed area listening for boy who, every minute or so, must whistle a snatch of well known tune. If they hear it (and only then) they can shine flashlight in face of boy they think the sound is coming from and if they catch him whistling they've won.

Or, if preferred, each boy can wear an actual whistle round his neck. Only the panther is allowed to blow his, in occasional short sharp blasts. The boy caught in the flashlight's beam with his whistle in his mouth is out. If real whistles are provided, area of play could be much wider — provided they don't lope off totally out of ear-shot!

## Flag Raid

*Equipment needed:* 2 flags.

Boys divide into two teams. Each chooses a base about 100 metres (90 yards) apart, preferably in woodland or maybe on two adjacent hilltops. Each team must now defend their flag, which is planted in the ground at the centre of their home base, and at the same time, try to capture their opponents' flag. If each boy wears coloured wool round his sleeve, loss of life can be indicated by loss of his wool. A "dead" boy must return to leader and stay out of the action for two minutes before gaining another wool marker. First team to get opponents' flag back to the leader wins.

## The Incredible Bulk

*Equipment needed:* Large sack or garbage bag  
Length of rope.

The poor old Incredible Bulk is lurking in the deepest part of the woods, wearing the large sack with holes cut for head and arms. Two teams are after him: the

"goodies" who have the scientific know-how to turn him back permanently into a normal chap, and the "baddies" who want to capture him and exploit him by putting him in a sideshow so that people will laugh at him as a freak.

Send Bulk off to hide in the woods and divide remaining boys into two teams. The goodies must try to find him, approach him and remove sack, thus making him normal. The baddies have length of rope hidden among them and their aim is to approach him, tie rope round his middle and drag him (gently lads!) back to base.

Now the point is that the Bulk doesn't know which individual boys are good guys and which are bad guys. So it's up to each boy, or small group from either team, first to locate him and then to creep up on him unawares. Or they might try staying as a team and surrounding him. It is then up to them to convince him that they only want to help him. If the baddies do manage to rope him first, the goodies will have to plan a strategy to overpower the entire gang, untie rope and remove bag.

## Solar Secrets

*Equipment needed:* Several empty egg boxes

A plane has crashed in the area carrying the component parts of a revolutionary new solar energy system that will be cheap to produce and will help to save the earth's dwindling natural resources. But, during the crash, the components (which look rather like ordinary egg boxes) have scattered over a wide area.

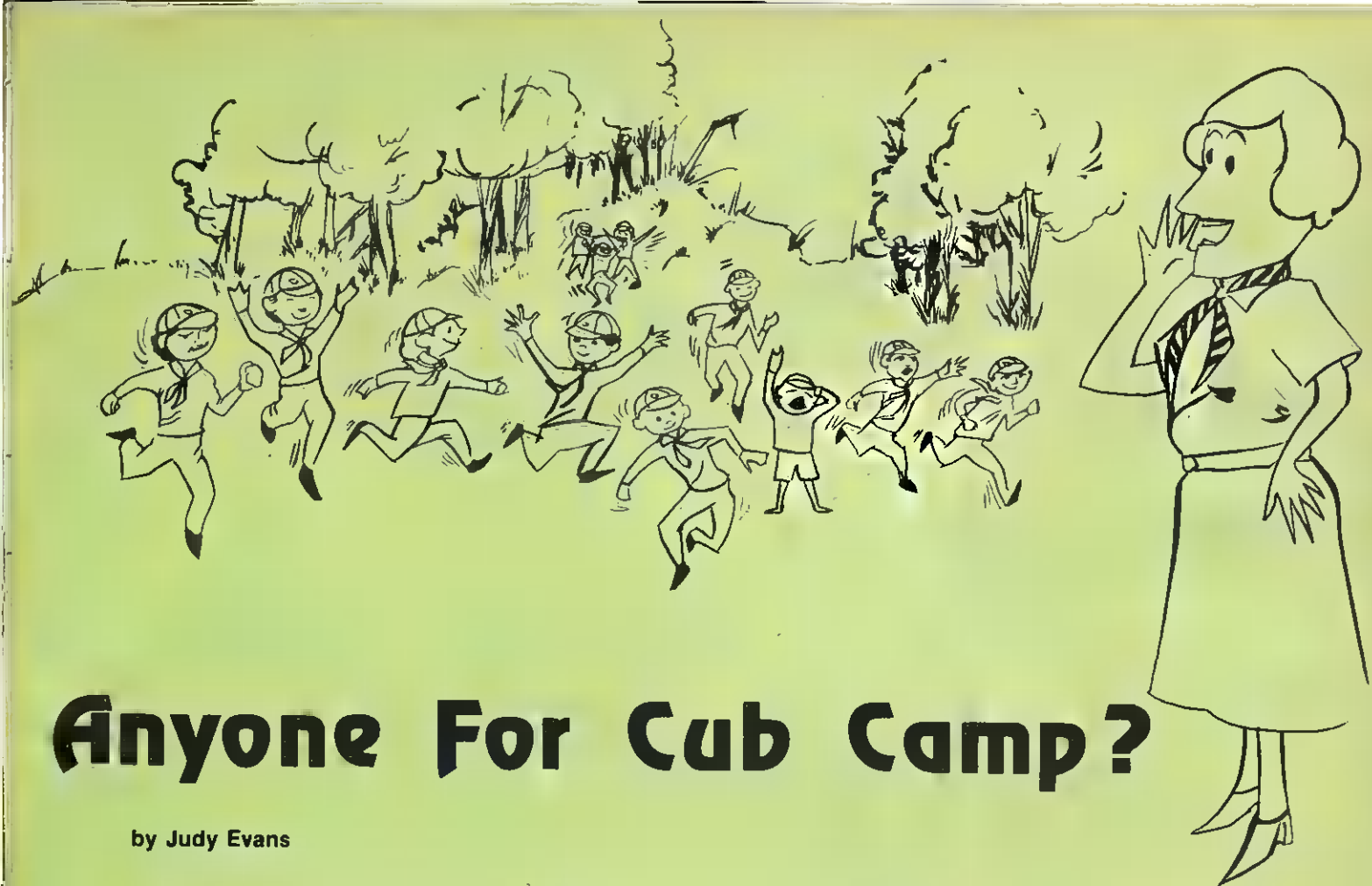
Two countries have sent their best men to find these components and bring them back to their leaders. The country lucky enough to make use of this secret energy plan will become very rich and powerful but it must have all the parts before the system will work.

Divide boys into two teams and hide enough egg boxes for one complete team to find one box each.

Send boys to search for these and return with them to base. Team with most egg boxes found may then challenge other team to a trial of strength to win remaining components. This could be arm wrestling matches between a boy who returned empty handed from each team. Or the team with most boxes could choose their champion and pit him against one of the boys with a box from the other team. If deadlock occurs settle it with an all-in tug 'o war.

(Continued on page 39)





# Anyone For Cub Camp?

by Judy Evans

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The very mention of Cub camp is enough to strike terror in the heart of a new Akela and I was no exception.

To be honest I hadn't given it a thought until one Cub night in April. We were at campfire and I had been reading the story of Mowgli's first visit to the Council Rock. This obviously sparked thoughts of the great outdoors for, when I closed the book, one of the sixers raised his hand and asked, "Akela. What date is Cub camp this year?"

My heart sank to my boots. Had I really thought they would forget about it after the fun they had the previous year?

"Cub camp? Oh, I'm sorry Jimmy, but I just don't have enough experience to take you to camp."

Twenty-five pairs of slightly contemptuous eyes glared at me.

"Aren't you a proper Akela then?" asked the newest chum.

"Well yes, but it's not easy to run a camp you know."

Disappointment hung heavily in the air and, after the meeting, as we were finalizing plans for next week, the subject came up again. Dave and Brian, our two activity leaders, were all for it; they had both helped with Cub camps in the past. In fact, when we added it up, the sum of our combined camping experience was surprisingly good.

Well, that got rid of the last valid excuse, so we set a date and started planning. Thanks to our new-found confidence we decided that, instead of the usual overnight camp, we would take the boys from the Friday night until the Sunday afternoon. Richard, our A.C.M., and I were to deal with permission slips, booking the campsite and looking after equipment. Dave and Brian offered to plan activities. My husband, Peter, used up his good turn quota for a whole year by agreeing to be chief cook and bottle washer.

At the next Cub meeting we announced our plans which were met with the expected enthusiasm. I often think that the reason why running a Cub pack is so rewarding is that you are dealing with youngsters who are still at the age when life is one big game and everything is done with gusto. You **know** that if you spend hours planning a day trip or a camp they will not only be eager to come but they'll be enthusiastic.

Well, having taken the plunge we rearranged our program for the next few weeks to include such basics as "how to recognize poison ivy" and "why we don't play dodgeball over the campfire." The last meeting before camp was pure bedlam. I think the combination of the approaching summer holidays and camp the next weekend was just too much for them. Caps were flying, doors were banging and the noise was unbelievable.

The only constructive thing we managed to do that evening was to pry the permission slips out of their back pockets. These revealed a surprising number of obscure and sometimes alarming diseases to which my healthy-looking pack were apparently likely to succumb.

"Johnny comes up in large red lumps if he gets his feet wet."

"Please could Jimmy sleep near the door as he gets claustrophobia?"

And to top it all, "If Harold gets one of his sneezing fits, please give him two tablespoons out of the enclosed bottle. The liquid inside looked and smelled like swamp water and I noticed the Cub in question eyeing me nervously as I scrutinized the label.

Well, we were off and the cheers could be heard half-way down the village street as the cavalcade started to move.

The campsite was a large, cleared area with numerous picnic tables set up. Things went smoothly with the occasional interruption while one of us trotted over to stop the worst of the games the boys had thought up.

Who, but an eight-year-old boy, would dangle a toad from the peak of his cap or chase his friends around a field trying to hit them on the nose with an insect repellent spray?

While all the tent raising was going on, Peter was getting the quartermaster's stores set up and supper started. Before too long succulent smells were drifting over to where we were working, sharpening our already healthy appetites.

In less than an hour the camp was set up. The Cubs had disappeared into their appropriate tents where they could be heard happily arguing about who slept where and issuing loud voiced threats about what they were going to do to the neighbouring tent once darkness fell.

It was dusk by the time we had finished supper and, while the dishes were being cleared away the boys entertained themselves by chasing the hordes of fireflies that were hovering around. Campfire that night was an unqualified success. We ran through gallons of hot chocolate and all the songs we knew. These were interspersed with yarns old and new, and the occasional game. The evening flew and before too long it was time to chase them reluctantly to bed. I issued yet another lecture about swinging on tent poles, loosening the neighbour's guy ropes and touching the sides of the tent if it should rain. The last was an after-thought prompted by an ominous rumble that could be heard in the distance.

Silence at last, well as near as we were going to get anyway. We settled down to what is for me one of the best parts of a camp, that last hour around the coals of a campfire when talk covers a dozen different subjects and one by one we stagger off to bed.

It must have been about 2:30 a.m. when it started to rain. For a while it was just a drizzle and then the heavens opened! I don't know how anyone sleeps under canvas when it is raining. It sounds as if someone is throwing marbles at the tent. However, I must have been the only one who thought so, for there was not a sound from the rest of the camp and when I peered out to make sure that no Cubs were up, everything was quiet. Keeping my fingers crossed that no one had rolled against the side of the tent or was half outside under the flyleaf, I slipped into an uneasy doze.

A rather murky daylight was creeping over the horizon when the Cubs woke up the next morning. The rain was still coming down and showed no sign whatever, of abating. I struggled to consciousness as that perennial chant of "we want food" drifted into the tent.

The sight outside was enough to send anyone back to their sleeping bag for the day. Huddled around the campfire, which was now just a pool of water with ashes floating on the top, were about a dozen of the Cubs. Some were wearing their raincoats, some just their clothes and one bright spark was standing there with his pyjamas and Cub cap on.

The noise had woken the other leaders as well and before too long we had chased the boys back to get some decent clothing on and went in search of the cook.

The weather had obviously not bothered him as he was asleep in his pup tent with pools of water lapping on either side of his sleeping bag.

I don't know if we thought we had special dispensation from the weatherman, but our carefully laid out plans had not included activities for rainy days. However, we decided to go ahead with the run that had been planned for before breakfast. Dave routed all the boys out, some keen, others protesting loudly, and set off. Breakfast was ready by the time they returned half an

hour later. As we didn't have a mess tent they were each given a mound of pancakes soaking in syrup and sent back to their tents.

In the meantime, Brian had gone in search of a weather forecast, which was about as bad as it could be — rain for the remainder of the weekend with no sign of a let-up until that evening. A quick inspection revealed that two of the tents were leaking quite badly and that at least half the Cubs had wet sleeping bags. There seemed to be little choice. When we announced our decision to pack up early we were met with a barrage of objections from the Cubs.

Just in case the weatherman proved wrong, we decided to wait the morning out. Everyone gathered in one of the larger tents where we passed a couple of steamy hours with more games. Everyone soon forgot the rain outside as we moved from one game to another, fortified by cookies and candy bars.

Lunch was eaten under a swiftly erected tarpaulin and, judging by the horsing around, the boys were getting fidgety. We held a short meeting, handed out the camp badges and amid crashes of thunder, started to strike camp.

Each Cub was instructed to pack his kit, take it to the nearest car and then help take the tents down. All went well if you ignored the shrieking and yelling that accompanied this, but then by this time the boys had a good deal of pent-up energy to release.

The last tent was struck in a mood of complete abandon. After all, everyone was wet through, so what the heck. With eight Cubs counting down to 'blast off', the guy ropes were released simultaneously and the poles and canvas fell in a heap. It wasn't until we came to fold it up that we noticed a peculiar hump in the middle.

"Who left their kitbag in the tent?" I yelled. One of the Cubs scrambled under the soaking canvas only to emerge again empty-handed.

"It's not a kitbag Akela, it's Joe."

The hump moved. Two seconds later a small, thoroughly unhappy face appeared and, looking around at the laughing group, burst into tears.


It took us three days to dry out. By that time we had all had some sleep and the sun had come out once more. I had mentally filed the weekend into my 'disastrous experience' section until I met a group of Cubs down by the village post office.

"Hi Akela," squeaked the smallest. "Wasn't that a neat camp? My Mum said I haven't been that wet since I fell in the duck pond last year."

"Didn't Bagheera look funny with all that rain running off the end of his nose?" added one of the others. "And what about Harry when he tripped over the rope and sat in a puddle?" There was laughter all round as the tales continued, maybe not too accurately, but they were funny.

Well, we obviously didn't have to worry that the boys had been discouraged by our first camp. Maybe I had been wrong to look upon the weekend as a failure. After all, they had spent a night in the open, learned a number of new skills and had a great deal of fun. And isn't that what camping is all about?

Well, we'll try again and next time we'll keep the weather in mind.

By the way, if anyone has any use for 20 pounds of pancake flour, five dozen hot dogs, ten tins of mixed vegetables ... 



# A LEADERS

**COME ONE, COME ALL — TO THE REGIONAL EVENT OF THE CENTURY!** The Venturers of the Halifax Region invite all leaders (yes, that means Beaver, Cub, Scout and Rover, too) to participate in Canada's very first, one-day Leaders' Alert!

The event will consist of a series of mind boggling projects, which promise to provide you with a single day of good old fun and enjoyment. Game starts at 9 am and ends with a great feast, courtesy of the Venturers, at 6 pm.

What an opportunity to share some fun with your fellow leaders, make new friends and learn about the skills of Venturer-age youth.

Latest information has it that members of the regional council executive have already formed four teams, and each of the five district commissioners of the region will have one soon. In fact, one such district has been so bold as to already lay claim to the trophy. Certainly such idle boasts should not go unchallenged. The pride of your group is at stake!

For nearly two decades, Nova Scotia Scouting has been justifiably proud of its Operation Alert, which is held annually for Scouts and Venturers from all over the province. Each year the event has a different theme and

participants, in teams, face a number of exciting and difficult challenges, which they must solve with their combined ingenuity.

At every Operation Alert since the first one in the early 60's, leaders have challenged the boys but in *The Leaders' Alert* held in April of last year in Halifax, the shoe was on the other foot. This role reversal came about as a result of a meeting between a couple of the leaders who were looking for a regional Venturer event which would encourage high boy participation. They decided that a challenge to adults, to participate in a boy planned and operated event, might be just the thing.

As most leaders know, in our continuing quest for new activities, every once in a while we find a scheme that works very well and is enjoyed by boys and adults alike. *The Leaders' Alert* was just this kind of event.

The invitation which opened this article was the end result of the first leaders' meeting, but was issued only after a lot of planning and hard work, on the part of the Venturers.

The initial approach to the problem was to ask ourselves as Venturer leaders, "What would motivate us to action, to plan and participate in a regional event?" Here are a number of the answers we gave:

8





# ALERT

by Bruce Skiba



- The activity would have to be beneficial to someone else.
- Our part in the activity would have to provide personal satisfaction.
- The activity would have to be flexible enough to allow us to use our own techniques and imagination.
- Ideally, we should have some say in the actual planning and conduct of the activity.

Admittedly, these thoughts are more orientated towards adults but then, aren't we attempting to introduce Venturers to adult-like activities? Perhaps it might just work . . .

Armed with the above concept, we approached the Halifax Regional Venturer Council, which is made up of the presidents and vice-presidents of the 12 companies of the region.

The "seed" idea we presented, identified the great need that all section Scouters have in common for new, exciting program ideas and it was suggested that the Venturer companies might just have the resources and knowledge to assist this need, based on their years in Scouting. The "seed" also indicated that possibly an "Alert" type event, with each Venturer company hosting a project of their own, would allow ample flexibility for

boys and companies to express their own individualism.

Points could be given out at each project and the adults, working in teams, similar to the boy "Alert", could compete for a trophy.

The "seed" took hold. The Council accepted the idea and began their planning immediately. It was decided that each company would take on a project, which would fit into a one-half hour time slot. They would develop their own scoring system for each project and keep a record of points earned; these would be passed on to a central point keeper. It was further decided that the Council would assume responsibility for overall co-ordination, administration, tabulation of results, trophies, crests and feeding. The months ahead were busy ones for all concerned.

The invitation was sent to *all adults* involved in Scouting in the Halifax Region, the idea being to bring Venturing and good programming as close to as many people as possible. Each invitation recommended that the recipient choose three assistants from his own friends to join him in forming a team of four. This had the effect of multiplying the coverage, as well as possibly recruiting more people to Scouting.

While the letter was the initial approach, follow-up  
(Continued on page 39)



# Start Your Own Earthworm Farm

Here, from The International Show and Do Conservation Project Kit, is a good idea to help teach your boys the importance of our environment and, in particular, that most precious resource — the soil.

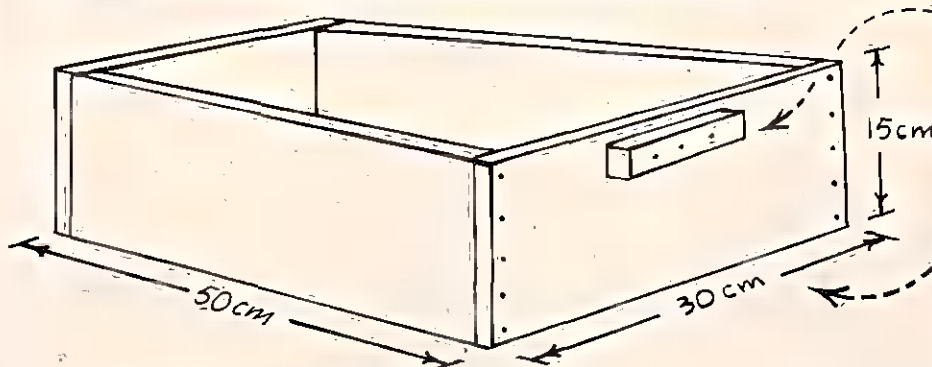
The earthworm is one of God's most remarkable animals. Usually about 4 inches (10 cm) to 6 inches (15

cm) long — though often larger — each worm is a *living soil factory*! It eats decaying vegetable matter (humus). As it eats, it swallows tiny grains of sand in the process, mixing the sand and the vegetable matter in its amazing digestive system.

Everyone has observed worm casts — little lumps of smooth soil — excreted on lawns and in fields by earth-

10

## EARTHWORM BREEDING BOX



WOOD-BLOCK  
HANDLE AT  
EACH END

NAIL-HOLES  
UNDERNEATH  
TO PROVIDE  
VENTILATION

## EARTHWORM

10cm TO 15cm, OR LONGER. PINK/GREY OR PURPLISH.



←  
EYELESS  
HEAD

←  
CLITELLUM —  
LIKE THREAD WOUND  
AROUND BODY



EGGS



YOUNG  
WORMS



worms. In comparison with the original soil taken in by the earthworm, as it eats humus, worm casts have been found to contain:

- 5 times more nitrate nitrogen
- 11 times more potash
- 7 times more phosphorus
- 3 times more magnesium
- 40% more humus.



### STARTING YOUR "WORM FARM"

1. Make a simple wooden box, as shown in the sketch — about 6" x 20" x 12" (15 cm x 50 cm x 30 cm). Fix a block of wood at each end, about 1" x 1" x 6" (2½ cm x 2½ cm x 15 cm), for easy lifting of box. Underneath, in the floor of the box, drill or nail about 50 tiny holes, for ventilation.
2. When you've made your box, place pebbles inside, on the bottom. Cover the pebbles with a 1" (2½ cm) layer of dry grass.
3. Now take the box, and a spade, to a place where you have located some earthworms in the soil. (You'll generally find earthworms along a shady river bank, or other moist and shady spot, or in a garden where the soil is rich in humus, or in the soil under a long-established compost heap or leaf-mould pit.) Fill the box to within 1" (2½ cm) of the top, with soil from the site at which you have found your earthworms. This is important, because earthworms will not survive in "foreign" soil — you *must* use soil from the site that they are accustomed to.
4. Mix into the soil in your box a few handfuls of rotting leaves, or compost — any well decayed vegetable matter. As you find your earthworms in and around the site, place them gently on top of the soil in the box. (They will soon burrow into the soil, because earthworms are nocturnal, and hate the light; sunlight soon kills them.)
5. Cover the top of your box of earthworms with a damp cloth, and store the box in a warm, shady spot — say in a garage or woodshed. Be sure that you store the box where ants cannot get at it, because ants attack earthworms. Be sure, too, to stand the box with a small piece of wood, or a pebble, at each corner, underneath; this is to allow air to get in at the bottom of the box, where you've drilled air holes for ventilation. Wet the covering cloth every day — keep it damp.
6. **To Feed Your Earthworms:** Once a week, sprinkle the top of the soil in the box with a little maize meal (cornmeal); also sprinkle on a little humus — decayed vegetable matter. Keep the soil moist, but *not* soggy. Always replace the damp cloth cover.
7. **To Harvest Earthworm Eggs:** Reap your eggs every 21 days or so. Place newspaper on a table indoors, with a bright light overhead. Turn the soil out of the box, on to the sheet of newspaper. Carefully sift through all the soil in search of eggs — replacing the soil and worms back in the box as you do so. Place eggs in a matchbox.
8. **"Planting" The Eggs To Enrich The Soil:** Take your matchbox full of eggs out into the garden, or farm-

land. Select moist, shady spots and "plant" the eggs in the soil, about 2" (5 cm) deep. Very soon, the eggs will hatch in the soil. Tiny earthworms, like little cotton threads, will emerge. They will grow and multiply fast — enriching the soil. In time they will spread far and wide — especially if the soil is rich in humus. (Naturally, instead of "planting" your first harvest of eggs, you can use them to start new breeding boxes, if you wish.)

9. **To Identify Earthworm Eggs:** The eggs — correctly called egg capsules — are about the size shown in the sketch. They have a lemon shape. At first, they are pale lemon in colour, darkening later to a purple shade. When harvesting eggs you will probably find various other eggs, of other soil inhabitants — you can discard these.
10. **Earthworms Multiply Very Fast:** Young worms hatch in about 21 days. They look like tiny threads of white cotton, as shown in the sketch. Each egg capsule hatches anything from 4 to 10 or more worms. In about 90 days the young worms reach full maturity — and start laying eggs themselves. The fantastic rate of multiplication is increased by the fact that earthworms are hermaphrodites. Every earthworm has a similar reproductive organ (called the *clitellum* — see sketch) and, after a pair of worms have mated, each worm produces egg capsules. (Note: The beginner sometimes confuses the earthworm with other worms, such as the eelworm. The earthworm's clitellum, which looks almost like a thread wound around the body, is most helpful for identification. Study the sketch of the earthworm closely, so that you can easily identify it by its eyeless pointed head, the more rounded tail, and the unmistakable clitellum.)



**For Public Demonstration Purposes,** display your box of earthworms on a well-shaded table. Always replace the damp cloth over the box, after removing it to show people an earthworm. Have some egg capsules in a matchbox, so that you can show these too. Copy the sketches — enlarged — on a display chart — giving dimensions. Letter on a card or chart some of the main things people should know about earthworms, and the vital part they play in manufacturing fertile soil. **Idea!** A good photographer could take colour slides of the whole process, from start to finish, of breeding earthworms and using their eggs to enrich the soil. Why not consider a colour-slide show entitled: **THE EARTH-WORM — ONE OF MAN'S BEST FRIENDS!** X



*This material has been prepared by the World Scout Bureau and the World Wildlife Fund, and production of the Kit from which it is taken is sponsored by the International Bata Shoe Organization.*



In February we presented five activities for Scouts to try between meetings and offered certain prizes for those completing all five by mid-March. The results of that column are not in yet, but, because we believe that the life blood of a good troop is plenty of activity, we're going to present here a series of ideas for the patrol to try between meetings.

There will be no prizes this time, although if anyone wishes to write and comment on how their lads did, we would like to hear from you. The idea here is to present a photocopied version of the activities on these pages to your lads, let them choose two or three and get on with carrying out the projects with a minimum of adult guidance.

It would certainly help if you were to set up some guidelines, add some prizes, etc., to encourage the carrying out of the activities, but I'll leave that up to you. The following are written as if the boys were reading them.

#### Thank You Scouters

Organize a banquet for the leaders of the youth programs in our group. Here is how. Have each patrol member ask his mom and dad to cooperate in providing some portion of a supper some Saturday night. For instance, the new recruit's parents would provide the juice, the next lad's parents the salad, the next the soup, the second the main dish, and the patrol leader the coffee and cakes. You will have to advise your parents that the Scouters (number . . . ) will be at the hall at 6 pm and that they can arrive with their portion of the dinner at 6 pm sharp, with the food as hot or cold as it should be. Parents need not stay, the patrol will be available to set up tables, dishes, etc., and to serve the food and clean up. The patrol should also arrange some entertainment for the Scouters and their partners, with skits and songs being the logical choice. You will have to contact the Scouters of your group and gain their cooperation, explaining that you wish to honour them and their partners. If your Scouters do not wish to be so honoured, you might select a senior citizen, a shut-in, or handicapped individual who would appreciate the service that a patrol of Scouts such as yourselves could give. Or you might want to honour your group chaplain, your district commissioner, or simply a friend that has been particularly good to your group. You can modify this outline to meet your needs.

#### Interviews

In the next week, you are to contact His Worship, Mayor Thomas Carleton, and conduct a ten minute interview with him on any subject you consider appropriate. The tape is to be played at the next troop meeting following the opening ceremonies.

#### Nature Day

Convince the parents of all the boys in your patrol to hold a nature day, when everything from 6 am one day until 6 am the following day will be done with a minimum consumption of energy. This means radio, TV, car, toaster, razor, etc., will be used only if really necessary. Meals will be cold, or cooked over coals outside, dinners eaten by candlelight or lanterns, etc. See which family can come closest to a "natural day" by keeping an "energy log" for the 24 hours, and comparing them the next time you get together. Your log should record all energy used, for any purpose, that could not possibly be avoided. For example, if dad has to work and normally has to use the car to reach his job, then he has used maximum energy for that task, but if he joins a car pool for that day, uses the bus, or walks, then he uses less energy. Compare how the "Nature Day" style of living would change your family's lifestyle and see if each family doesn't agree that they could cut down on some of their energy usage.

#### A Hiking Service

As a patrol, you should place the following notice on the bulletin board at school, or in your local community club or shopping centre, or all three or more if you desire.

#### HIKERS & NOVICE HIKERS

The Owl Patrol of the 21st St. George's Troop, Watson St. by Courtenay Hill, will be conducting a patrol hike on Saturday, April 28, leaving the St. George's Hall at 10 am sharp for Greenhead. We will be boarding the 10.10 East bus, transferring to the 10.20 Milford, and then walking two miles to a beautiful and isolated cove at Greenhead. Here we will cook dinner over open fires and, following lunch, we intend to construct a Lashed Pole Bridge over a narrow ravine. At about 3 pm we will set out on a treasure hunt which will lead us back to the Milford bus stop for the 4.10 bus, which upon transfer to the West bus at 4.30 will bring us back to the hall at 4.40.

We invite all boys not presently in the Scout or Cub Movement, age 9-14, to join us on this hike. You need only bring 50¢ for bus fare, a box lunch or something simple to cook such as beans, hamburger and fried potatoes, and of course pots or pans, a drink and dessert. We will have one or two adults going along to supervise and we would welcome your dad or older brother should you like to bring them along. For help planning a meal or further details contact 123-4567

#### Cub Service

Contact your local manager of McDonald's Restaurant and arrange to borrow one of three films they have available called *McEcology*, *Bicycles are Beautiful* or *Home Safe Home*. Then contact Akela at 123-4567 and arrange a night to show one of the films, and follow it with a practical activity involving conservation, bicycle safety or fire safety.

#### For The Dogs

If your local recreation department belongs to the National Recreation and Parks Association (American), and many do, then they have access to a program called



**Kids' Dog Show** co-sponsored by the N.R.P.A. and Ken-L Ration. Ask the contact at your recreation department if they have ever used the Kids' Dog Show Program and, if not, volunteer your patrol to assist the recreation supervisor if he will write away for the information kit, which contains all the materials needed to stage a show for 50 youngsters and their dogs. Once the kit arrives, meet with your recreation contact, and set up a dog show for the kids in your group, neighbourhood or school. The kids dog show is not a purebreed judged show, but a fun event which teaches responsible dog ownership for all kinds of dogs, from mutts to the most exotic.

### Scoop Lacrosse

Lacrosse is Canada's national game, but few Canadians have ever played it or seen it played. Scoop lacrosse isn't anyone's national game, but it is good fun. Your patrol will need one plastic gallon size jug for each player (such as the type that bleach comes in, with the bottom cut away at a 45° angle to form a scoop), and one tennis ball or sponge rubber ball. The game is played as you would play hockey, with a box at each end of the games room, into which the opposing team tries to deposit the ball. A player may run with the ball in his jug scoop, or he may throw it to his team-mate, using his jug scoop to control the ball. A player may not touch the ball with his hands, feet, or any part of his body, nor is any checking or grabbing at opponents allowed. Two points are given for each ball deposited in the box. Find someone in your area to challenge to a game, and demonstrate this at the next troop meeting.

### Guinness Book of Records

Some of the most fantastic stories you read today in the newspaper involve people who have set out to break one of the records in *The Guinness Book of Records*. For example, could you flip a 9½" pancake 8,961 times in 65.5 minutes? Or could you shake 8,514 hands in one day? If you could, you'd win a place in the Guinness Book. However, if these ideas don't appeal to you, get a copy of the book and read through it. Make an attempt at one of the records, some of which have been set by Boy Scouts like yourselves. Even if you don't succeed, you'll have good fun trying. Report on your efforts at an upcoming troop meeting.

### Thank You

"Every year since firemen saved Charles Thinger's life in 1959, he has stopped by the firehouse and given a cake to the firemen." So said a news story in a local paper recently. As a patrol, why don't you pay your respects to someone in your community who has been especially helpful to the citizens? The firemen on duty at your local station house would welcome a cake made and baked by your patrol, wouldn't they? Or perhaps the girls at the library, or the recreation leader at a local community centre, or the gardener who looks after your local park so well. People who work for municipal governments usually are well paid, but many of them take a lot of abuse from the public and this little project would certainly show that someone out there appreciates them. X



The following article was extracted from the Canadian Recreational Canoeing Association's publication, *Kanawa*, October 78 #1 edition.

Professor Kirk Wipper, University of Toronto, is chairman of the Task Force developing practices for wilderness canoe travel. The following is a synopsis of Professor Wipper's draft report. Venturer advisors may wish to incorporate some of the suggestions around preparation, planning, training and emergency control into their next company canoe trip.

### Purpose of the Trip

Establish the purposes of the trip and the benefits to be derived by the participants. Evaluate the challenges and risks of the chosen route plus the ability and aspirations of the participants to meet them. Consultation with experienced canoeists at this stage is important, also a willingness to adapt to the advice.

### Preparation

Each participant should have a medical examination within two weeks of the adventure. The trip should be within the physical capability of all participants. Physical training should commence at least three weeks prior to the event, preferably longer.

The canoeing skills of participants should be assessed against the locale and type of trip.

A trial trip should precede all major canoe adventures.

Participants should be involved in all aspects of planning and preparation to obtain complete knowledge. The responsibility and authority of the leader must be understood by all.

### Planning

The route and duration must be decided on the objectives, age and skill of participants, difficulty of terrain, season, and competence of leadership.

Information should be gathered from all sources, including previous reports of canoe trips in the area.

Equipment must be chosen and assembled to suit the trip conditions, then checked completely for defects or appropriateness.

### Training

In advance of the project, all participants should train in swimming with clothes and footwear, lifesaving under difficult water conditions, self-rescue under emergency conditions, nutrition, food preparation and packing, campsite layout, sanitation, navigation, weather conditions, wildlife, nature lore.

### Emergency Control

Emergency preparation is as effective as accident prevention. For emergencies at least two participants should be qualified in treatment of burns, cuts, sprains, stomach upsets, stings, headaches and also resuscitation.

Drills should be undertaken to avoid confusion during a capsize, swamping and rescue.

Lif jackets are ancillary safety equipment but do not replace other emergency gear: lines for linking canoes, bailers, floatation units, and more which will be detailed in a checklist under preparation.

Contingency plans must be developed beforehand to cope after anticipated emergencies.

The leader should occupy the last position and the assistant leader the first position. Craft should stay within easy talking distance.

*This draft report was reprinted with the permission of Professor Kirk Wipper, who has indicated that his final report takes into account feedback that was developed from across the country. X*

# WATER SAFETY FOR PRE-BEGINNERS



by Betty Rapkins

As an ex-member of the Women's Royal Naval Service, I blush to admit that I am a non-swimmer. In fact I have a very real fear of water and one of the recurring, not-so-fond memories of my childhood is of school chums endlessly requesting me to "Go stand in the water, Betty, and show them how you turn blue!"

My husband is an excellent swimmer and we made sure that our two children learned to swim really well from an early age. So, for years now, when family swimming outings have had the rest of the family darting about like otters down at the deep end, I have been growing increasingly fed-up with my role of pale and shuddery mother-figure, smiling through gritted teeth and huddling as close to dry land as I can get.

But now all that is changing fast, under the firm but very trustworthy tuition of Eric Cosway, Swimming Instructor for Adult Pre-Beginners at the Gloucester Centennial Pool in Ottawa. And it occurs to me that much of the routine Eric puts us through each week, to gain confidence and to act safely in and near water, might be useful information to pass on to other non-swimmers and to beginners and younger boys not yet ready to qualify for their swimming badges. Of course, you will find lots of sensible information in the water activities section of your *Scout Handbook*. But, in the main, that pre-supposes a certain amount of enthusiasm and ability to swim. Here, for any other nervous non-swimmers still not quite courageous enough to take the plunge, are my own recent experiences and learnings.

We looked a sorry assortment, we adult "pre-bees" on that first Wednesday evening, as we shivered and huddled in the shallows. An assortment of shapes, sizes, ages and ethnic origins — not that skin tone made much difference. We all looked a shade on the blue side to start with.

Then up strode Eric, tall, blonde, tanned and thoroughly in control of things. His first question certainly made me feel slightly better.

"Have you all been in water before?" he boomed.

"Do baths count?" whispered a somewhat literal soul.

"Okay — have you all had your head under water?" was the next question. And so, for Lesson One, we bob-

bed in the shallows and fleetingly opened our eyes under water and felt a tiny bit braver than we'd expected to.

Gradually, over the weeks, some of the less determined dropped out and our class settled down to three: tiny, laughing Susan; quiet, oriental Hyacinth and what I suppose might fairly be described as tall, floundering Betty. We laughed a great deal and built up a strong trusting relationship with our instructor but we also learned a lot. At the beginning of each lesson Eric would fire questions at us:

**Question: What's the first basic rule of water safety?"**

**Answer: "Never swim alone, always swim with a buddy."**

As our lessons progressed, we learned to float and to dog-paddle and to jump into deep water, but always in a good control situation with the instructor standing by. One week we discussed boat drill.

**Question: What is the most important thing to remember when going out in a boat or canoe?"**

**Answer: To wear a proper, safety-approved life jacket."**

We spent some time trying on life jackets, attaching them properly and practising wearing them in deep water.

**Question: "What other basics should you have with you in the boat?"**

**Answer: "A first aid kit, a bailer, a fire extinguisher, a paddle and an extra life jacket."**

**Question: "What should you do if your boat capsizes?"**

**Answer: "Stay with your overturned boat. The shore looks closer than it really is. An overturned craft can be seen more easily, for rescue purposes, than a lone swimmer."**

Perhaps one of the most easily used phrases in the English language which is also the most difficult to act on is "Don't panic!" So it is essential, especially with adult pre-beginners who didn't glide effortlessly into swimming at an early age, and who therefore have probably been building up a lot of resistance and panic reactions to water, to conquer this fear.

"Forget about all those fathoms down below," says Eric. "Remember it's only the top two feet of water you'll be swimming in, no matter whether the water's deep or



shallow. If you get tired, or feel panic coming on, remember your drownproof technique and that you *can* tread water. The human body is *buoyant*."

As our lessons progressed and we grew more confident in deep water, we spent more and more time treading water — bicycle, frog or scissor motions with the legs while the arms sweep gently to and fro — and we practiced drownproofing, a really important part of the course.

#### To Drownproof

1. Hang in a "scarecrow" position in the water and blow bubbles (exhale underwater).
2. Lift head, wave arms to and fro and take one good breath.
3. Try not to move your legs.
4. Repeat these steps slowly, as this is a resting skill.

This particular technique is one we should all learn, with a *qualified instructor*, as it could be practised for a lengthy period of time by anyone experiencing difficulties in deep water.

Of course, as pre-beginners, we aren't ready to dive in and save lives but everyone should learn how to use **Reaching Aids**. A reaching aid is an object such as a pole, lifejacket, flutterboard or rope, that you can use to pull a panicky swimmer from the water. Always, always use such an object because if a swimmer is panicking he develops the strength of ten and if you jump in to help he'll likely pull you under. Here is the routine to follow:

1. Always yell loudly for help before assisting someone.
2. Make sure you stay on the shore or poolside.
3. If victim is far away and you can reach a lifebelt, hold knotted rope end in your fist, push rest of line into water (so you don't tangle with it) and throw ring just beyond victim if possible. Lie down to haul in.
4. If victim is close enough, lie down and reach out with pole, flutterboard, etc.
5. Talk to him to calm him down. Tell him to hang on and kick towards you. Keep talking.
6. When he's near enough, hold onto him. Still don't enter the water yourself. Then haul him out if you can and get help right away.

One thing all of us, whether swimmers or not, may be called upon to do at some time in our lives is to give

artificial respiration. There is a section on this, with drawings, in the *Scout Handbook* and a lot of jokes are made up, by young and old alike, about giving the kiss of life. But could you do it? Confidently and competently? When Eric discovered my connection with Scouting, he was particularly emphatic that all Cubs, Scouts and Scouters should know and fully understand rescue breathing. The chances are, if a disaster happened in a mixed gathering, any Scouting folk would be the first to be asked for their assistance. So here, in Eric's words, and pretty much as it's described in the *Cub* and *Scout Handbooks*, are the basic steps of rescue breathing.

1. Lie person on back. Protect head. An unconscious victim's head is particularly vulnerable so let it down gently.
2. Tilt head back so subject is looking at sky. This is to keep tongue clear of throat.
3. Pinch nose so no air escapes.
4. Seal his mouth with yours and blow in.
5. Look towards chest to see if it is rising and listen for escaping air from mouth.
6. Repeat approximately 12 times per minute and don't stop until help arrives.
7. If chest is not rising, check mouth for foreign objects then turn on side and slap between shoulder blades. Check mouth for any candy, gum or foreign objects and continue rescue breathing. If stomach rises, blow with less force.

As I have said, these basic water safety rules can mostly be found in your *Handbook* but reading about them doesn't have the same impact as putting them to the test. Thanks to Eric Gosway, I've had a lot of fun role-playing (I deserve an Oscar — or at the very least a standing ovation — for one particular poolside scene in which I dramatically saved "Herbie the mythical drowner" from a watery grave), and I've learned a lot of sensible lessons. This has given me a lot of confidence I lacked before and indeed I'm rarin' to join up for the next swimming course.

So if you, or one or more of your boys, are afraid of the water and feel that you'll never overcome this fear, do go out and register as soon as you can, for one of the excellent courses available through the Canadian Red Cross, the YMCA or perhaps, as I did, through your local municipal pool. Believe me, if I can do it anybody can. X

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PROVINCIAL  
BADGES  
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CAMPOREE  
CRESTS  
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BADGES  
FREE DESIGNS  
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SAMPLES  
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## training talk

by reg roberts

This month  
Reg writes about ...

### Group Activity

"I'm Isobelle Proud, trainer from the Oshkosh district", says the bright looking gal in the first row.

"I'm Howard Johnson, training co-ordinator for Sasquach", recites the man next to her in an uninspiring voice. The participants continue to introduce themselves in singsong voices and sit back as the trainer fidgets and thinks, "Boy, I've really got to liven things up a bit or this course is going to bomb out."

Now I'm sure you would never allow such a tedious scene as this to take place — or would you? Well it does happen and it happens because most of us realize that an important step in exposing participants to each other and exchanging some basic information is to go through a period of "introductions".

You also want the participants to generate a little energy — to become active — because you are trying to set the stage for what will follow (you hope); an event in which everyone will take part to the fullest extent.

However, group activity doesn't just happen automatically. It takes more than your good intentions to get participants from various districts and regions to begin talking, sharing and working together.

To make it happen you must build your group activities into your training agenda, setting an active tone at the beginning and reinforcing it through the course. Ensuring that the participants "jell" near the beginning can turn reluctant members into adults willing to get involved and prepared to take charge of their own learning.

Consider also the trainer who heads up this early session of the course. Often it's the "new boy" on the team — "It's a good place for him to get his feet wet" and "If it doesn't go well the rest of us can pick up and straighten things out". But if it doesn't go well, you may have to spend the rest of the course just "straightening things out". So put your best up front and get off to a good start.

#### Introduce People Creatively

Remember those uninspired participants who could barely speak their name and Scouting positions? Anxiously muttering their lines, they were slowed down by a lifetime of learning to be modest or of not saying too much until they see how things are going to go. The result is that old "First day at school" feeling, and you all know what that's like. It doesn't make *them* feel any better, and little useful information is shared.

Next time consider another way. Have participants look at themselves (always a favourite topic) and the energy will build fast. Get them out of their com-

fortable cliques and team them up with new partners. Allow some time for pairs to interview each other and get them to move beyond the basic replies to more significant areas — their hopes — concerns and aspirations for the future.

When the participants introduce their partners to the rest of the course, watch them come alive. No longer are they stiff and self-conscious and, because they are telling about someone else, humility tends to disappear. Participants publicly boast about each other, announcing that Isobelle "has quite a lot of useful ideas about new ways of introducing leaders to craft projects", or that Howard "received a promotion at work last week and he thinks it was because he has recently solved a stubborn office problem".

Participants are also quick to find areas of common experience that helps draw the group closer. "Like Isobelle was saying before, Sue is also into creative craft projects."

As an open minded, open eared trainer, encourage this process by making your own comments throughout the introductions. Comments such as "You and Sally might want to get together and compare notes, Pete" or "Didn't I hear Harry say that Fred had some experience in that area?". Linking the thoughts, ideas and comments together, you can help form many bridges between people who, only fifteen minutes earlier, didn't know the other existed.

The participants will follow your example and begin talking to each other. Here's the chance for you to pick up some subtle messages about various members of the group. Have you spotted the course characters: Mr. Talkalot, Ms. Humorist, or Mrs. Technicality? Make some notes, as you mentally review your course plans, so that you will be able to adjust the training in the light of these newly revealed experience levels and personality traits.

For a more structured course beginning, ask participants to list facts and qualities that best describe them. Then, when they compare their lists with their partners', the differences and similarities will spark some lively discussions and provide a vehicle for colourful introductions.

#### Give Them Something to Talk About

Do the participants start the day slowly, sitting there stonefaced waiting for something to happen? Break the passivity before they get settled into the old tight lipped school behaviour. Introduce the unexpected — a stimulating topic or an unusual way of doing things that participants can relate to the course content.

Suppose the planned course content is related to discipline, for instance. Have a sheet of paper for each participant. In a box on the top of the sheet have the



words "noisy lion" printed. At the bottom of the sheet in a box, the words "quiet mouse". Ask participants to circle the box that fits them when it comes to discipline and in the space between the boxes sketch the lion or mouse as they see themselves.

If they see themselves as somewhere in between the lion or the mouse have them draw an animal that they feel represents them as a disciplinarian. No attempt to judge their artistic quality should be made and you should emphasize that no right or wrong judgement is intended.

A short step from this exercise to the whole area of discipline in sections should be obvious, and you can relate the exercise to the rest of the training. Stress how personal styles can result in the type of discipline we feel is appropriate and discuss its effectiveness or lack of effectiveness and alternate ways of looking at disciplinary situations.

For a session on the "leadership team" in a section, you could hand out a "Movie Screen Work Sheet". This handout of a single sheet of 8½" x 11" paper would contain two empty screens. Instruct the participants to "freeze the action" on their movie screen as to how they see the situation back home relative to the leadership team in their section or training team group. In the first frame, show the situation as it is — in the second frame have them show how they would like it to be.

Since your objective is to get into a discussion of the value of working and planning as a team, you can quickly move in that direction using the examples that the participants have sketched out. Now everyone is active, involved and focusing on the training objectives you wish to see achieved.

Add movement to your training activities by moving people around. Break up familiar seating patterns several times a day and schedule activities that require some standing or moving to other parts of the room.

Don't just play musical chairs for the sake of keeping the participants on the go — do your changes with a purpose. For instance, when you have an area of disagreement in the group, have all the pros sit on one side and the cons on the other, then debate the issue and encourage "new" converts to switch sides.

When possible alternate trainer input with participant input, individual work with group work. Change the size

of groupings to suit the training content. It should be possible to change from groups of two to groups of perhaps 8-10 and have everyone together for full course sessions during any given day.

Changing group sizes does more than just energize your training. It also caters to the different learning styles of the participants, some of whom might be silent in a large group but quite vocal in smaller groups.

Don't try to do all the work yourself. If participants seem reluctant and unresponsive it could be that the trainers are overworking. If so, tap the rich resources of the participants. They do have much varied experience that can be effectively used.

Next time you are about to "tell" them something, consider asking them instead. In a session such as "Understanding Boys", ask for their understanding, their experience, their feelings about this area. Then you can stitch the fabric of their comments with some threads of your own. Or try a written questionnaire or survey form — have the participants discuss the results and present their feelings to the rest of the members.

If you want to prove to participants that decision making is more effective when all those affected by the decision are involved, then making the decisions for them won't do it. However, having *them* look at a situation, consider the alternatives and arrive at *their* decision will almost certainly get the message across.

One way of doing this is to break the group into two parts. One group is told exactly what to do by one of the trainers, another group is given the situation and asked to decide how they will resolve it. Comparison of the results and the feelings of the two groups will make for an interesting discussion, and decision making on the course, in a leadership team, or in a Cub pack will seem very real.

Designing your training course program, whether for a group of Scouts-in-training, participants on a Part II Wood Badge or trainers taking a refresher course, will be much more satisfying for you and the participants if group energy activities are a regular part of the event.

Sessions will be lively, sometimes controversial and most important — productive. With everyone on the course participating, you not only help adults take responsibility for their own learning but you will improve your own effectiveness as a trainer as well. X

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# Outdoors

by Bob Butcher

## DON'T CATCH YOUR DEATH OF COLD

### (Hypothermia)

Much has already been written about hypothermia in various publications — Scouting publications included. (see "The Deadly Foe" March 1975 **Leader** and *The Canadian Venturer Handbook*)

Nevertheless, because it is a matter of concern to all adults who take boys of any age on outings at any time of the year, I don't feel that I'm belabouring the point by devoting a column to an examination of this subject.

### Hypothermia — What It Is

At the outset it should be stressed that hypothermia is a matter of life and death and should be given the attention it deserves.

More specifically hypothermia is a lowering of the body's internal or core temperature. It occurs when the body loses heat more rapidly than it can produce it. If this loss is not recognized and action taken to reverse it, death results.

Hypothermia is often referred to as "exposure".

### Observable Signs

The onset of hypothermia can be slow, such as may occur while hiking, or it may be rapid, such as may occur when breaking through the ice into frigid water.

A Health and Welfare report describes the following progressive changes which take place as the body temperature falls:

Abnormal behaviour	Inability to walk
Slowing	Collapse
Stumbling	Stupor
Weakness	Unconsciousness
Repeated falling	

Shivering may or may not occur during any of the earlier phases. It too will be depressed along with other functions as the condition worsens. If uncontrollable shivering does occur however, it is a good indicator that a person is suffering from hypothermia and that corrective action should be taken.

An important fact that many reports note is worth remembering. In many cases the victim is unaware of his condition and may even deny that anything is wrong with him.

### Contributing Factors or Causes

By knowing what contributes to the onset of hypothermia, leaders can be better prepared to prevent such an occurrence. These are:

**1. Wetness** — Wetness of the body and clothing contributes significantly to heat loss. It can be wetness from immersion in water, such as falling into a creek, wetness from being soaked in a sudden shower of rain or even wetness from perspiration caused by over-exertion and insufficient ventilation. Moisture in clothing fills the dead air spaces and reduces their ability to insulate. In addition the evaporation of moisture next to the skin causes further rapid cooling.

**2. Wind** — Wind carries heat away from the surface of the

skin much faster than still air. (Anyone who has experienced a Canadian winter knows about "wind chill factor.")

Wind also speeds evaporation of moisture, so to be caught in the wind with wet clothing is to be in double jeopardy.

**3. Cold** — While cold air is a contributing factor, the temperature need not be below freezing for hypothermia to occur. Under certain conditions it can occur at temperatures as high as 10°C (or 50°F)

**4. Exhaustion** — One way the body helps generate heat is through the action of the large muscles used in exercise. When exhaustion sets in however, these muscles can no longer keep up the pace, they slow down and less heat is generated.

**5. Inadequate Nourishment** — An important contributing factor in the body's ability to generate heat is adequate nourishment. If energy producing foods are not available, heat production falls off.

### Precautions for Prevention

Armed with knowledge of the factors which contribute to the dangers of hypothermia we can now look at some precautions to take in order to prevent it among ourselves and those in our charge.

**1. Stay Dry** — This is probably one of the single most important pieces of advice. It means making sure that boys have adequate rain gear on an outing and that it be put on *before* they become dampened by rain. Rain gear should be *waterproof* and not just water repellent. It should also be able to be ventilated so that perspiration does not soak a person's clothing on the inside while protecting from the rain on the outside. A change of dry clothing is advisable if the outdoor activity is going to involve any water activity such as canoeing or boating.

**2. Protect Against Wind** — The term "windbreakers" should offer a clue. Some form of shelter should also be a consideration depending on the nature of the outing.

**3. Have Warm Clothing** — Ensure that all boys have adequate clothing to wear or to take with them on an outing. Since a remarkably large percentage of the body's heat loss is through the head and neck a hat becomes an essential item, (a neckerchief too takes on a useful function). Warm sweaters that can be put on and taken off as needed also merit consideration. In considering clothing for outdoor wear remember that wool is one of the most effective materials there is for retaining heat when it is wet, a very important factor considering the effects of wetness in producing hypothermia.

One should always keep in mind though that being *overly dressed* for an active game produces sweating. Put that extra dry sweater on after the period of exertion not before it.

**4. Avoid Exhaustion** — Don't set a hiking pace that has some people ready to drop by lunchtime. Don't "burn the boys out" with an overly long soccer game. Make sure everyone has an energy reserve that can be called upon to fight off the chill of the onset of hypothermia if needed.

**5. Provide Adequate Nourishment** — Don't skimp on meals but make certain that everyone has adequate quantities of energy producing foods and that they have them often. Hikers have long known the value of trail foods and snacks that can be nibbled on to provide a steady supply of energy. Find a good recipe for "gorp" or other trail snacks and use them. Snacks can be as important as meals in the outdoors. Don't overlook the value of hot drinks (and hot meals) on an outing. As well as containing energy producing nourishment the heat they contain is fed directly to the body's core where it can help combat hypothermia.



### Treatment of Hypothermia

In the event that one of your boys displays the characteristic shivering or any of the other symptoms of the early stages of hypothermia it is important that immediate action be taken to reverse the heat loss taking place in his body. By now some of the steps should become self-evident. Ignore the victim's protests that he is all right. Get him out of the wind and rain into some form of shelter. Change him from wet clothing into dry clothing and get him into a warm sleeping bag. Do *not* rub or massage him. Light a fire nearby to provide heat and to prepare a warm sweet nourishing drink. If chilling is serious, rewarming may be better accomplished by having one or more companions strip down and get into the sleeping bag with him to share their body heat. If serious, medical help should be sought but the victim should

never be left unattended.

Remember that the rewarming process is slow and that it may take 6 to 8 hours to fully rewarm a person who has been seriously stricken. Even after the victim's body begins to feel warm, the cold blood circulating from the extremities back to the body's core can produce what is known as "afterdrop", a continued lowering of body temperature.

After any serious brush with hypothermia, leaders should terminate their outing. If one boy has fallen victim, the chances are that others will be in similar danger.

Here's one final word of warning. Children, who have smaller body size and less body fat, can be more susceptible to the cold, so exercise all of the necessary precautions and keep an alert eye for the telltale symptoms. X



A few months ago I received a note from the 34th Rover Crew of Vancouver-Coast Region via their field executive. The Rover Advisor, George Stancombe, wrote to tell us of a combined Rover-Venturer "Good Turn" project during the past yuletide season.

"Our objective this year was to support a number of needy families in the lower mainland. To this end, we canvassed and collected foodstuffs to support thirty-three (33) families. Of those receiving hampers, fourteen (14) were native Indian families, and the remaining nineteen (19) were recommended to us through local churches. We also delivered hampers and poinsettias to disabled individuals suggested by the Marpole Resources Board. The fellows in the crew and company accumulated \$200, mainly from their own pockets, and bought presents for a number of children. Finally, canned food was delivered to Central City Mission and the Salvation Army Services."

It would appear that the 34th Rover Crew and Venturer Company have a clear understanding of the Rover motto, "Service". The project, because it was a joint activity between the crew and company will, I am sure, help in the recruitment of Rover aged young people from the Venturer company, which leads to the second part of this month's article.

In the February edition of **The Leader**, the *Rover Jottings* column gave a brief outline of the 8th Rover Moot and indicated that this month we would look at the outcome of the mini-conference held during the Moot.

"Perhaps the most important issue to come out of the moot was brought forth at the Wednesday evening conference. Rovers believe that Rovering has a definite place in the Scouting Movement, and that it should receive support from all levels — national, provincial and regional. Such support would aid Rovering in its bids for recruitment, and combined with personal contact with Cubs, Scouts and Venturers, provide a greater public aware-

ness. Through higher visibility, the Rover population would increase in the future. In addition, a good and well balanced program is essential to any truly active Rover crew."

The three (3) key elements that can be drawn from the above statement are *High Visibility*, *Personal Contact* and *Balanced Program*. These, coupled with the Rover Motto of "Service", when present in any Rover crew operation, will ensure continued success both as a crew and as a part of the Scouting family.

Joint activities with Venturer companies similar to the activity of the 34th Crew in Vancouver-Coast Region, are the type of events that benefit the community, the Rover image, and provide boys of Venturer-age with an opportunity to see what Rovering is all about. Personal contact with other program sections, not only at the boy level but also with leaders, is essential to let them know that Rovering is alive and well in their area, and that crews are available to help out where they can.

One last item, the Ontario Rover Round Table has suggested that the following Promise be adopted for the Rover section.

"On my honour, I promise I will do my best  
To do my duty to my God, and the Queen,  
To help other people at all times,  
And carry out the Spirit of the Scout Law."

At the present time, Rover crews are free to develop their own promise, provided that it includes:

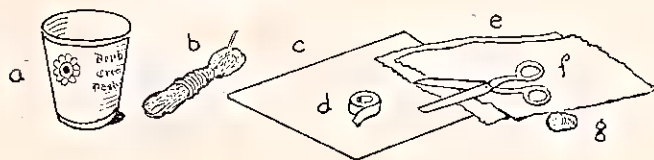
"a) that Rovers are part of a worldwide organization of Scouts and, b) either the actual wording or a declaration of acceptance, of the principles of Scouting."

Let's hear from the rest of the Rover family. How does your crew feel about the proposed change in the Rover Promise? At the same time, you may want to share some of your crew activities. Write: *Phil Newsome, Program Services, P.O. Box 5151, Station "F" Ottawa Ontario, K2C 3G7.* X

# John Sweet's CRAFTS FOR CUBS

## CUP AND BALL

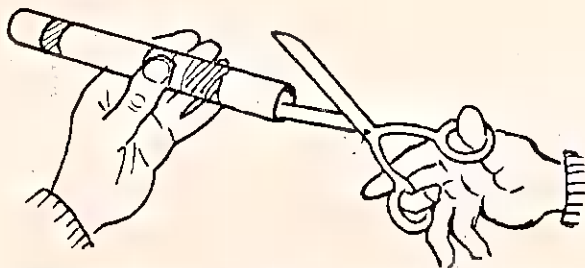
You will need: a. a plastic cream carton or cup  
b. string  
c. a square of card  
d. sticky tape  
e. soft kitchen paper  
f. scissors  
g. a cork



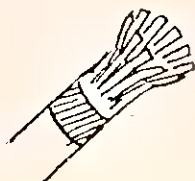
1. Make a tube with your card and seal it with sticky tape.



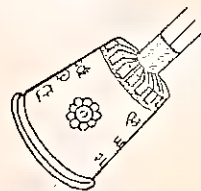
2. Make a series of scissor cuts about 36 mm deep, in one end of the tube.



3. Bend the strips outwards, taking care not to tear them from the tube.



4. Fix the tube to the bottom of the cream carton by splaying the strips and sticking them down with sticky tape on the sides as well as on the base of the carton. Push your cork into the open end of the tube to make a firm handle.



5. Make a tight ball of the kitchen paper and tie the end of a 2 m length of string round it.  
6. Bind the ball of soft paper tightly with sticky tape.



7. Make a small hole near the lip of the plastic carton and tie the free end of the string to it.

The idea is to give the ball a whirl with a swing of the arm and then catch it cleanly in the cup. Great fun — but it may not be so easy as you imagine!

An even better idea might be to borrow a length of your Mother's "shirr" elastic and use it instead of string. I must say I have never tried it and am dying to know what might happen.





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	224	Almond Nougat Rolls	6 dz/cs	\$ 8.00
	216	Peanut Butter cups - 50¢	12 dz/cs	\$ 3.60

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	211	Animal Antics	5 dz/cs	\$23.40
	1575	Darling Kids 5"		
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**IMPORTANT! We must know....**

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

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



## Troop Night Diversions

- Call up your patrol leaders and tell them that the floor of the troop room is radio-active. Their Scouts may only cross in safety on feet insulated to a thickness of at least two inches. Provide lots of newspaper, sisal twine, scraps of old tent canvas, sticky tape and other oddments, and let them get on with it. Note how many boys have the wit to shortcut the process by insulating one foot only and hopping across, or whether a patrol leader concentrates on insulating the feet of two of the bigger Scouts only, so that they may carry the others over-piggy-back?

- Two long lines of Scouts lie on the deck alongside each other, with the wrist of one secured to the ankle of the other by means of a strong elastic band. When the lines are complete, they must try to use their bodies to form a reef knot without breaking the lines.

- As an experiment, try to introduce a ten-minute period of "Disciplined Silence" into each troop meeting for the next month or so. When the signal is given patrols must carry on with whatever they are doing, but without making the slightest sound. A "Listening Post" of assistant patrol leaders is set up amidships to identify and pinpoint offenders.

- For each patrol, a supply of garden canes or bean sticks and a roll of sticky tape or brownpaper gum-strip. The task: to create the longest line which will hold together when held clear of the deck by its extremities. (Note: The trick is to overlap the sticks and bond them together near each end with one strong but narrow "lashing" of tape or paper. Any attempt to make the line rigid with multiple lashings is bound to fail. To cope with the inevitable sag in the line, the Scouts at the "extremities" could gain height by climbing on the shoulders of other members of the patrol. Just a suggestion. I must admit I have never actually seen it done but I do try to be helpful.)

- An experiment in parapsychology or something: Hand out plain postcards, each bearing a large, boldly drawn question mark, and invite your boys to convert the "?" into a recognizable drawing without altering the outline. Make a note of the Scouts who do NOT fall into the probability trap by drawing a swan. These are the "Divergents" — a rare species. The rest are just commonplace "Convergents". Lots of them about.

- Provide each patrol leader with an assortment of gear and a "shopping list" which he must do his best to complete in a given time. Items might include such things as a cardboard boomerang, a set of fingerprints, a gadget capable of shooting a plastic lemon the length of the troop room, one of those paper aircraft which are

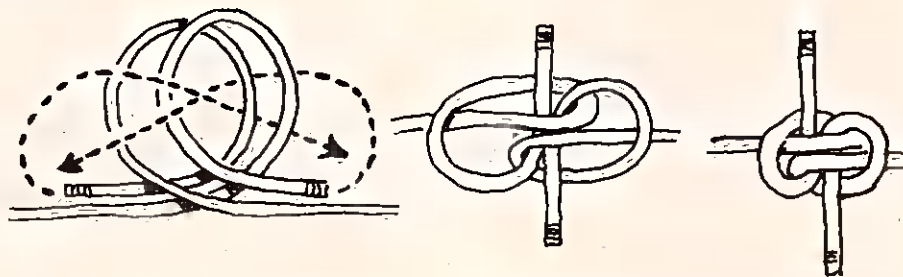


catapulted into the air, a light pioneering structure having four sides of equal size which will hold its shape when passed rugger-fashion from hand to hand.

We return now, if we may, to that pleasant little murder mystery in our yuletide outburst when, as you may remember, the customary Colonel was found lying dead over the table in his study with a number of blood-stained playing cards spread in front of him. In the accompanying text, the reader was told that the Colonel had obviously used the cards to spell out the name of his murderer. "There is only one slight complication in the code he has used," we said, and left the reader to work it out from there.

Yes, well, I now have to tell you that several readers — two of them, at least, known to me personally as men of the highest intelligence — have written or telephoned to confess themselves completely baffled. One reader only, a school-teacher from faraway London, Ontario, has succeeded in breaking the code — as well he might, for it seems that for some time past he has been encouraging his pupils to study and enjoy the use of codes and ciphers "as a form of mental exercise designed to increase their reading, logical and mathematical abilities".

For the rest of the readership, however, it appears that my "slight complication" has proved to be less



Thanks to our friends who have written to point out the errors in the first and third drawings of the Hunter's Bend, which appeared in the February issue. Here's how it should be done.

slight and more complicated than I had either imagined or intended.

Let me therefore take you through this baffling mystery step by step.

1. Bear in mind that readers had been told that the cards had been used as a code — with one complication.
2. Note that red cards only had been used — except in that random pile of Kings which was quite clearly the "complication". There are 26 letters in the alphabet — and 13 cards in each suit. What more likely than that the Colonel had spread them out in some sort of logical sequence, starting either with Hearts or Diamonds, one or the other, to represent individual letters?
3. By trial and error, once the general principle was established, the code would soon be broken. If, for instance, the Colonel had kicked off with Diamonds, the top line of cards would have yielded nothing, but once it became apparent that he had opened his playing card alphabet with the Ace of Hearts (and surely that sounds logical enough!) the Christian name RALPH would at once spring to the eye, separated from the letters TON by those intrusive KINGS.
4. Now at this point I must ask you to bear in mind that the message was intended not just for readers of this magazine, but for the small group of people surrounding the Colonel at the time of his murder, all of whom would be only too familiar with each other's names. Would that random pile of Kings have had

any special significance for them? Only, I venture to suggest, if one of their number was called Kingston. And was there a Ralph of that ilk in the house-party? Indeed there was — none other than the murdered man's ne-er-do-well stepson who, (as it transpired) had just been told that he was about to be disinherited.

Now it may occur to you, as it did to my friend Mr. Bill (Skip) White, Commissioner, Southwest London Division, Boy Scouts of Canada, who, at the time of writing, is the only man to have broken the code, that a dying man, having embarked on one code, would hardly have switched to an entirely different principle, just to save himself the bother of completing five more replacements — K I N G S. All very well, but quite obviously my friend Skip White has never found himself cast in the role of the corpse or cadaver in an Agatha Christie/Erle Stanley Gardner type murder story. Try to put yourself in the Colonel's place, lying there with a broken skull, a splitting headache, fingertips sticky with your own blood, and time quickly running out — would not you have tried to find some form of shorthand to save a few precious seconds? Of course you would. (So would Bill White.) So let's hear no more of this matter, please.

Another reader has asked why it was necessary for the poor Colonel to spell out the name of his assailant in full. Would not the surname only, or even the initials, have sufficed?

The answer is — No.

Why not? you ask.

Because —

But no! On second thoughts I will leave it to your patrol leaders to work it out for themselves. You may take it from me that there *is* a logical explanation.

We shall look forward to hearing from you.

24

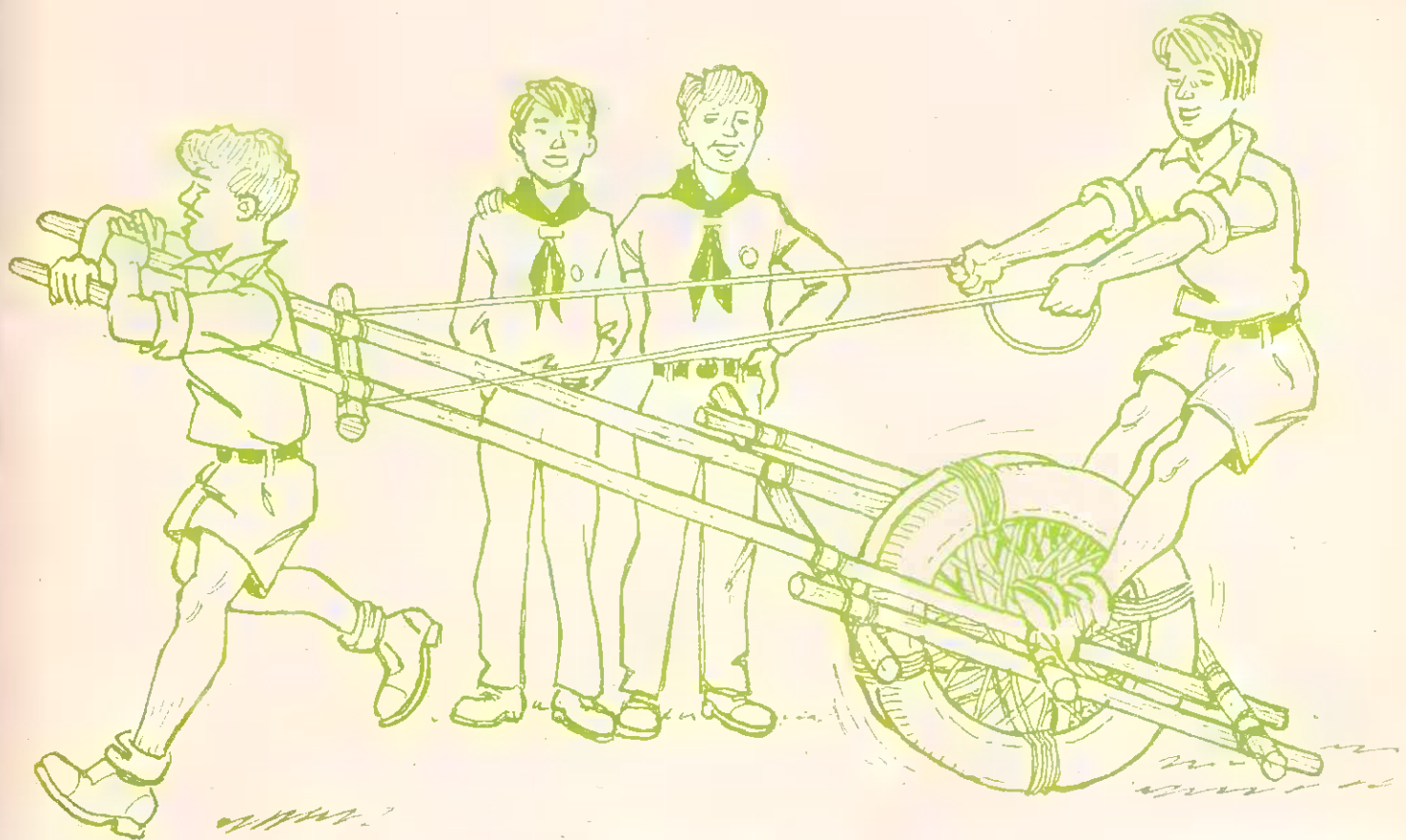


"Isn't that a beautiful sight! It's either the aurora borealis or else the Owls have been practising fire-friction too close to the Scout hut!"

#### Sayings of the Month

- If it is impossible to play "British Bulldog" in your troop room, change your troop room.
- "You can tell a Scouter's character by the number of raisins he puts in the boiled rice at camp."
- Small Scouters should keep their opinions to themselves when *standing* among their peers. Big Scouters, standing or sitting, should listen attentively to what small Scouters say.
- "It is a good rule in life never to apologize," wrote P.G. Wodehouse. "The right sort of people do not want apologies, and the wrong sort take a mean advantage of them." Nevertheless, I shall continue to apologize whenever an apology is called for, especially to those who are likely to "take a mean advantage". If it does nothing else it will restore my *amour propre* by increasing my contempt for the other fellow.
- Scouters would be well advised not to take their Scouting too seriously. They may safely leave that to their Scouts.
- Maxim for Scouters: "I must hurry to catch up with my boys. I am their leader."
- When, on a wet night in winter, your boys are offered the choice of "British Bulldog" indoors or a Wide Game, and opt for the latter, you may safely assume that there is nothing wrong with the troop.





Pack two discarded car tyres with tight rolls of newspaper and lash them together in four places with sisal twine. Spring thin greensticks (willow wands are best) across each tyre like the spokes of a wheel. Force a short spar through the centre and pack more greensticks round. The wheel should turn freely on this axle which is then lashed to a frame of light spars.

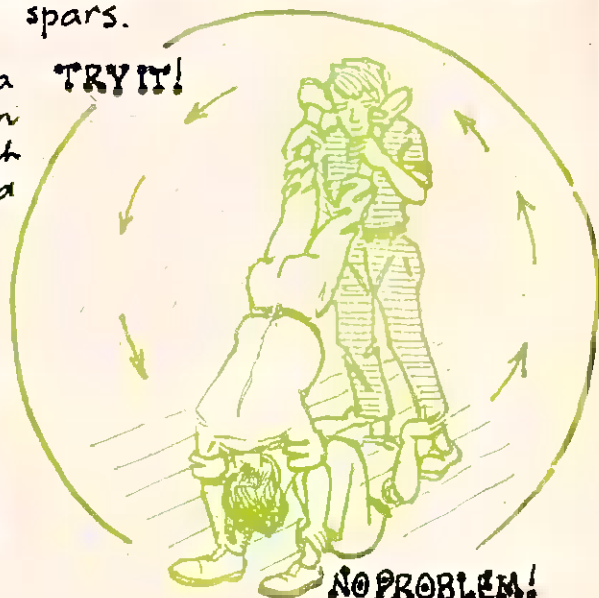
# MAKE YOUR OWN METAL DETECTOR



Cut two identical lengths from a wire clothes hanger. Straighten in the vice and bend one end of each at right angles to make an elongated letter 'L'

Cut two tubes from old felt pens. Hold as shown, keeping wires parallel, and walk slowly over area of survey. Wires will swing of their own accord and CROSS directly over concealed metal.

TRY IT!



# POLAR BEAR



## Canadian Wildlife Series

Under a rising spring sun, polar bears, with their massive bodies and long necks, appear lemon yellow against the dazzling whiteness of their home — the coastal pack ice. Moving steadily to leeward of broken lines of ice, they sniff continually, sensitive noses twitching, constantly testing the air for scent from seal dens. Seals are their main prey, and they hunt them all over the Arctic — off the Alaskan coast, among the Canadian arctic islands, near Greenland and along islands off the north coast of the Soviet Union.

### Physical characteristics

In size and weight the largest polar bears differ little from the largest brown bears. Adult males measure from eight to eleven feet in total length, and may weigh over 1,200 pounds. They do not approach their maximum size until their eighth to tenth year. Adult females apparently grow little after their fourth year and usually weigh about 400-500 pounds. Both sexes tend to be smaller in the High Arctic than in southern reaches of their range such as in Hudson or James bays. Young bears (born in late November or early December) weigh about 80-150 pounds by their first August and about 120-250 pounds a year later, when they reach approximately five feet in length.

Comparing polar bears to brown bears, we find that the bodies of polar bears are more elongated; their necks and skulls are also longer. In fact the brain case of a polar bear is much longer than its facial region. Instead of having the characteristic "dished" profile of the brown bears, polar bears possess more of a "Roman nose". Furthermore, their cheek teeth are comparatively small, while their piercing canine teeth are more pronounced. They have longer tails than brown bears, but their ears are shorter. Polar bear claws are brownish in colour, strong and less curved than those of brown bears. Their hair is thick, dense (except during the summer moult), and sometimes shorter than in brown bears. It varies in colour from almost pure white in winter to a yellow wash, or almost golden colour, in summer and autumn.

### Adaptations to the Arctic

Polar bears are well adapted to their arctic surroundings. Their thick winter coats, with glossy guard hairs and dense underfur, and the thick fat layers beneath their skin, protect them against cold air and winter. The guard hairs shed water easily, and after a swim bears usually shake themselves like dogs to decrease chilling. The whiteness of polar bear hair may facilitate heat absorption, although there is no complete evidence for this; it also serves as camouflage, resulting in more efficient hunting. There are reliable accounts of polar bears covering their black noses with a paw when hunt-

ing seals on the ice. The short, furry ears are highly vascularized — that is, they contain a heavy network of blood vessels which keeps the ears warm. Even the soles of their feet are commonly bordered with dense fur to insulate them.

Polar bear teeth show an interesting and important adaptation to environment. There has obviously been a specialization from a formerly omnivorous diet (plants and animals) back to a more carnivorous one (seals). The grinding surfaces of the cheek teeth have become more jagged, and the piercing and shredding canine teeth have become more prominent.

### Physical capabilities

Hunting bears rely mainly on their keen sense of smell, which may lead them to food many miles away, and they have little trouble sniffing out seal dens covered by layers of ice and snow three feet or more thick. Little is known about how well they can see and hear.

Polar bears have great strength and endurance. Their normal gait is a slow, distance-devouring walk, but they may gallop when hunted. Although immature bears can run rapidly for many miles, older bears seem to tire quickly. A bear's speed over the pack ice has been recorded at from 12 to 18 miles per hour, and their maximum speed may be slightly higher. Their ability to scale very rough ice ridges and steep slopes with apparent ease and their clever use of cover, be it land, water, or pushed-up ice, promote their survival by aiding their hunting or their escape from man. Their swimming ability also helps them to escape from hunters, as well as to approach their prey, the seals. Using their large paws as powerful oars, they can sometimes reach a speed of about six miles per hour at the surface. Under water they normally keep their eyes open and their nostrils closed; and it is claimed that they can remain under water for two minutes.

### Habitat and distribution

Polar bears prefer areas with suitable combinations of pack ice (a hunting platform and protective cover), open water (where seals are able to reach the surface and are often abundant), and land (for denning, cover and supplementary food supplies when seals are not available or when plant food is required). They are maritime rather than marine mammals, and are best considered natives of the arctic sea coast. Although seals are usually present wherever there are bears, bears are not found everywhere that seals occur.

Toward the end of the last glaciation (about 80,000 years ago) polar bears lived south of their present range (e.g. southern England, Germany, Denmark). Von Siebold, a German naturalist, reported that polar bears reached the northern island of Japan in 1690, and they



were once more common in the Bering Strait and Iceland than they are now. Bears occasionally appear as far south as Newfoundland, the Gulf of St. Lawrence, Iceland, and northern Scandinavia (Finnmark) due to extraordinarily strong southerly circulations of ice-filled arctic water. They have been known to penetrate 100 miles or more inland in Canada, Alaska and the Soviet Union. They rarely appear in the zone of permanent north polar ice, but have been recorded as far north as 88° north latitude. Polar bears are most abundant in a circumpolar belt of seasonally broken ice, and their range centers about the denning areas.

Important denning areas are Melville Bay and Kane Basin in northwestern Greenland, and the eastern coast of Greenland; the east coast of West Spitsbergen, Edgeoya, and Kong Karls Land in the Norwegian Arctic; Franz Josef Land and Wrangel Island in the Soviet Arctic; and southern Banks Island, Simpson Peninsula, eastern Southampton Island, and eastern Baffin Island in the Canadian Arctic. No major denning areas seem to exist in Alaska, but polar bears may den occasionally in the vicinity of its northern and northwestern coasts.

### Life history

The dens — Although polar bears of both sexes and various ages occupy dens, pregnant females are most regular in this habit, usually denning from October to April. Denning begins about mid October, when the pregnant females search for deep snowdrifts near the coast. Very often they excavate their dens on south-facing slopes of hills or valleys, where prevailing northerly winds pile up thick snowbanks. Dens vary in size, but may be as large as 8 feet by 10 feet by 4 feet high, and, when occupied, the inside temperature can be about 40° F warmer than the outside air temperature. The young are born in late November or early December — usually twins, sometimes a single cub, rarely triplets and extremely rarely quadruplets. At birth the cubs are only about 10 inches long and weigh little more than 1½ pounds. They are blind and deaf, and cannot see or hear well until a month or more after birth.

Spring hunting — Most family groups leave their dens about the third week in March, after a short period in which the mothers feed on local vegetation and exercise themselves and their cubs in the surrounding area. On the journey down to the sea ice, the females may stop two or three times a day to rest, feed the cubs and warm them. They often dig resting pits in the snow which are sheltered from prevailing winds by large rocks, against which they can recline, and where they get a good view of the surrounding country.

During April and May the young cubs follow their mothers closely while they hunt for seal dens. The young seals, or *whitecoats*, found in the dens probably constitute the greatest part of the bears' diet in spring. After smashing in the dens and scooping out their prizes, the mothers kill the seals quickly gulping down fat and skin which they strip from the carcasses, in order to nourish themselves, and indirectly the cubs through their milk. Generally bears eat little seal meat.

Reproduction — Mating usually occurs in April and when polar bears are out on the pack ice hunting *whitecoats*. The gestation period lasts about eight months, and although there is no scientific proof yet, there is good reason to believe that embryonic development is delayed until late September or early October. Females probably become sexually mature when they are three years old, males when they are four. Adult females can bring forth cubs the third winter after a previous birth, or sooner if the cubs die or are lost. This apparently ac-

counts in part for the rather slow rate at which depleted populations may revive.

Hunting and feeding habits — Although lactation may continue for 21 months, the cubs are generally weaned by July of their first year, when they have acquired a taste for seal blood and fat. As the summer progresses, the bears hunt at the seal holes where they wait patiently. When the ice begins to drift apart they sometimes stalk seals basking on land-fast ice or ice pans by silently crawling or swimming up and pouncing on them. They feed most heavily on ringed seals, but also other species such as harp, bladdernose and occasionally bearded seals. Very rarely they may kill walruses, white whales and narwhales. They are by no means always successful in their hunting.

By August or September, when much of the pack ice has drifted ashore or melted, the bears often begin to patrol coastal areas for washed-up seal, whale or walrus carcasses. When confined to land they may feed on lemmings if they are abundant. Only a few cases are known of bears killing and eating caribou and muskoxen. Arctic hares and foxes are generally too fleet-footed, but when food is scarce, foxes caught in traps set by northern natives are often devoured by bears. In the Norwegian Arctic, Ptarmigan baits for fox traps are also eaten. The bears sometimes feed on sea-birds (e.g. Eider Ducks), their young or their eggs. They have also been reported to eat fish.

Another common food item during the late summer is vegetation — seaweed, lichens, mosses, mountain sorrel, sedges and grasses. Bears have even been seen diving for seaweed in winter in the Norwegian Arctic. They seem to be very fond of crowberries, bilberries and cranberries, where they are available, and sometimes show a definite need or desire for plant food. Reginald Koettlitz, a medical doctor and explorer, once observed that a polar bear, directly after feeding on a seal, travelled three miles to obtain grass, which it ate abundantly. The items that polar bears have eaten since European man began to penetrate the Arctic are amazing in their variety: bacon, cheese, tea, apples, engine oil, flour, raisins, biscuits, rope, canvas, cardboard and so on.

In extreme cases polar bears will kill men — but there are few documented cases. They will not usually attack a man unless they are protecting cubs or provoked by hunger or wounds.

Breaking up of the family — The family group may break up in late summer or autumn when the cubs approach two years of age, but depending on the latitude and the density of bears, they sometimes stay together longer. Once alone, the cubs are likely to be extremely vulnerable; they may starve during the winter or be killed by humans or older bears.

Longevity — Little is known about the life span of polar bears, but in captivity one lived to over 40 years of age. From the appearance of some skulls, and the degree of tooth wear, it seems possible that some bears attain 20 to 30 years of age in the wild.

### Evolution and history

Despite a number of obvious differences between brown bears (*Ursus arctos*) and polar bears (*Ursus maritimus*), anatomical and fossil evidence indicate that both species stem from a common ancestor — the Pleistocene bear (*Ursus etruscus*). The polar bear is thus a fairly recent carnivorous offshoot of the brown bear, and is specialized for arctic survival. Indeed, the absence of polar bear fossils in deposits pre-dating the last glaciation suggests the species evolved very rapidly. Fossils are known from Kew Bridge, England; Hamburg, Ger-

many; and Hjørring, Denmark. Polar bears probably evolved in Eurasia and spread from there.

They were evidently known by the Romans about A.D. 57. And, according to translations of the Japanese Imperial Records (Nihongi), polar bears were known in Japan and Manchuria as early as A.D. 658. The earliest North European record of polar bears is of the transfer of two captured cubs from Iceland to Norway about A.D. 880.

Captain Phipps in his publication of 1774, *A Voyage towards the North Pole*, was the first to mention the polar bear as a distinct species using the genus and species method of naming animals laid down by Linnaeus. He called the bear *Ursus maritimus*, and this is still its most appropriate scientific name. References in scientific literature to the polar bear as belonging to a distinct genus, *Thalarctos*, do not seem to be justified because of frequently successful breeding between brown bears and polar bears in captivity, and their serological (blood serum) and chromosomal (genetic) similarities.

### Population

Walrus and wolves have been known to kill polar bears, but documented cases are rare. Cannibalism is not uncommon among polar bears; adult males sometimes kill cubs. However, man is the primary predator of the polar bear. Depletions of polar bears by successive waves of arctic explorers, whalers, sealers and fur traders since the early 17th century have caused concern for their survival. Further significant reductions of bears have occurred in the Soviet Arctic and in Greenland since the 1930's, due to overhunting and a gradual warming of the climate and ocean currents, which has caused the melting of pack ice and, in turn, the replacement of seals by fish. Needless slaughters which take place occasionally must be stopped. Polar bears, once fairly secure in their arctic vastness — protected by the natural barrier of severe environment and the technical barriers of poor human transportation and weapons — now face an increasing threat from hunters equipped with aircraft or oversnow vehicles.

Informed guesses place the world polar bear population at over 20,000 and the Canadian population at over 10,000. The total annual kill of polar bears in recent years is approximately 1,000 — 1,200. The kill in Canada has approached 500 a year. The Northwest Territories has recently established an annual quota of around 425. In addition, about 50-75 are taken yearly in the Yukon Territory, Ontario, Manitoba, Quebec and Newfoundland-Labrador.

### Economic value

Economically, polar bears are valuable for a number of reasons, but mainly for their skins. Prime raw pelts sell for \$500 — \$3,000 and Eskimo income from sale of bear hides — luxury items used as rugs or wall hangings — is often substantial. Canadian polar bear fur production was valued at \$81,500 in the 1965-66 fur season (July 1 to June 30). In the 1970's the total economic value of the hunt and the hides is probably near to \$1 million in Canada. The revenue is particularly valuable to northern natives during poor trapping periods. Pelts are also useful for clothing, and bear meat may be eaten by humans or used as dog food. As infected meat can cause trichinosis, it should be boiled thoroughly before being eaten. Polar bear liver may be dangerous to men and dogs because of its high vitamin A concentrations. Polar bears are also highly valued as display animals, and capturing them for that purpose can be profitable in some countries.

### Conservation

To manage polar bears properly we need better information on population size, growth rates, reproduction rates and movements. In 1961 the Canadian Wildlife Service began a polar bear study which is still going on. Population estimates are being made from aerial surveys, captures, counts and track counts. To gain a better knowledge of polar bear movements, the animals are being marked with ear tags, dyes and collars containing tiny radio transmitters. To mark them biologists use helicopters or must first catch the bears in foot snares and immobilize them with darts loaded with drugs. The darts are shot from special guns and they inject upon impact. The bears are not harmed by the experience.

Although polar bears are not in immediate danger from extinction, there is no room for complacency. Because polar bears wander over the entire arctic coast, management requires international cooperation. At the First International Scientific Meeting on the Polar Bear at Fairbanks, Alaska, in September 1965, the governments of Canada, Greenland, Norway, the Soviet Union and the United States expressed their concern about maintaining this valuable and impressive wildlife species. An international research team, the IUCN Polar Bear Group, has been working under the auspices of the International Union for the Conservation of Nature and Natural Resources, Morges, Switzerland, since 1968. The Federal-Provincial Wildlife Conference has a permanent polar bear Committee comprised of research scientists and game managers who meet at least twice each year to review new data and management problems.

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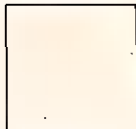
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## EDITOR'S NOTEBOOK

Each month we receive folders which contain newspaper clippings that come to us from a commercial press clipping service. Any time that Scouting is mentioned in a daily newspaper anywhere in Canada, we receive a copy of the story from this service.

Now most of these clippings tell what could be described as, *typical* Scouting stories — reports of annual meetings, apple days, camporees and so on, but on occasion we find something out of the ordinary, something we feel may make for a good feature story for **The Leader** or an item for this column.

Once in a great while, we find something very special, that makes all the time spent reading the routine items worthwhile, and something that makes one really proud to be associated with this great Movement of ours.

A recent item from a Toronto newspaper is a good example of this type of story.

We have all been made aware, through the media, of the sad plight of Viet Nameese refugees who are risking their lives and giving up most of their worldly possessions to escape the present situation in their country. Their time on, and the horrors of, the refugee ships have been well publicized and, as you are aware, many have not lived to see the freedom they sought.

Some 600 who survived one such ship, came to Canada recently and in Toronto found an unexpected but warm welcome awaiting them, from some members of the Toronto Scouting family.

And it happened because some 40 years ago another group of Scouts

felt compassion and a need to help their fellow man.

Scouter **Bob Engel** can still remember what it is like to be a stranger in a strange land, because he was one of the many thousands who fled Hitler's Germany in 1938 and found safety in a refugee camp in Holland.

As a 15 year old, he was alone and naturally frightened but then a group of Dutch Scouts visited the camp and made Bob and his fellows feel more at home, with their songs and camaraderie.

Because of this experience, Bob Engel could relate better than most to these new Canadians and he decided to extend to them some of the same type of friendship and hospitality that he had received those years ago in Holland.

As the **Toronto Star** reported, it was only a fake electric campfire but its flame could not have been brighter or warmer to the 50 Viet Nameese children and the 60 Toronto Cubs, Scouts and leaders who met each other in a government building in Toronto, appropriately called *Welcome House*.

While the new Canadians may not have really understood the words they were singing — "Old Macdonald had a Farm" and "My Bonnie Lies Over the Ocean", will no doubt always evoke memories of a happy evening, when heard in the future.

Not only did the Cubs, Scouts and leaders provide a pleasant time of singing and friendship, they also provided a lunch of cookies and juice.

Bob and boys, a real "good turn". Congratulations and well done!

The following letter appeared in the January issue of the **TARGET**, council bulletin of the **Edmonton Region**, under the heading "How Does This Grab You?" and I felt it was well worth passing on. Mind you, the story is not new and is something that I have written about before in this column, but this, coming as it does from a boy, certainly has more of an impact.

The writer is a 13 year old *former* Scout who was willing to share the reasons why he left the Movement.

"I wish that if I joined Scouts again it would live up to its leaders' promises. It's stunned if all we do is listen to tall tales; I joined Scouts to camp. All we did was stand around making promises that few of us kept. You would get more action out of the Brownies and why is it that you have

to memorize what happened to Baden-Powell? I will go along with knots if it will improve my woods-manship but it didn't. I went on one camping trip with a friend and I learned more about camping than in one year of Scouting. I like fishing but I couldn't bring a rod to camp, and I had to pay 25¢ each meeting. If it was used to finance activities okay, but we didn't go anywhere and the uniform, why get dressed up nice and formal to sit on a cold basement floor? The only real outing we had was on Apple Day. I would be the first person to join a truthful Scout troop. I think some of the formalities should be cut out and one should not be feeling like a prisoner. You should allow kids to pair off and mainly govern themselves. Now don't tell me that kids are too immature. You haven't given them enough chance to prove their maturity. Why should one have to wear someone else's choice in pants? And I think if I wanted you to know intimate details about my life I would tell you."

Agreed, punctuation, structure and paragraphing may not be the best and you may take issue with some of his facts but in too many cases it is a recital of the truth. "Out of the mouths of babes" and all that.

And as the **TARGET** asked — "Is this boy any different from other boys who come to Scouting *enthused* and leave *disappointed*?"

From World Scouting's **NEWS-LETTER . . . The 27th World Scout Conference** which was to have been held in Iran, along with the World Jamboree, will now be held in **Birmingham, England**, from July 15-21. The Scout Association accepted the challenging task of organizing the event on short notice, at the request of the World Committee . . . Two international camps, especially organized as alternate camps for world jamboree contingents, have already been designated by the World Scout Committee as "World Jamboree Year Camps". Each will accommodate 3,500 Scouts and Guides. One, **Dalajamb**, will be held at **Kopparbo, Sweden**, about 200 kms from Stockholm and will host the Canadian Contingent. The second, called **Kristall '79 Kandersteg**, will be located in **Switzerland** . . . The Bureau has also compiled and published all known data on over 30 major local jamborees being held around the world . . . In **India**, Rovers of the village of Anand-



pur Kalu organized a three day "Veterinary Operations Camp". Over 200 head of cattle were successfully operated on and 300 more received medicine for various ailments. The medicine and animal feed was obtained by the Rovers at no cost. . . . In cooperation with four Guide and Scout associations, the National Tourist Office of **Luxembourg** has prepared a booklet describing the 47 Guide and Scout campsites and hostels in that country. Copies are being sent to the national headquarters of other associations around the world, to help their touring groups.

**Bob Boswell**, troop Scouter of the **1st Manotick Troop, Ontario**, who did a story for us in the August/September '78 issue on his troop band, has sent along this photograph of the trophies his troop awards to Scouts who earn their Pioneer, Voyageur and Pathfinder awards. All three are home-made and put together quite easily.

The Pioneer trophy has a 3/4" thick base made with a diagonal cut from a tree or branch, 6" across. Well seasoned hardwood is preferable. It is sanded smooth with a disc or belt sander. The poles are branches glued and nailed in place. These poles signify the pioneering aspect of Scouting.

The Voyageur paddle trophy symbolizes the Canadian voyageur of old. Cut from a piece of mahogany 1/2" x 3" x 14", the edges are rounded before finishing.

The tree blaze on the Pathfinder trophy denotes the way of the pathfinder. The blaze is cut with a wide chisel and finished with the tip of a belt sander.

All trophies are given two coats of satin finish urethane. The Scout emblem used on all three is obtainable from Supply Services, catalogue #61-534. The engraving plates are attached with small nails. Drill a 3/16" upward sloping blind hole in the back of each base to accommodate a wall hook.

And one final hint from Bob — after the wood is cut, sand and varnish as quickly as possible, preferably the same day. This seems to reduce the tendency of the wood to crack or split.

Supply Services has a variety of items that you can use to design and make your own trophies and I would imagine that the home-made variety are even more valued by their recipients, because of the TLC that goes into the preparation of each one.

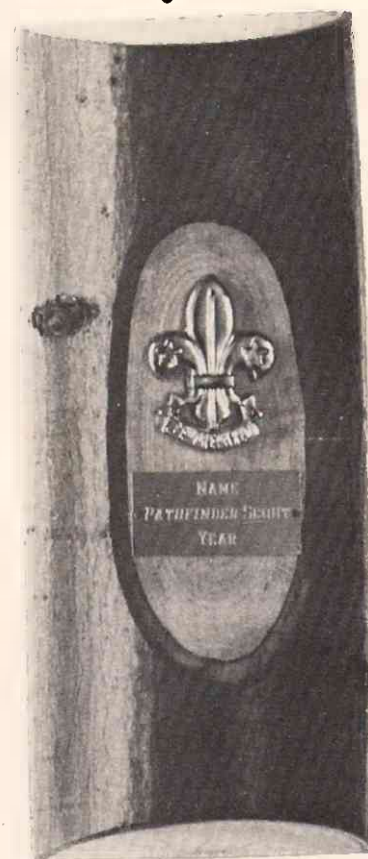
In August/September '78 we mentioned a letter from **Doug Robblee**, New Waterford, N.S., suggesting it would be helpful if we could publish a listing of places where free information, in the form of pamphlets, etc., could be obtained on subjects of interest to Scouters.

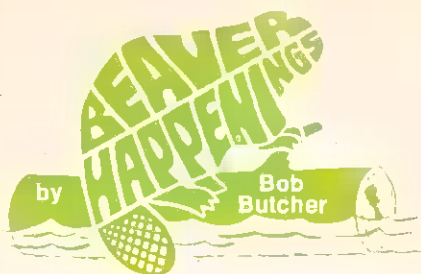
The item drew only one letter of support and that was from pack Scouter **Ken Shigeishi, 17th Scarborough West**, who endorsed the idea and followed up his endorsement with a 32 page book he calls "Sources of Mostly Free Information". In it, Ken has listed over 500 publications from more than 600 sources across Canada. Also noted, with asterisks, are the items which he found to be most useful in his work with Cubs.

We thank Ken for his efforts and will make the information contained in the book available to any interested parties, who will give us a specific category. In the meantime, a copy of the book has gone to Doug Robblee for the original suggestion.

God will not ask thy race,  
Nor will He ask thy birth;  
Alone He will demand of thee,  
What hast thou done on earth?

— Persian





Our thanks go to Eleanor New-some of the 11th Ottawa "B" Colony for sharing the following with us.

We were learning how beavers prepare their winter food supply and we incorporated this into a fun "Feed-the-Beaver" ceremony.

After our opening but prior to feeding the beaver, we assumed Lodge position and one of the leaders read from "Peeko the Beaver" (story #2; *Wild Life in Canada*; MacMillan & Co., Ltd. 1950, C. Bernard Rutley, pp 45-52.) This

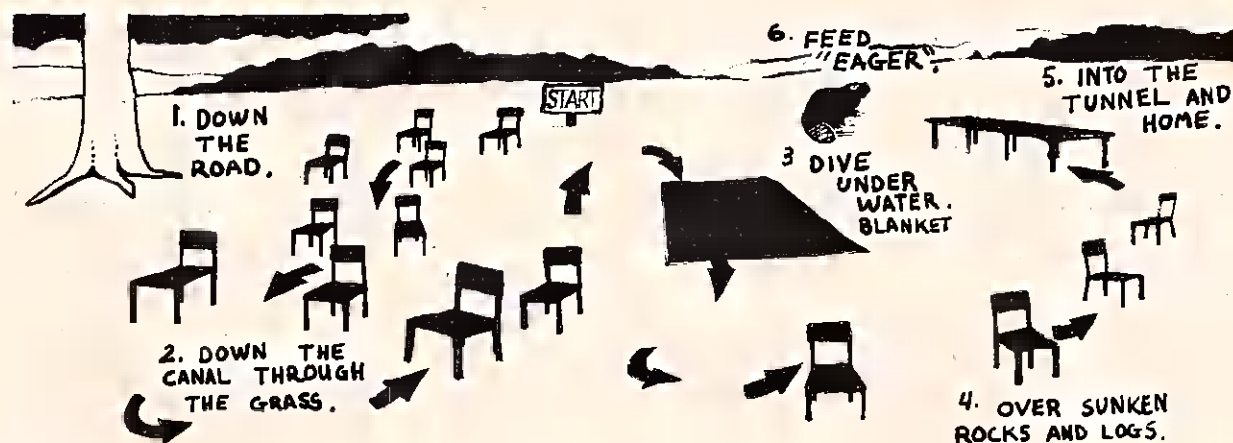
section of the story tells how the beavers prepare their winter food supply following these main steps:

- a) building a canal from the pond bank through the marsh grasses to their lodge. This enables them to float their branches rather than drag them.
- b) building a road, cleared of all bushes, from this canal to the trees.
- c) choosing trees by tasting the bark, cutting them down, dragging them down the canal, and storing them underwater in the special chamber under the lodge.

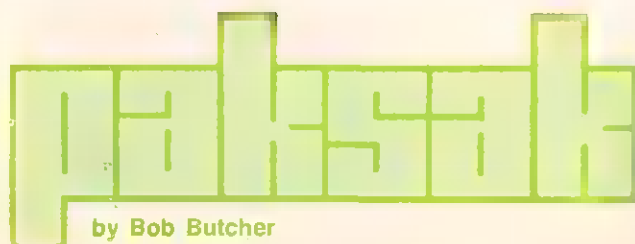
When the story/discussion was finished, the Beavers fed "Eager" by following an obstacle course laid out in the same steps as the beavers would have used to store their food.

Our boys really enjoyed this and are constantly asking to repeat it.

1. Beavers start down the road with their tree. Outline the course with chairs (trees) ... decorate if you have the time.
2. Beavers crawl under chairs (4-6 chairs) pretending the legs are grasses.
3. Beavers dive underwater; a blanket spread on the floor, held by two chairs at one end and two leaders at the other. Beavers crawl commando style under the blanket into the pond.
4. Now underwater, Beavers have to navigate over submerged rocks and logs. Chairs placed here; could be covered to look like rocks.
5. Beavers swim into tunnel entrance to lodge ... a long table covered with dark blankets to make a tunnel.
6. Beavers feed "Eager" at end of course, in the Lodge. X



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At a recent Program Committee meeting the question arose about whether or not we had such-and-such an interpreter strip for Wolf Cubs. A look at *The Cub Book* couldn't answer our question (where only ten emblems are shown). However, a quick dash to our display board confirmed that we did indeed have the interpreter strip in question. This incident suggested to me that probably very few leaders in the Cub program have any idea how many such strips are available to boys who can speak a second language, so I resolved to look into the matter more closely and to share my findings in a *Paksak* column. While the number of such Interpreter emblems fluctuates periodically according to the demand, at the present time recognition can be provided for a total of 57 languages and dialects.

Following is a complete listing of those currently available.

Afrikaans	German	Norwegian
Arabic	Greek	Ojibwa
Armenian	Hebrew	Polish
Blackfoot	Hindu	Portuguese
Bulgarian	Hungarian	Punjabi
Chilcotin	Indian	Roumanian
Chinese	Inuktitut	Russian
Chipewyan	(Eastern Arctic)	Serbian
Cree	Inuktitut	Slavay
Czechoslovakian	(Western Arctic)	Slovak
Danish	Italian	Slovenian
Deaf	Japanese	Spanish
Dogrib	Kannada	Swedish
Dutch	Korean	Turkish
English	Latvian	Ukrainian
Esperanto	Lithuanian	Urdu
Estonian	Loucheux	Vietnamese
Finnish	Macedonian	Yiddish
French	Maltese	Yugoslavian
Gaelic	Mohawk	X



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# About Trees for Canada?

by Syd Young

Here we go into our sixth year of the **Trees for Canada** program. Yes, believe it or not, Scouts Canada got into the tree planting business in 1974, in a big way. Actually, we experimented with the program in '72, found it feasible; did the organizing and design of materials in '73 and were in the greening of Canada bit from that time on. Who knows when it's going to end? Let's take a look at a few facts:

- **Do you know** — that during the six years over fourteen and three quarter million seedlings have been planted from coast to coast and the Northwest Territories, by over 480,000 members? That's *production*.
- **Do you know** — that the "take rate" (seedlings that make it after planting) is an amazing 70%? Foresters tell us that if they get 40% they think that's good. That's *performance*.
- **Do you know** — that thousands of acres of waste and eroded land have been reclaimed due to our efforts? That's *concern*.
- **Do you know** — that recreation and wildlife sanctuaries have been enhanced; animal and bird life given shelter, food and protection? That's *love*.
- **Do you know** — that Scouts Canada's image and visibility have improved and enlarged because of the wide coverage given to us by all media? That's *coverage*.
- **Do you know** — that thousands of boy members have gained stacks and stacks of badges through their participation in **Trees for Canada**? That's *progress*.
- **Do you know** — that all materials, including crests, are supplied free to assist Scouters in the operation of the program? That's *support*.
- **Do you know** — that the membership has gained a

greater appreciation for the environment, a deeper realization of the need for conservation and an understanding of the need for wise use of our resources? That's *training*.

• **Do you know** — that if all the seedlings planted in the six years were set three feet apart, it would not only make the longest windbreak in the world but would stretch from St. John's, Newfoundland to Victoria, British Columbia and back again to Ottawa? That's *crazy* — but it's a fact.

• **Do you know** — that Scouts in emerging and Third World countries such as: Honduras, Guatemala, Chad, Korea, Bangladesh, Peru, Columbia, Ecuador, Rwanda, Bolivia, Sri Lanka, Venezuela, Cameroon, the Caribbean, plus many more, have been directly helped through your efforts by participating in **Trees for Canada**? That's *caring*.

• **Do you know** — that 15% of the total monies raised across the country goes into the Canadian Scout Brotherhood Fund which is designed to assist our less fortunate brother Scouts throughout the world? The Canadian International Development Fund (a government agency) matches, and in some cases doubles, the amount which Scouts Canada channels into development projects. With this sizeable sum, Scouts and other young people in the countries already mentioned, learn basic skills and trades, attend schools and courses. All these designed to improve their personal lives and the quality of life in their countries. That's *sharing*.

You assist in this great work of brotherhood and friendship when you and your section become involved in the big green machine — **Trees for Canada**.

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# QUESTIONNAIRE - Scout Badges

In a few months the National Program Committee will be undertaking a review of the Scout badge requirements. To help in this review, by seeking feedback from those adult leaders working with the Scout program, the following questionnaire has been developed. This same questionnaire has been mailed direct to a selected group of troop Scouters across Canada and is now available for all troop Scouters, service Scouters, assistant troop Scouters and counsellors to provide their ideas to the Program Committee.

It is not the intention of the Program Committee to suggest any alteration to the present Scout program but rather to ensure that the present badges recognize hobbies, interest and skill areas in which a Scout-aged boy is interested and that requirements are clear and up to date.

Please return the questionnaire by May 28, 1979, following which a tabulation will be completed and a report made to the National Program Forum. Any changes in requirements will be announced in **The Leader**. It is recognized that we are asking for additional valuable time; however, your efforts now will pay off in a better program for future Scouts and we thank you in advance for your support of this important task.

## Achievement Badges

The twelve Achievement Badges are designed to be worked on by a group or patrol. The badges have three stages: bronze, silver and gold. A Scout does not have to begin at the bronze, silver or gold level.

- Below are listed the twelve Achievement Badges in the Scout program. Please indicate any which you feel should be eliminated.

Anchor Badge ☐ Conservation ☐ Personal Fitness ☐  
 Arrowhead ☐ Exploring ☐ Safety ☐  
 Campcraft ☐ First Aid ☐ Swimming ☐  
 Citizen ☐ Life Saving ☐ Winter Scouting ☐

- Are there any Achievement Badge requirements that you think need updating or clarifying? Please state the badge(s) and suggested areas of change. Use a separate page for each badge.

- Due to the increasing interest in use of canoes and canoe tripping by Scouts, should the present Challenge Badge be redesigned as a 3 stage Achievement Badge? Do you favour this change?

Yes ☐ No ☐

- Are there any additional skill areas which are not part of the Achievement Badge system that you think should be developed into Achievement Badges? List skill areas.

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- Please list any other suggestions you have for improving the Achievement Badges.

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## Challenge Badges

The thirty (30) Challenge Badges were developed as single stage badges focusing on hobbies and interests of Scout-aged boys. They were designed to be earned by individual Scouts rather than in patrol or troop projects.

- Are there any of these 30 badges which you feel should be eliminated from the Challenge Badge system?

Please indicate in the appropriate boxes.

Adventuring ☐ Handicraft ☐ Repairman ☐  
 Agriculture ☐ Handyman ☐ Resource ☐  
 Artist ☐ Horticulture ☐ Management ☐  
 Boating ☐ Interpreter ☐ Sailing ☐  
 Builder ☐ Modeller ☐ Science ☐  
 Canoeing ☐ Man of ☐ Scoutcraft ☐  
 Collector ☐ Letters ☐ Sportsman ☐  
 Communicator ☐ Music ☐ Team Sportsman ☐

Engineering ☐ Pet Care ☐ Troop Specialty ☐  
 Entertaining ☐ Photography ☐ Winter ☐  
 Family Care ☐ Public Health ☐ Sportsman ☐

- Are there any other hobby or interest areas that you feel should be recognized by Challenge Badges? Use a separate page for suggested requirements.

- The Canoeing Challenge Badge is designed to recognize a novice canoeist capable of paddling a canoe in the stern position when accompanied by a bow paddler, and from the solo position in calm water conditions within a supervised area. If the Canoeing Badge remained as a Challenge Badge do you think the level of competence should:

a) remain the same? ☐ b) be raised? ☐  
 c) be lowered? ☐

- Are there any requirements for the Challenge Badges that you believe require some modification or clarification? Please indicate the badge(s) and any suggestions for changes. (Use additional sheets if required.)

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- It has been suggested that a boy be allowed to earn more than one of any of the Sportsman, Team Sportsman or Winter Sportsman badges. Thus, he could wear two Sportsman badges for tennis and golf.

a) Do you think that this change for each of the sports badges would be useful? Yes ☐ No ☐

b) If you agree, do you suggest any limit to the number of badges? No Limit ☐

A limit of each badge 2 ☐ 3 ☐ 4 ☐

A maximum total of sports badges 3 ☐ 4 ☐

5 ☐ 6 ☐

- It has also been suggested that the Science badge covers too broad a field and that a boy should receive recognition for different sciences. Do you agree?

Yes ☐ No ☐

If you agree, indicate which of the solutions below you prefer.

a) Award up to four of the present Science badges for different sciences. ☐

or b) Create four new badges (e.g. Life Sciences, Physical Sciences, Applied Sciences, Field Naturalist) ☐

c) Other comments ☐

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- What other suggestions do you have for improving the Challenge Badges?

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# PATROL CORNER

by Phil Newsome

Over the past few months we have had a number of requests to review the use of the Scout program planning guide document *Preparing Patrol/Troop Programs*. Before getting into the actual use of this resource booklet, it is important to understand that the booklet presumes the patrols in your troop are made up of peer groupings.

Peer patrols are groupings of boys who are generally of about the same age and degree of maturity, and who have the same interests. The opposite to a peer group is what is sometimes called a family group/patrol, one that is a mixture of ages, maturity and interests. The *Scout Leaders' Handbook* in chapter 6, "The Patrol", gives an excellent description of both types of patrol, and the advantages and disadvantages of each. While the Handbook leans heavily towards the peer grouping, there is possibly a third option in organizing the boys in the troop.

If each option, peer and family groups, have advantages why not use *both* in the troop organization? The boys form patrols/family groups, for games or other competitive activities, and form peer groupings for instruction and badge work. It would seem natural to call the peer groups Pioneers, Voyageurs and Pathfinders. Two other possible groups could be Recruits and Chief Scouts. Each of these groups would be made up of boys working toward the particular level as designated by its name, i.e., all boys in the Pioneer group would be working toward the Pioneer Scout Award, etc.

With this type of organization in the troop, the Scouter now can pick the best type of grouping depending on the activity. If the troop is involved in games where each patrol should be about equal or if the activity requires some expertise or leadership to help the younger boys, the Scouter can use the patrol grouping. As the meeting moves to the instruction or badge work period, the Scouter then changes the grouping by calling for Pioneers, Voyageurs, etc., which we can now call the Award grouping as distinct from patrol group.

Now back to the planning guide, *Preparing Patrol/Troop Programs*. Using the troop organization structure as outlined above, here is an alternative approach to using the document. Organize the boys into their award groupings as well as patrol group:

1. Each *patrol* completes the top portion of "What Are We Going To Do?" page of the booklet.
2. Form the boys into their *Award groups* and complete the lower section, starting with the sentence, "We want to earn the . . . . . Scout Award".
3. From the upper portion of the sheets, the Scouter prepares a list of the common items in all the patrols. These become part of the troop program and provide

the thrust for the year. Those items that are only indicated by one or two patrols become patrol activities to be worked on by the group of boys who indicated the interest.

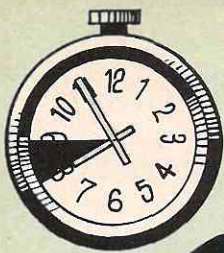
4. From the lower portion of the sheet, the Scouters prepare lists of badges that have been selected by the Award groupings. Use a blackboard or a large sheet of paper to list the requirements under each badge in a column form.
5. Circle badge requirements which must be completed in the outdoors. Remaining requirements can be completed indoors.
6. Establish outline plan (themes) for the year and enter in the theme column of the Annual Outline.

At this point a slight modification must be made to the "ANNUAL OUTLINE" form. The "Troop/patrol Activity column" and each of the " . . . . . Patrol Activity" columns should read: Investiture Award Activity, Pioneer Award Activity, Voyageur Award Activity, Pathfinder Award Activity, Chief Scout Award Activity across the top of the page.

7. With the Court of Honour, indicate in the troop activity column of the Annual Outline: holidays, area, district and region activities and camps your troop wishes to take part in.
8. Now select dates for patrol/troop hikes, camps, outings and other activities developed from Step 3. Enter these in the troop/patrol activity column of the Annual Outline.
9. Plan the outdoor program using the outdoor requirements that were circled in Step 5. Enter these in the activity columns under the appropriate award group.
10. Now turn to indoor requirements on the list prepared under Step 5. In the troop/patrol column enter meetings, subject areas for indoor requirements. In the award activity column enter the badge requirements. When this step is completed the Scouters then plan individual meetings around badge requirements using the "troop and patrol activity fun sheet" with the appropriate modification to the headings across the top.

Using the two groupings in the troop operation provides greater flexibility in programming, allowing boys to achieve in peer groups while maintaining competitive patrols for activities requiring a number of different abilities. If there are troops already using the suggested system, how about letting me know how it is working? Maybe you have some suggestions that could be passed along to others who are thinking of changing. X





# SCOUTER'S 5 MINUTES & SONGS



Here's a brief extract from Captain W.F. Butler's diary, describing a solitary camp on the bank of the Peace River around 1845.

"... I made my camp in a pine-clump on the brink (of the south bank of the Peace). When the dogs had been unharnessed, and the snow dug away, the pine brush laid upon the ground and the wood cut, when the fire was made, the kettle filled with snow and boiled, the dogs fed with a good hearty meal of dry moose meat, and my own hunger satisfied; then it was time to think, while the fire lit up the pine stems, and the last glint of daylight gleamed in the western sky. A jagged pine top laid its black cone against what had been the sunset. An owl from the opposite shore sounded at intervals his lonely call; now and again a passing breeze bent the fir trees until they whispered forth that mournful song which seems to echo from the abyss of the past.

"I felt at last at home ..."

— from "Our Alberta Heritage", Calgary Power Ltd. Sent in by T. Gray, Patrol Counselor, 21st Calgary.

## MOUNTAIN AIR

Tell me of Progress if you will,  
But give me sunshine on a hill —  
The grey rocks spiring to the blue,  
The scent of larches, pinks and dew ...  
Take towns and all that you find there,  
And leave me sun and mountain air!

John Galsworthy

## THE CUBS WENT HUNTING

(Tune: *The Ants Came Marching*)

Lyrics by Martha Hett and Alice Beals)

(Cubs in crouching position going slowly around the circle.)

The Cubs went hunting two by two —  
Crouch low, Crouch low,

The Cubs went hunting two by two —  
Crouch low, Crouch low,

The Cubs went hunting two by two  
The small ones came with Big Baloo,  
And they all went padding on — with an eye  
— for game.

(Hush Hush Hush)

The Cubs went hunting four by four —  
Crouch low, Crouch low,

The Cubs went hunting four by four —  
Crouch low, Crouch low,

The Cubs went hunting four by four  
They drank beside Waingunga's shore,  
And they all went padding on — with an eye  
— for game

(Hush Hush Hush)

The Cubs went hunting six by six —  
Crouch low, Crouch low,

The Cubs went hunting six by six —  
Crouch low, Crouch low,

The Cubs went hunting six by six  
Banderlog and Cubs don't mix,  
And they all went padding on — with an eye  
— for game

(Hush Hush Hush)

The Cubs went hunting eight by eight —  
Crouch low, Crouch low,

The Cubs went hunting eight by eight —  
Crouch low, Crouch low,

The Cubs went hunting eight by eight  
The moon was high and they were late,  
And they all went padding on — with an eye  
— for game

(Hush Hush Hush)







## Wide Games (Continued from page 5)

### Moon Race

Equipment needed: 2 flags

Several pebbles roughly egg size  
Aluminum foil

Two teams are racing each other to reach the moon first; or you could substitute some other in-the-news planet. In order to plant their own flag upon it and thus claim it for their side, each team must make a spacecraft. And to earn a place in the craft they must first undergo rigorous training.

Prepare for this game by covering pebbles with tinfoil and positioning them over a widely scattered area. Some might be taped to the upper branches of climbable trees. Others might be placed on rocks in navigable streams. The aim is to make them visible but not too easy to reach.

Divide boys into two teams and send them off for their space training, which means that each boy must locate a silver covered pebble or "medal for training successfully completed" and climb, or perhaps swim (under surveillance) to reach it and bring it back to his space leader. When a complete team have returned with their all-systems-go medals, the leader gives them their flag and sends them off to the launching pad.

They must then race to this spot — a high clearing would be ideal — where they are shown the landing target perhaps ten or twenty feet from the launching pad. These areas could be defined with small stones. At this point they are given equal amounts of tinfoil and told to make their spacecraft, along the lines of paper darts. Either each team makes one large dart or each boy makes an individual one. The first to throw his dart accurately at the landing target (a small circle of stones) may plant his team's flag and is the winner.

Well, there are a few to get things going. They allow for individual interpretation and flexibility, the important common factor being that they are played over a wide area and contain a theme which captures the boys' interest and enthusiasm.

It would be as well to establish a few basic rules whenever this sort of game is played. For example, the action should obviously not be allowed to become too violent or dangerous, and a time limit should be fixed so that all boys are back at base and accounted for within a reasonable time.

And for the rest, just let the game develop as widely and as freely as the fields and the woodlands and the boys' imaginations will take them. X

## A LEADERS' ALERT (Continued from page 9)

telephone calls were also made to add the personal touch and hopefully ensure good participation.

The site of the event was the regional campsite at Miller's Lake, chosen because of its close proximity to Halifax and good parking facilities. The area also included the type of wilderness terrain necessary for some of the events. The day chosen was in April, just between the really cold weather and the annual spring camporee season. The one day concept ensured participation by many leaders who might not have been interested in the discomfort and time required for an overnight experience.

A circular route was decided upon and each company was given the freedom to choose the actual location for their project. By staggering the starting times and points, bottlenecks would be avoided. As a precaution, and considering some of the participants, the Venturers very wisely recruited a doctor for the day and set up an emergency communications system.

A crest was designed for the event and ordered and the media were invited to attend. (The major Halifax newspapers were represented and gave the day good coverage, with photos, in both morning and afternoon papers.)

As a final control on the planning, the Council met monthly to receive reports from all participating companies.

Finally the big day arrived. The weather was beautiful and over 125 adults and 70 Venturers turned out to participate in the fun. As each team arrived and registered, they were given a team "letter" and its corresponding schedule and sent on their way. Some of the projects developed by the Venturers were ingenious and all of them required very little in the way of resources. They included:

- **Search & Rescue** — A theory test followed by a practical search for a lost doll.
- **Enemy** — Recovery of "gold" in a roped-off area, without being tagged.
- **Survival** — To build a rabbit snare and fishing rod, with line and hook, using natural materials and natural tools.
- **Lost in the Woods** — Build a campfire and lean-to in shortest time possible.

- **Fantasy Island** — Part One, make a monkey's fist and a unique kind of rope ladder to scale a tree and read a message; Part Two, from clues given in the message break code so that the location of the lost princess can be obtained.
- **Water Carry & Boil** — Carry maximum amount of water from lake using a sheet of plastic, then boil water using a paper bag.
- **Map Drawing** — Explore a ribbon-marked area and then develop an accurate scale map showing their locations.
- **Skit** — Develop and display an *original* skit. Marks for originality and humour.
- **River Crossing** — Cross the river using ropes and spars provided. (A real river.)
- **Scouting 5 Minutes** — A bombardment of questions on Scouting from well-armed Venturers.
- **Compass Run** — Run a compass route against a clock. The shortest distance between two points is always the easiest.
- **Feast** — Make your own feast from hamburger, carrots, onions, potatoes, etc. To be wrapped in tinfoil and cooked over the charcoal fires provided.

Enthusiasm was high and during the day the leaders travelled happily from project to project, competing for points and thoroughly enjoying their new role as participants.

The Venturers also had fun but perhaps, more importantly, they learned something of the hard work and difficulties that are part of the organizing of a good project. In the process, they also developed a sincere appreciation for the hard work their own leaders must have gone through in providing programs for them, when they were younger.

And the final results of all their work? Well, they were paid the most sincere of compliments for their efforts — they were asked to run a similar event next year. X

BRUCE L. SKIBA is assistant regional commissioner — Venturing, in Halifax and would be happy to provide further information to interested districts/regions.

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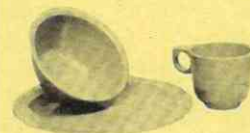
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