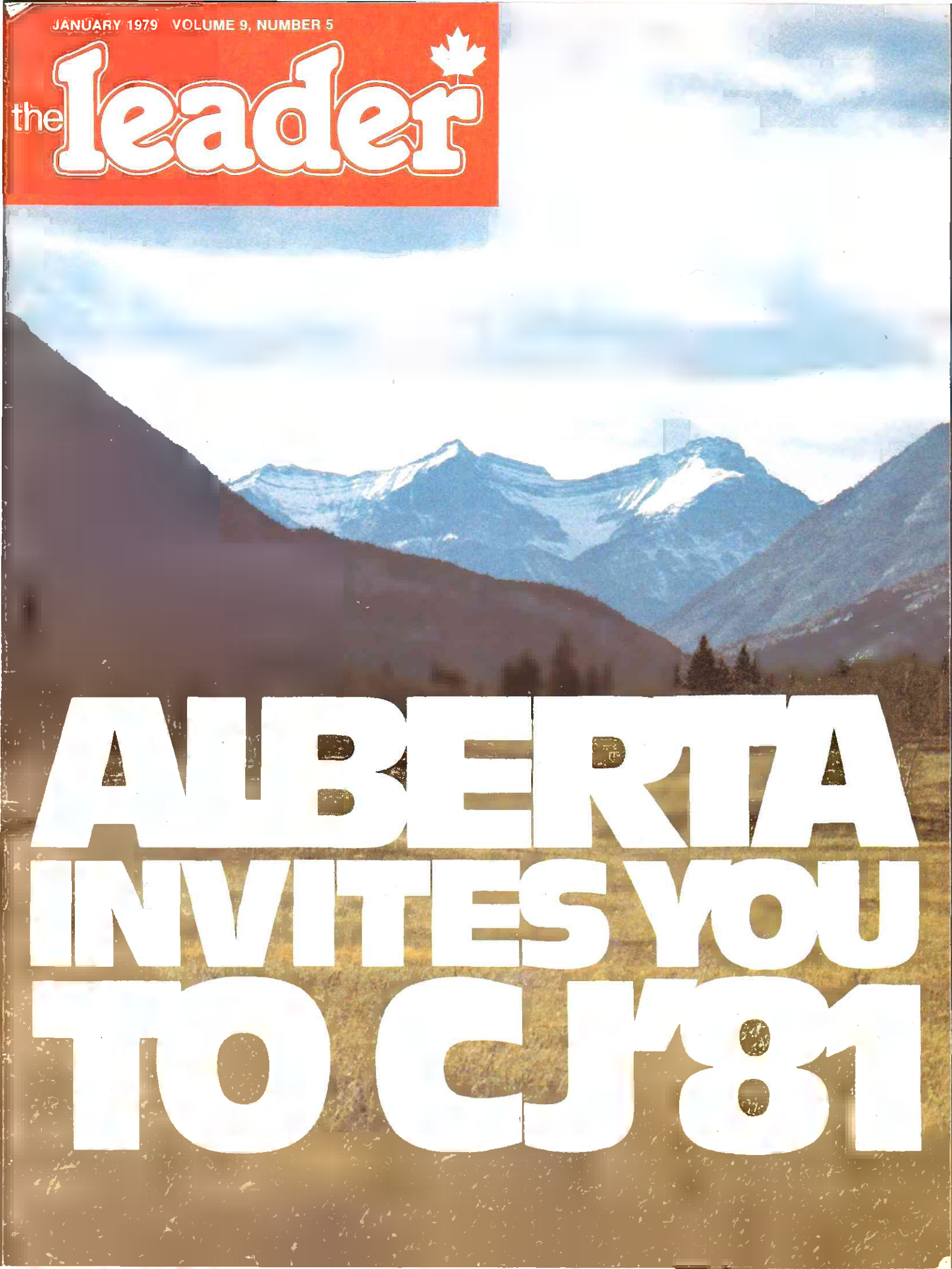


JANUARY 1979 VOLUME 9, NUMBER 5



the leader



**ALBERTA
INVITES YOU
TO CJ'81**



What is a Tree ?



by Syd Young

2 A tree is God's creation everywhere on earth — including Brooklyn. It's said man once lived in trees. When he climbed down, life never again was to be quite so simple . . . yet only then did the tree get truly appreciated. For here was food and fuel and shelter. Then a weapon, a tool, a wheel — and transportation. And now it's floors, doors, veneers, piers, baskets, caskets . . . rubber for gaskets. It's a handle for brooms, shovels, rakes . . . syrup on pancakes. It's paper and paints . . . tars, spars, boxes and boxcars . . . storage bins and bowling pins. It's toothpicks and matchsticks . . . even plastics . . . material for distillation, lamination, insulation . . . windows for ventilation, and a thousand and one other we-can't-do-withouts. Yet few people look at a tree in the same way. To the lumberjack it's Goliath to be sent crashing and thrashing to the echo of "Timbe-e-er!" To the small boy it's a favourite and strategic place . . . where you build a shack, spot a woodpecker, cut slingshots and fishpoles, hang old tires and tie-up "enemies". To the naturalist it's probing a fascinating world of buds, blossoms, bark, branches, needles, cones and leaves . . . spectacles of colour . . . and some 1,035 domestic species. (Yet to a baseball player it's as simple as a stick of second-growth ash, sized and shaped to "feel like a million".) To the artist it's inspiration . . . alone on a windswept hill, timberline patchwork on a mountainside, thick and verdant in a valley. To the homeowner it's beauty and shade and property value . . . also digging, planting, pruning, edging, feeding and a lot of other weekend work. To the hobbyist and craftsman it's a

new bookcase, picnic table, panelled den, plywood shelves . . . a chance to become downright "immortal". To the lumberman it's a bustling big business, measured by the billions of board feet. But most of all, a tree remains what it was in the first place . . . man's ever-useful, everlasting friend. For we'd sure be "stumped" for a mighty lot of things in a world without trees! To thousands of members of Scouts-Canada it's about two million seedlings a year planted-coast to coast . . . recovering a sand-swept field . . . reclaiming a river bank from erosion . . . beautifying a park or recreational area . . . starting a windbreak for protection of fields, barns and homes.

A tree means dollars to help brother Scouts in developing countries around the world. Places like Madagascar, Honduras, Ghana, Zambia, Kenya, South American countries. A tree means the opportunity to earn badges. It means giving Scouting in Canada a lot of visibility in the media and enhancing our image in the eyes of the public.

All this comes about when your section or group get involved in our national conservation project — **Trees for Canada**.

All support materials are provided by National Council at no cost — organization books, pledge authorization and thanks cards, crests, planting instructions, PR kit, appreciation certificates. Make sure your group is involved in **Trees for Canada '79**. Contact your council office for details in your area. X

You are invited to attend CJ'81

in Kananaskis Country (near Banff), Alberta in early July 1981.

Start your planning now

and watch for feature articles in future issues of The Leader.

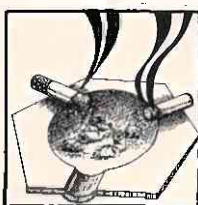
the leader

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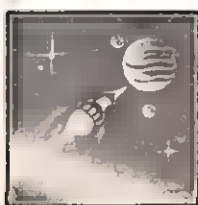
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National Photography Contest

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Editor

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Assistant Editor

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Editorial and Advertising



COVER

Snow capped Rockies, the foothills, mountain meadows and the romance of the old West, and they're all yours, in Alberta, in 1981. Watch for more information on CJ '81 in future issues of **The Leader** because you and your boys will want to be there. Our cover photo by Bob Milks, shows a portion of the actual camp site area.

supply services news

by Bill Johnson

With Scout Week coming up next month we again ask groups and leaders to determine their **gift, banquet and award needs** early and give their local dealer or Scout Shop lots of time to bring in their supplies.

We have received many fine comments about the cover on our 1978/79 Supply Service catalogue and would remind everyone that reproductions of the cover, with the heading "**World Jamboree Emblems 1920-1979**" are available from your local Scout Shop at a nominal cost.

While talking about jamborees, we have already started to develop souvenir items for the **next Canadian Jamboree scheduled for Alberta in 1981**. We hope every Scout and Venturer has the opportunity to take advantage of this exciting event.

Cub leaders! Early next spring we will be introducing a line of items featuring **the jungle theme**. T-shirts, cap, mug and possibly some other items will highlight the jungle characters. Watch for future announcements.

By now we should all be up to our knees(?) in snow and we hope you'll remember the Scout Shops and dealers for those winter items such as **parkas, toques, moccasins, snowshoes and sleeping bags**.

The new training document, **Guidelines to Service Team Training** is now available from council offices under catalogue number 21-218.

Although it is not in the catalogue, the **B.-P. Cassette**, featuring several talks by our Founder, cat. no. 20-809, is still available, cost \$8.95. X

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Meet the PRESIDENT



by Jim Mackie

The 65th Annual Meeting of the Corporation of Boy Scouts of Canada was held in Montreal on Friday, November 17 and at that time Donovan F. Miller of Vancouver, B.C., was elected National President.

Mr. Miller's long association with Scouting began when he joined the Wolf Cub section in Edmonton, Alberta. He was later a Scout and a Rover, going on to serve as a Rover leader in Edmonton and Vancouver. He was a district president and Vice President and Chairman of the Training Committee of the Vancouver-Coast Region. He served as President of the British Columbia/Yukon Provincial Council and was elected First Vice President of the National Council in 1976.

Don Miller is President of The Canadian Fishing Company, Vancouver; was a member of the North Pacific Halibut Commission; Past President of the Fisheries Association of B.C. and a member of the Federal Advisory Committee on the Environment. During World

War II he was a lieutenant in the Royal Canadian Naval Volunteer Reserve.

Active in civic affairs, Mr. Miller is a former Chancellor of the University of British Columbia. Don and his wife Kay have three sons and a daughter.

The new First Vice President of the National Council is Walter B. Tilden of Toronto. Mr. Tilden is Chairman of The Tilden Corporation, Chairman of the Tilden Rent-a-car System and President of the family operating company which is the Tilden Rent-a-car Company.

Mr. Tilden became involved in 1962 as a member of an Ottawa group committee. Since then he has given a great deal of his time and support to Scouting as a member of the Executive and President of the National Capital Region (Ottawa); member of the Executive and President of the Ontario Provincial Council and a member and Vice President of the National Council.

Walter and his wife Jane have six children, four boys and two girls. The Tilden boys have been involved in Cubs, Scouts and Venturers and the eldest son, Bruce, has also been a Cub leader. The two girls have been in Brownies and Guides.

A graduate of McGill University, the new First Vice President had a distinguished collegiate athletic career and was on Canadian Senior Inter-Collegiate championship teams in golf, rugby, water polo and skiing. He was a member of the winning Canadian Ski Marathon team in 1969; on the Veterans' winning team in 1975 and received the Canadian Ski Bronze Medal Award in 1976.

Other officers elected at the annual meeting were:

Past President: Reginald K. Groome, Montreal

Vice Presidents: John A. Edgecombe, Halifax
Lieut. General Ramsey Withers, Ottawa

George A. Cummings, Ottawa

Roy B. Brookes, Calgary

Senator P. Derek Lewis, St. John's

M. Thomas Neill, Oakville

Legal Council: John C. Osborne, Q.C. Ottawa

International

Commissioner: H. Morrey Cross, Kanata, Ont.

Honorary

President: L.H. Nicholson, Woodlawn, Ont.

Standing committee chairmen include:

Property &

Insurance: Col. T.F. Slater, Ottawa

Finance: M. Thomas Neill, Oakville

International

Relations: H. Morrey Cross, Kanata

Personnel: Joe Campbell, Kirkland, Que.

Program: Judge Gordon H. McConnell, Kitchener

Public

Relations: Major L.D. Dent, Ottawa

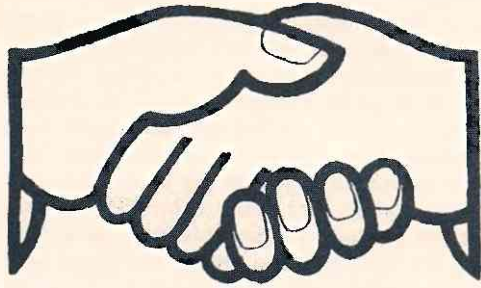
Supply: P.S. Conquer, Ottawa

Adult

Volunteer: James Sharp, Montreal

Committee on

Co-operation: Harvie Walford, Westmount, Que.



Honours &

Awards: E. Bower Carty, Ottawa
Nominating: Reginald K. Groome, Montreal

The reappointment of Lieut. General A. Chester Hull, Carrying Place, Ontario, as National Commissioner was recommended to the Chief Scout by the National Council.

During the meeting, two motions were moved and seconded and carried unanimously and the meeting asked that they be published in **The Leader**.

The first, moved by Don Deacon, provincial commissioner Ontario, was a tribute to Scouters and other volunteer members and read: "At this annual meeting of the Corporation of Boy Scouts of Canada, we recognize the skilful and devoted effort put into Scouting in all its sections, groups, councils and committees by thousands of volunteers; without this massive and unselfish service, no progress could have been made in the past year."

The second motion was moved by George Cummings, Vice President, National Council, and was directed to our partners in serving youth:

"I move that the Corporation express its deep appreciation to, and its full intent to continue to work with, our partner groups in local communities: churches; civic, fraternal and service clubs; home and school associations and school groups; parent and community groups and others who provide leadership, facilities, financial and other support to almost 5,000 Scout groups presently serving the needs of over 300,000 boys, leaders and adult supporters and their families, in communities all across the country."

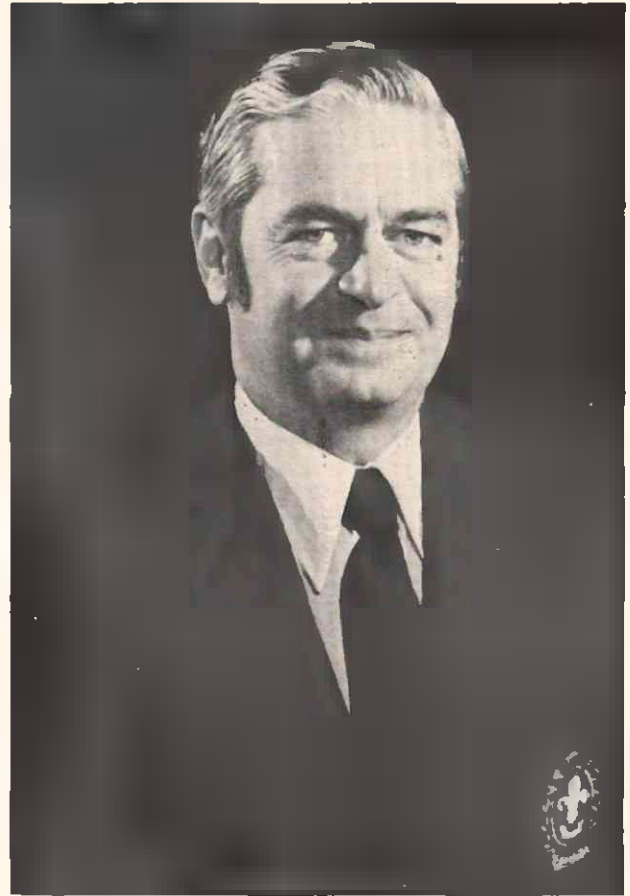
It was also moved, seconded and unanimously approved that letters of appreciation be sent to the Prime Minister of Canada; the Canadian Press; The Canadian Community Newspapers Association; The Canadian Broadcasting Corporation; The Canadian Association of Broadcasters; The Canadian Television Network and the Global Television Network.

The annual meeting dinner was held Friday evening and at that time the National Council paid tribute to Past President Reginald K. Groome.

President Don Miller presented him with an engraved tray which recorded his great service to Scouting. The National Commissioner, Chester Hull, then read a letter to Mr. Groome from His Excellency, Governor General Jules Leger, informing him that the Chief Scout was pleased to award him the Silver Wolf, which will be presented at a Government House investiture in 1979.

National Council met prior to the annual meeting and a number of important items of business were on the agenda; provincial presidents and commissioners will be reporting on these matters on a local basis.

The Council meets in May and November each year and between sessions, the Administrative Board, consisting of the President, Past President, Vice Presidents, National Commissioner and International Commissioner, administers the affairs of the Corporation.



Walter B. Tilden,



Lt.-Gen. A. Chester Hull

SMOKING FOR BOYS?

by Mrs. Alison Hillhouse

January 21-27 is the 1979 National Education Week on Smoking so this seems an opportune time to stress to your boys and girls the dangers that lie in wait for those who start to smoke. Since we are starting a new year, it might also perhaps be a good moment, for those leaders who are trying to give up the smoking habit, to make a firm 1979 New Year Resolution to stop now. There are so many good reasons for giving it up and so little to be said in its favour, that perhaps Mrs. Hillhouse's comments on the subject will provide that necessary extra help along the road to good health and good example.

Mrs. Alison Hillhouse is a member of the Scottish Committee, Action on Smoking and Health and the following article is reprinted from Scottish Scout News.

Baden-Powell was quite clear about smoking. In *Scouting for Boys* he wrote: "Any boy can smoke — it is not such a very wonderful thing to do. But a Scout will not do it because he is not such a fool. He knows that when a lad smokes before he is fully grown up it may weaken his heart . . ."

Baden-Powell wrote this long before there was any scientific evidence that smoking did any harm either to growing lads or to adults. Today, after more than twenty-five years of accumulating evidence and public discussion, everyone knows that smoking, and in particular cigarette smoking, is a major cause of most of the killer diseases in modern Britain.

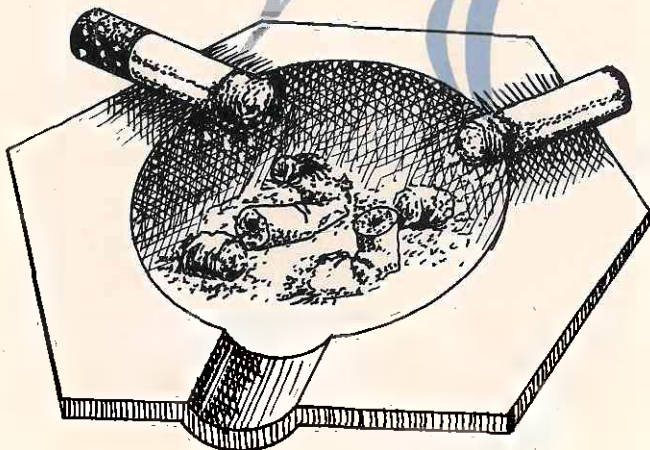
Tuberculosis and diphtheria have been replaced by heart disease and lung cancer. Almost everyone, young and old alike, now knows that smoking is harmful. A lot of smokers have taken the hint and have given up. Smoking is now a minority habit, and the latest public opinion poll shows that almost 70% of those who still smoke would like to stop. Why don't they? And even more important, why do many young people still start to smoke? "Smoking disease" is a modern epidemic which would be beaten within a generation if we could persuade all our young people not to start smoking.

The problem is a big one, but the trends are encouraging. More and more effort is being devoted to preventing the toll caused by cigarette smoking, and organizations such as the Scouts are taking the initiative in tackling the problem at its source, in young people.

We don't know how to prevent young children from starting to smoke — if we did I wouldn't be writing this! — but we do understand a little about why children start, and how to begin to persuade them not to.

Let us consult Baden-Powell again. He says: "No boy ever began smoking because he liked it, but generally because either he feared being chaffed by the other boys as afraid to smoke, or because he thought that by smoking he would look like a great man — when all the time he only looks like a little ass." He was of course absolutely right; two of the most important reasons for starting to smoke are what are called "peer group pressure", and "anticipation of adulthood". Baden-Powell put it rather more simply! He did not mention the other two main reasons for starting to smoke, because they were not important at the time when he wrote.

One is the great volume of tobacco advertising by which young people are surrounded, and the other is the fact that our children are still growing up in a smoking society. Smoking is still normal, acceptable behaviour among adults, and young people grow up expecting to follow the example of their parents and the adults they see smoking all around them. When they start experimenting with cigarettes, perhaps at 9 or 10 years old, they are only anticipating adult behaviour by a year or two.



This very sketchy account of how the smoking habit starts will demonstrate why it is not sufficient just to tell children why they shouldn't smoke, and expect them to turn away from tobacco for the rest of their lives. We are in fact asking them to reject a habit which seems to them, and most of society, quite normal and acceptable.

The problem with health education is of course that knowledge is one thing, attitudes are another, and action is something quite different. Behavioural scientists talk about "cognitive", "affective" and "behavioural" change, but I expect Baden-Powell would have remarked that you can take a horse to the water, but you can't make it drink until it has convinced itself that it wants to. A lot of our young horses are looking at the water with a remarkable lack of interest.

What can a concerned adult do? A Scout leader, who sees his charges for only a few hours a week, may wonder whether it is worthwhile to try to counteract the pressures of family, television and adult society. It most certainly is worthwhile for the Scouting Movement to present an anti-smoking message, simply because Scouting is a voluntary activity with a positive message for young people. A large part of the message is about health and how to enjoy life, and smoking and Scouting just do not go together.

The younger the message is presented, the better. Many Cubs have had their first cigarette before they join up, and some will be smoking regularly before they leave. Most of them know that smoking causes lung cancer, but they don't connect this knowledge with their own smoking habits. "Lung Cancer", which may develop after thirty years of smoking, means nothing to a ten year old proud that he has stopped feeling sick every time he takes a puff.

Next, it is wise to bear in mind that teenagers believe that they know all about smoking. They have often become bored by the health warnings which carry very little weight against the increasing pressure to smoke coming from friends, advertising and the media. They still don't connect their own smoking habits with warnings of future health risks. They also believe that they can choose whether to smoke or not. Many of them will realize too late that they have chosen to be life-long smokers without knowing it.

It is clear there is little point in emphasizing to young people the long-term dangers of smoking. They must feel that the message is relevant, interesting and if possible, cheerful.

Here are a few suggestions for topics which Cubs and Scouts might be asked to discuss:

1. **Fitness.** Cubs and Scouts should know that smoking affects their lungs from the very beginning. Young smokers, even if they only smoke a little, are less fit and have more coughs, colds and chest illnesses than non-smokers.
2. **Cost.** Children know, and should be reminded, that cigarettes cost money which would be much better spent on things they really want to do.
3. **Cubs and Scouts are trained to be in control of situations and themselves.** They should be aware of how quickly smoking takes charge of people. 80% of teenagers who smoke regularly go on to become regular adult smokers, and most will regret the habit. This is why adult leaders should not take a casual attitude to smoking, thinking it is a childish experiment which most young people grow out of. They don't.
4. **Other people and the environment.** Non-smokers find it unpleasant to breathe in stale smoke. "Passive smoking" can make some people ill. Smokers' litter

is dirty and unsightly, and many fires are caused by matches and cigarettes.

5. **Personal cleanliness.** Smoking does not make you look — or smell — any better. Teeth and breath are much more pleasant if you don't smoke.
6. **Advertising.** Smoking is presented as part of the good life. Children can see through the false image presented by advertising. Sponsorship of their favourite sports by tobacco companies is another way of creating a good image for smoking.

Some of these aspects of smoking should be of interest to boys. The other way to make sure that a message is understood is to involve young people in some purposeful activity. Here are some suggestions:-

1. Collect advertisements and make up captions to carry a non-smoking message or to debunk the one used.
2. Invent slogans for a car sticker or lapel badge. Design a transfer, sticker or poster.
3. Set new words to pop or folk tunes.
4. Make a survey in your district of no-smoking areas in — shops, cinemas, restaurants, transport, etc. Prepare a guide to no-smoking zones and discuss ways of extending them.
5. Conduct a survey of ex-smokers and ask:
 - a) Why they gave it up.
 - b) How they gave it up.
6. Form a keep fit group — for smokers and non-smokers. Put pressure on your friends in the group to give up smoking. Get a local sporting personality to explain how he or she keeps fit.
7. Prepare a display or presentation about smoking for younger children, in Cubs, a junior youth club, etc.

Finally, there remains a problem. What about the Scout or Cub leader who is a smoker? Scouters are of course only human, in spite of all their qualities, and it is inevitable that some of you still smoke. I am taking it for granted that you all want to help your Cubs and Scouts not to smoke. I am also certain that large numbers of you will be among the 70% of smokers who want to give up. Some of you may feel that you can't or don't want to give up, and that it would be hypocritical for you to try to persuade young people not to start.

To smoke or not to smoke is of course a personal decision for adults to make. However, youth leaders should be prepared to discuss the question with their colleagues, and if possible to reach a decision not to smoke when the young people are present. We know that the example of adults a child respects is a very powerful factor in that child's decision whether to start smoking.

If you can't do without cigarettes all the time you are with the boys, you could always try to make a negative example of yourself! Young people appreciate honesty and will pay attention if you explain that you are stuck with smoking but they can avoid the trap you have fallen into. Is this asking too much of a dedicated Scout leader?

The omens have never been better for smokers who want to give up. As smoking becomes less acceptable, it becomes easier for individuals to stop. And in the Scout Movement there exists a ready made support system to help you. Get together with a few colleagues and help each other to stop and stay stopped. X



MISSION TO MARS



by Bob Walkington

"Secret Lunar Agent here," the crisp voice barked into the phone.

The young astronaut repeated the challenge he had been instructed to give: "Are you a turkey's uncle?"

"Yes, but you are a donkey's brother," the Secret Lunar Agent replied. "Are you ready to copy the coded message?"

When the astronaut had copied the message, he decoded it with the aid of his astronaut's manual, sometimes called *The Cub Book*. The message read:

DO A GOOD TURN EVERY DAY.

8

The astronaut was a member of a spacecraft crew which, on other Cub meeting nights, is usually called a six. They were on a secret mission to Mars, and had to perform a number of difficult and dangerous tasks before returning to Earth.

On arriving at Cùbs that night, they had found that the church basement had been turned into a rocket ship, with areas marked *Space Rescue Centre*, *Alien Life-Form Identification Section*, *Radio Transmitter Site*, *Martian Natural Resources H.Q.*, *Navigation Deck* and *Telescope Dome*. The Mission Control Director briefed them on their voyage, and gave each crew a set of sealed envelopes containing the instructions which described their tasks and the order in which they were to be performed. Then they blasted off, each crew to a different task.

These were their instructions:

EMERGENCY

A member of your crew has fallen out of the air lock, and is drifting in space. To rescue him, follow the instructions of the Life Support Officer.



The Life Support Officer had the crew tie a number of ropes with reef knots and throw the line to an astronaut sitting on a piece of cardboard a few yards away. This astronaut had to tie a bowline around his waist and be pulled to safety by his crew.

TOP SECRET

Mission Control wants to find out the 13 ways in which Martians are different from humans.

When you meet a Martian, examine him carefully and listen while he describes his special features. After he has gone away write down as many of his special features as you can remember.

DANGER! Do not write anything while the Martian is with you, or he will become suspicious and destroy your pencil and paper.

This was a variation of Kim's Game, with a Scouter dressed as the Martian.

TOP SECRET

Mission Control instructs you to contact your Secret Lunar Agent on channel 224-XXXX. You must use the password, "Are you a turkey's uncle?" and receive the reply, "Yes, but you are a donkey's brother." Be prepared to receive a message in code. Write it down. Decode it, using page 58 of your manual, method B.

The number 224-XXXX was the phone number of a willing adult, unknown to the boys.

CONFIDENTIAL

Mission Control instructs you to identify Martian Natural Resources which may be useful on Earth. Try to identify the materials in the cups by smelling them. Write down their names.

DANGER! Do not take the lids off the cups because the materials may be radioactive.

The cups contained ordinary household materials, chosen for their distinctive smell.

EMERGENCY

Your navigation system has broken down and your crew must perform a space-walk to repair it. To repair your navigation system, follow the instructions of the Chief Navigation Officer.

The Chief Navigation Officer had each astronaut in turn place a small card with a compass point printed on it correctly on a large circle on the floor.

EMERGENCY ORBITAL NAVIGATION

Your module is now in Earth's orbit. Your computer navigation system has broken down and you must plan your landing by means of Earth landmarks. Through your high-power, electronic telescope, you see the lights of a medium-sized city which you think is Ottawa, in Canada. To be absolutely sure, you must identify certain landmarks. Then you must choose your landing site.

1. Mark on your map the locations and names of five important building (or other things).
2. Choose and mark on your map your landing site. It must be big enough (at least one block). It must be fairly flat, like a field or park, with no buildings or big trees. It cannot be a school ground, because there might be too many people.
3. Mark on your map the best route to get from your landing site to Mission Control Headquarters.
4. Keep your map secret: until you turn it in to the Mission Control Director.

The spacecraft crews were given eight minutes to complete each task, after which they went on to the next one in line, until all were completed. To supervise the mission, Scouters were given special appointments: the Mission Control Director looked after things in general, and briefed the astronauts on the trip. The Time Standards Officer signalled when it was time to move to the next task and kept an eye on the telephoners and Martian Natural Resources identifiers. The Chief Navigation Officer explained the compass repair problem to the crews. The Life Support Officer explained the space rescue task. The Alien Life-Form Identification Officer signalled the Martian to appear when a crew was ready to examine his special features and made sure that they didn't start to write until he had gone away again. (Some of these appointments could have been combined, or parents used instead.)

The Martian wore a garbage bag with a hole for his head and right arm. He had a clock face pasted on his back, wings on his shoulders, and a mouth on his stomach; with a hole behind the mouth to pass a piece of wood through. His tail was a stuffed stocking with a blood-shot eye stuck on the end. He wore mini-skis on his feet and shin guards on his legs. He had a paper bag on his head with eye-holes, a cardboard ear on top and plastic tubes for horns. He carried a piece of wood and sandpaper in his right hand. He ate the wood, brushed his teeth and pointed his tail at his clock at the appropriate times in his speech.

The garbage bag proved to be extremely hot and some sort of cloth tunic would be a better idea. It could be made from an old sheet.

When the crew was ready to examine him, he appeared and made the following statements:

- I am a Martian.
- I have only one hand.
- I have horns on my head.
- Because it is always cold on Mars, my feet are skis.
- I am not a good skier, so my legs have shin guards.
- My mouth is in my stomach.
- I like to eat wood for supper.
- When I have finished eating, I brush my teeth with sandpaper.
- My ear is on the top of my head.
- I have wings to fly with.

- I have a tail.
- I have an eye on the end of my tail.
- When I want to know the time I point my tail at my clock.
- (His last special feature was his mechanical sounding voice.)

It took some preparation in advance to set up for the mission to Mars. We made small cardboard badges with a safety pin taped on the back to identify each Scouter's function and a "Spacecraft Commander" badge for each sixer. Signs, designating the area for each task were drawn. We used two separate rooms for the Alien Life-Form Identification Section, one for the crews to examine the Martian in and one for him to hide in-between times. If we hadn't had the use of two separate rooms we would have set up partitions. The Radio Transmitter Site was a room with a telephone; as an alternative, we could have allowed the Cubs to keep their dues money and had a Scouter escort each crew, in turn, to a nearby phone booth. We set up partitions to isolate the other tasks from each other; but only the Radio Transmitter Site and the Alien Life-Form Identification Section really needed to be isolated because of the surprise element associated with them.

For the tasks themselves, we needed an instruction sheet for each task for each crew; copies of the local area map for the Earth landing problem; a costume for the Martian; six, two-foot ropes and a piece of heavy cardboard for the space rescue; plastic cups with lids containing such items as cinnamon, toothpaste, vinegar, cocoa, etc., for the natural resources identification; a two-foot circle on a large piece of paper and a set of small cards, each with a different compass point on it, for the compass problem; and several pencils and paper for each crew.

Our Secret Lunar Agent was a happy choice. He had a terse, precise way of speaking and was not too embarrassed to answer the phone "Secret Lunar Agent here," instead of "hello." His instructions were, after asking whether the crew was ready to copy the coded message, to say:

"This message has six words. The first word is 4-15. The second word is 1. The third word is 7-15-15-4. The fourth word is 20-21-18-14. The fifth word is 5-22-5-18-25. The sixth word is 4-1-25.

He later reported that all the crews but one had said exactly what their instructions had told them to. The one exception went something like this:

Agent: Secret Lunar Agent here.

Astronaut: (pause) Uh, I'm from the Cubs, I'm supposed to call you.

Agent: Aren't you supposed to say something to me?

Astronaut: Pardon?

Agent: Read your instructions.

Astronaut: (reads) "Mission Control instructs you to . . . etc." Oh. Uh. Are you a turkey's uncle?

We gave points for the successful completion of each task and awarded "Ace Astronaut" ribbons to the crew which got the most points, but it didn't seem to matter; the fun was in the game itself. How much fun? Well, at our first meeting the next year we discussed with the Cubs what they would like to do that year. They decided unanimously that they wanted to have another mission to Mars—with different tasks. X

Bob Walkington thanks his brother Doug, Akela of the "Micmac" Pack of the Cedar Park Heights Scout Group in Pointe Claire, Quebec, for the idea for the mission to Mars.

We are often asked for stories of the history of Scouting and, in this excerpt from "The House On The Green" by D.H. Barber, the author describes his own first camping experience. As leader of the 20th Bethnal Green Troop during the Depression, he was Scoutmaster to a mixed bunch of boys in a particularly poor part of London's East End.

For those of us who bemoan the present general shortage of spare funds, it is perhaps a salutary experience to read about real hardships cheerfully faced and, for the most part, overcome.

At Easter, 1929, we held our first camp, the most important event in the history of a Troop. The Harrow Rovers had bought the material for our tents and persuaded their mothers to manufacture them, and I had dipped into my own pocket for other equipment.

The Scouts paid a penny a week subscription and the cost of their fare to camp and they brought their own food. As some of them were too poor to afford any uniform, Sister Douglas and I clubbed together to provide every enrolled Scout with a hat and scarf, but that was the limit of our "charity" and even to go that far was perhaps unwise.

Once any organisation starts giving things away to its members something vital is lost, and in the best Troops each Scout individually earns the money to buy his own uniform and personal equipment and funds for Troop equipment are raised by concerts in which the Scouts perform, or by jumble sales, etc., at which the Scouts assist.

Sister Douglas, however, who knew the home circumstances of most of my Scouts, assured me that it was quite impossible for some of them to find money for hats and scarves. More than half of them had fathers who were "on the dole" and chances of earning money were few.

Easter Camp was limited to Patrol Leaders and Seconds. As I had four Patrols in the Troop this meant that eight boys were entitled to come. They all turned up on the Saturday afternoon and I met them outside the Mission and once again wished I had never thought of becoming an East End Scoutmaster.

In the early April sunshine they looked much scruffier than I had expected. Morris and Sam and John had managed to get full uniform, but some of the others wore their ordinary school clothes, except for scarf and hat.

Each carried his own food and one boy whose string of sausages was wrapped in newspaper appeared to have played football with the parcel, so that two fat pink sausages peeped coyly out.

Ruc-sacs were, of course, beyond our means, and I had provided each boy with a secondhand army kitbag, like an overgrown pillow slip, for carrying his gear. Anybody who has been in the services knows that these kitbags are awkward enough for even a full grown man to carry, and one or two of the smaller boys were hardly bigger than their burdens.

Tents, water buckets and groundsheets had been distributed, each Scout carrying his fair share, so they were heavily laden, and, in addition, there was one item of equipment which I still think of with horror, a portable latrine screen.

Nature has to take its course, even in a Scout camp, and a long trench is dug as far away as possible from the tents. For privacy, a screen must be erected round this trench and Morris and John and I had constructed such a screen ready for the camp. It was made of hessian, on a frame of bamboo poles, and Morris, when sent out to buy the bamboo poles, had been too ambitious. They were 6½ feet long, sufficiently tall to give privacy to a man 12 feet high squatting over the trench.

Rolled up for carrying, the latrine screen was like a huge battering ram and what ought to have been a jolly journey to camp was turned into a nightmare by its horrid presence.

Just as we were ready to leave, the father of one of the boys, in an expansive state of drunkenness, turned up to say farewell and give his son a shilling. We had to wait for him to make a long cautionary speech, and a crowd of small children gathered to listen to his eloquence.

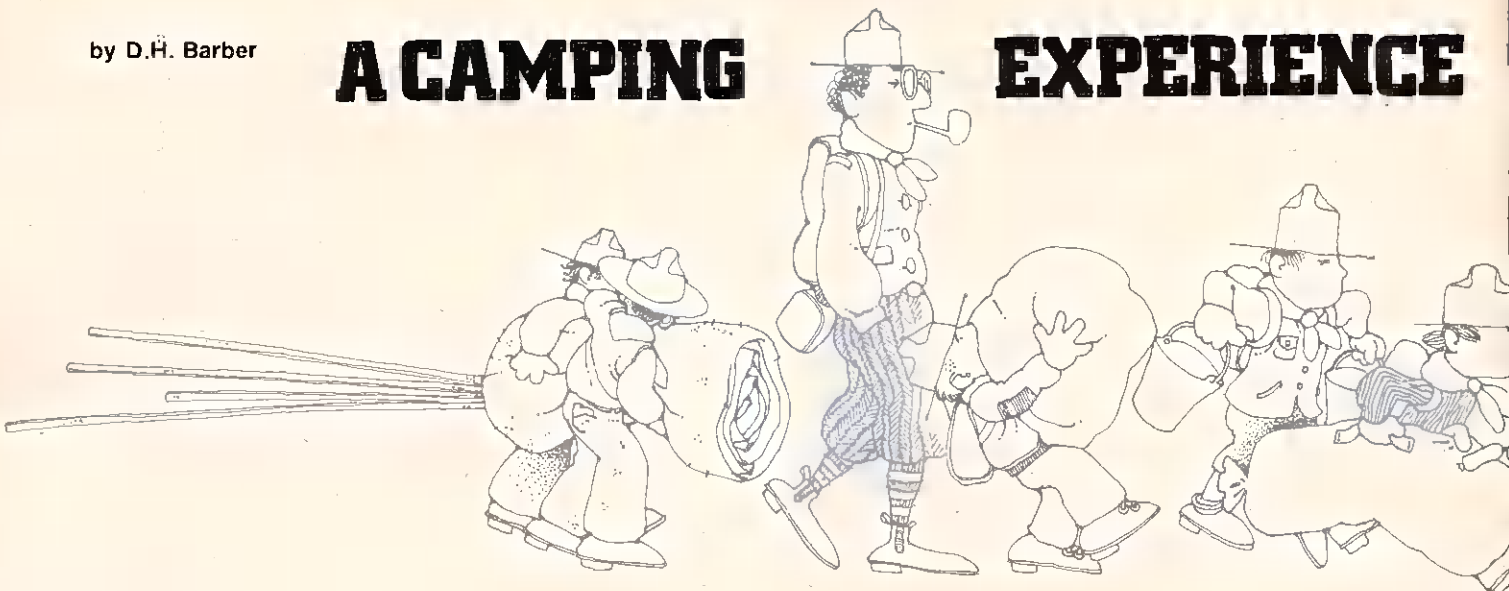
This crowd followed us all the way down the Cambridge Road to Mile End Gate where we climbed aboard a tram which was to take us as far as Aldgate.

Old fashioned electric trams were admirable vehicles in many ways, but were not constructed for the accommodation of portable latrine screens nearly seven feet long, and the wretched thing got stuck halfway up the stairs. Quite a queue of traffic had formed behind the tram before the problem was

by D.H. Barber

A CAMPING

EXPERIENCE



solved, and I wished I were dead.

At Aldgate the ticket collector was not keen on letting the monstrosity through the barrier, but I suppose the bright, eager faces of the Scouts softened his heart, and he relented, and eventually we arrived at Harrow-on-the-Hill and began the long walk to Copse Farm, Harrow Weald.

The farmer showed us where we could pitch our tents, and somehow we got them up, rather crookedly. Four Scouts were to sleep in each tent and I had my own little one-man tent which was easy to erect.

We dug the latrine trench and erected the monstrous screen; we cut a large square of turf to clear a space for the fire, and then we tried to light the fire, which took us about an hour.

Bethnal Green had no Commissioner at that time or I should not have been allowed to take eight Scouts to their first camp at the beginning of April. Certainly, before I did so, I should have had to undergo a course of training. And yet I am sure that Morris and John and Sam and one or two others benefited greatly from my ignorance. They had the chance like real pioneers, to learn by trial and error, and after a few more camps I never needed to give orders when we arrived.

I would put up my own tent and arrange my own things. Morris and John and Sam and the others would put up their own tents and dig the pits and light the fires, and before I had made my own bed a steaming cup of tea would be brought to me. I would go round and inspect the camp and make a few trifling criticisms just to show that I was the Scoutmaster. It was hardly according to the book, but it was very good for the Scouts.

On this occasion there was a long wait for the steaming cup of tea, and when at last it came it was a curious hell-brew tasting mostly of smoke. Each Scout cooked his own food and I fried a rasher of bacon and an egg for my own delectation, and in the gathering darkness we sat on groundsheets round the fire, with blankets about us, and enjoyed a more delightful meal than any of us would probably ever taste again.

The sausages that had offended me in their gaping parcel were still rather pink as they entered the mouth of their owner. My own bacon was partly blackened and partly raw and my egg as flat as a pancake, but such trifles did not matter. It was not a bank clerk and eight boys of the East End slums who sat round that fire in a chilly windswept field, but Drake and Hillary and Livingstone and Raleigh and Captain Scott.

Man's triumphs on this earth cannot be measured in terms of fame or the world's applause. The value of a victory lies in the effort made to achieve it, and

I knew in my heart that, as the founder and architect of that little scruffy camp, I had done something worth doing.

The Scouts were tired and went early to bed, after a brief sing-song and some rather luke-warm cocoa. I flashed a torch on them as they lay in their blankets and noticed that one of them had brought, instead of a blanket, a thick tea-stained sitting-room tablecloth. Several brothers shared his bed at home and no blanket could be spared.

I sat by the dying fire smoking my pipe and planning to build the finest Troop that ever was, and then turned in, to be awakened at dawn by the sound of John chopping wood.

For the Sunday and Monday I had planned an ambitious programme of games and tests, but in fact most of the time seemed to be spent in preparing breakfast, washing up, preparing dinner and washing up, and before we knew where we were, we were filling in the pits and the fireplaces, ready to leave. I managed to pass all eight boys in their firelighting and cooking tests for the Second Class Badge, but nothing else was accomplished. A drizzling rain fell for most of Monday.

In cold print I suppose this does not look like a triumphant week-end, and yet we went back to Bethnal Green firmly convinced that we had enjoyed a wonderful time, and even the hated latrine screen, because it had spent two nights in the open with us, was a revered friend. ^





Introducing — Something New!

With this issue, a number of new features join our regular **Paksak** and **Beaver Happenings** columns and will appear on a fairly regular basis, to provide you, the reader, with more helpful information on what is happening in Canadian Scouting.

Bob Butcher, who already prepares **Paksak** and **Beaver Happenings**, has now assumed responsibility for camping and outdoor activities within the Program Services and will be contributing a new item called **Outdoors**. Bob will be joined, in writing for **The Leader**, by another member of the Program Services, Phil Newsome.

Phil recently came to the National Office, after serving on the field staff in Quebec and Nova Scotia. He is responsible for the Scout, Venturer and Rover programs and will be providing us with three columns — **Patrol Corner**, **Venturer Log** and **Rover Jottings**. The new column logos are shown above, with the established ones, and all — with the exception of **Rover Jottings**, which will begin in February — follow.

We hope you will enjoy them and know that both Bob and Phil will welcome your comments and suggestions.



Venturer Advisors — Venturers . . .

Two new resource books are available to help you make Venturing an action oriented, outdoor, challenging and enjoyable program.

Now available from your local Scout office, Scout dealer or direct from Supply Services, Ottawa are:

A new, enlarged, completely rewritten edition of the *Canadian Venturer Handbook*. A task group has been working on this rewrite for nearly two years and have incorporated feedback from over 50 Scouters and Venturers from all across Canada. This 274-page handbook places far more emphasis on "doing things" (particularly in the six activity areas) in the outdoors and less emphasis on the organizational and parliamentary procedural aspects of Venturing. This major shift in emphasis was stressed because of the feedback from Venturers themselves who said, "We want to 'do things' right away and get around to organizational things later on." To help Venturers get on with "doing things," the Resource Section has been greatly enlarged to include articles on what to look for when buying tents, sleeping bags, back packs, hiking boots and stoves; no trace camping; first aid; survival; canoeing; map reading; basic knotting; making a compact stove; health and safety; boating; sports and recreation information; edible plants; winter camping and travel.

A newly-designed, two-colour cover wraps around this 8" x 5 1/2" book — the size most Venturers said they preferred.

A companion book which will be a valuable resource to Venturer advisors is also now available — the *Venturer Advisors' Handbook*.

This handbook was under development at the same time as the *Canadian Venturer Handbook*, and those concerned with its production listened to the feedback from Venturer advisors and produced what the majority preferred — a 126-page book in the popular 8 1/2" x 11", 3 ring punched format with the same two-colour artwork as the Venturer handbook.

While some features of the *Canadian Venturer Handbook* are repeated in this book, its major emphasis is on areas a Venturer advisor is primarily concerned with: Aim, Principles, Program Objectives; role of the advisor; leadership and leadership styles; responsibilities of the advisor; working with youth; youth leadership; the Venturer program and program planning; the six activity areas; camping and outdoor activities; fund raising; advisor uniform; PR and promotion — all reinforced with a comprehensive resource section. Selling price is \$4.95.

When you get your copy, please make a minor amendment to the two drawings of the Venturer uniform options on page 73.

Where it reads "Chief Scout's Award replaced by Queen's Venturer Award," change it to "Chief Scout's Award if earned as a Scout." This change was made to *By-Laws, Policies and Procedures* after the new handbook was on the press and reflects the policy of allowing Venturers to wear both the Chief Scout's Award and the Queen's Venturer Award.

Together, these two new publications will provide the needed resources to assist Venturers and their advisors in making Venturing an enjoyable, fun-filled and challenging program.

Because of his involvement in the preparation and production of the two new Venturer handbooks, we asked Al Craig, Communications Services, to prepare this column.

Outdoors

by Bob Butcher

Ever since adding "Camping and Outdoor Activities" to my terms of reference here at the National Office, I've had it in my mind that there ought to be a regular column in **The Leader** dealing with camping and outdoor activities. Some discussions with the editorial staff a couple of months ago resulted in an agreement to give this a try.

January being a month to make New Year's resolutions and start new things, we have resolved to launch this new column, titled simply "OUTDOORS". In choosing a name I thought of several others that were more "clever" or in some cases even "cute" but I have opted instead for something simple and straightforward. "Outdoors" will at times include things relevant to camping and at other times things relevant to non-camping activities which take place outside. And some times content will be slanted toward leaders of the older boy programs and at other times toward Beaver and Cub leaders.

I'll try to deal with topics such as choosing a sleeping bag, a tent, or a camp stove, as has been done before in **The Leader**, as well as topics such as the location and care of bird feeders. Some items will be "how to's" that leaders love to read and others will be book reviews on subjects or activities that I think are suitable for Scouting people. On occasion I'll deal with Boy Scouts of Canada camping policy; at other times I'll try to deal with timely issues that I think are important to Scouting people, such as the question of canoeing and boating safety.

Not to be overlooked however, are the contributions, suggestions or questions of Scouting leaders in all sections in all parts of Canada. If any **Leader** readers wish to send me descriptions and/or photographs of outdoor activities or camps that they wish to share with others, I'll try to include anything that seems appropriate.

If leaders wish to send me any suggestions on the kinds of things they think ought to appear in this column, I'll do my best to see that they are included.

If readers have any specific questions on camping or outdoor activities on which they require assistance I'll endeavour to answer them or to suggest resources which may be of help.

FREE OUTDOOR RESOURCE BOOKLETS

I thought that you might like to know about the availability of a series of small resource booklets produced by the Sun Life Assurance Company of Canada. Shown here are the booklets *Cross-Country Skiing* and *Walking and Hiking*. Also available in the series are booklets called *Cycling* and *Rowing and Paddling*. I've read the first three of this series and believe they would be useful to any leader considering any of these activities for boys and needing a basic introduction to the sport.

Quantities of these can be obtained from your nearest Sun Life office or by writing to Mrs. Monica Girard, Advertising Co-ordinator, Corporate Relations Department, Sun Life Assurance Company of Canada, P.O. Box 6075 (A), Montreal, P.Q. H3C 3G5. Mrs. Girard informs us that supplies of these have already been sent to Scouting groups in Saskatoon, Montreal and Halifax.

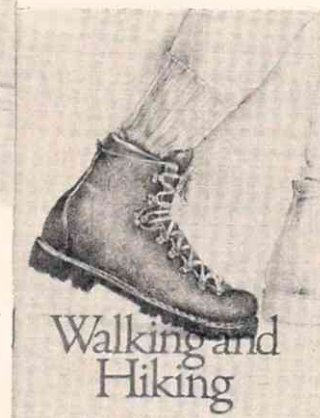
Here is a short excerpt from the booklet *Walking and Hiking*.

Beating Around The Bush

If you plan to increase the scope of your walking to include hiking in wilderness areas (and in Canada, that's everywhere but the cities and towns), there are a few things you should carry and a couple you should know by heart.

The books listed at the back of this booklet give good advice on most wilderness situations. Here are some basics.

1. Never hike alone in unfamiliar country.
2. Always leave word with someone as to your whereabouts and of the time you expect to return.
3. Do not approach any animal which acts strangely or in an unusual manner for that species.
4. Do not approach any animal. They're having a tough enough time as it is.
5. Carry a walking stick. Before walking over a log, pass your stick under it, then stand on log and pass stick under far side. Logs are favourite resting places for snakes and it's better to have them strike the stick than your leg.
6. Carry matches in a waterproof container. Book matches are useless after you've fallen in a creek.
7. Carry a compass, and know how to orient it. Also carry a topographical map for the area you're travelling through.
8. Make sure you have insect repellent. The bush always has insects. Don't forget, perfume also attracts insects!
9. Take along a simple emergency kit and a whistle.
10. Even in hot weather, carry a jacket or anorak.



Books to read about walking, hiking, and backpacking:
The Complete Walker, Colin Fletcher, published by: Knopf (hard cover)

Be Expert with Map & Compass, Bjorn Kjellstrom, published by: Schribners (paperback)

How to Stay Alive in the Woods, Bradford Angier, published by: Collier (paperback)

The Complete Woodsman, Paul Provencher, published by: Habitex (paperback)

Guide to Hiking Trails in Canada, published by: Canadian Youth Hostels Association, National Office.

PATROL CORNER

by Phil Newsome

With the new year comes a new column, which will be used to pass on program ideas, as well as comments, that may be useful to Scouters and counsellors working with the Scout program. It is hoped that Scouters will contribute ideas and comments they wish to share with other troop Scouters across the country.

To begin this new column, it is felt appropriate that some ideas be passed along regarding the use of the patrol leader and the need for leadership training in the patrol.

"The main object of the patrol system is to give real responsibility to as many boys as possible. It leaves each boy to see that he has some individual responsibility for the good of his patrol. It leaves each patrol to see that it has a definite responsibility for the good of the troop. And through the patrol system the Scouts learn that they have considerable say in what their troop does."

The above quote from Baden-Powell's *Scouting for Boys* is an indication that the patrol system is the central training ground for leadership training of Scouts. The Arrowhead Achievement Badge is a resource to the leadership training within the troop and is supported by over twenty-five pages of leadership material within the *Canadian Scout Handbook*.

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A member of the patrol is elected, or in some cases appointed, the patrol leader, a key position within the patrol and troop and a role which requires some basic leadership skills, if the individuals within the patrol are to accept their responsibilities and begin to function as outlined by Baden-Powell.

The feeling that each member of the patrol develops regarding the others in the patrol, as well as the feeling towards activities that the patrol is involved in, will determine the success of the patrol and, to a great extent, the troop itself. With each patrol electing one of its members as a patrol leader, this boy is placed in a position of authority; how he used his position also has a great effect on the success of the troop and the patrol. For this reason, training patrol leaders becomes of paramount importance to a troop Scouter and should be an integral part of a troop's ongoing program. Patrol leader training is not *only* for patrol leaders and assistant patrol leaders, although, because of their leadership roles within the troop, it probably would put them at the top of the list, but also is a training area that should be available to all boys through the use of the Arrowhead Achievement Badge. A major emphasis should be placed on the earning of the Arrowhead Badge, particularly at the beginning of the Scout program year or prior to the troop or patrol's summer activities.

The best indication for any Scouter that his patrols have become a functioning unit, is when they begin to meet outside the troop meeting night. Although this is not an important issue in the life of a patrol, the fact that patrol members, *on their own, begin to develop* other interest areas suggests that a strong bond of friendship is present.

Patrols are the working units of any troop; how they function and develop is a reflection of the type of leadership and support that not only the patrol leader is providing, but also how much responsibility each member of the patrol has accepted and the type of support that they are willing to give to the patrol and the patrol leader. A well trained patrol leader is not only an advantage to the patrol but also to the troop Scouter both at the regular meetings and on troop outings. The simplest type of leadership and support that a patrol leader can give the troop, is by picking up some of the regular administrative functions, such as taking the attendance, collection of dues and developing games for the troop meeting night. With these house-keeping functions taken over by the p.l.'s, the troop Scouter and counsellors are free to develop the major activity and program items for the troop. The acceptance of responsibility for routine items in any troop operation by the patrol leaders, provides additional opportunity for them to experiment in the leadership area. As leadership skills become sharper and more effective, the troop and patrols begin to develop a stronger *esprit-de-corps*.

A leadership training program for a troop does not have to be filled with theoretical and highly sophisticated material but can be a simple activity-filled program, run at the meeting hall or in a camp setting. The basic requirement for any leadership program would be fun activities that can be done in a patrol setting, such as pioneering projects, compass work, and patrol or troop camp set-up. The idea would be to have a patrol of boys try some of these activities without a designated leader to act as co-ordinator. Following the activity, have the boys sit down together and discuss the success of the operation and why they felt things happened as they did. Generally, any activity that a patrol of boys tries to accomplish without a designated leader will be chaotic at best and will certainly indicate to them that the leadership function of co-ordinating activities is basic to any success.

Other types of leadership training can also be provided in this setting. The exploration of leadership styles is an excellent example of what can be accomplished in a small group setting, using activities as the vehicle for the learning process. Once each of the basic leadership styles of *authoritarian, democratic and laissez-faire* have been explained to the boys, have them work on a project with members of the patrol providing different styles of leadership throughout the activity. Following the completion of the patrol activity, a period of time can be set aside where reflection can take place on what happened with the patrol and how each member felt with each of the basic styles of leadership provided. The advantage of having all the boys present during leadership training programs, is that each begins to understand what is necessary for a patrol to accomplish any activity. It also will give them a basic understanding of what their patrol leader is trying to accomplish and the types of behaviour that are detrimental to the patrol's success.

Leadership training does not require a university degree in child psychology but can be done very simply, providing those developing the troop's leadership training program have a basic understanding of what leadership is all about. Troop Scouters looking for additional information on leadership are encouraged to review the *Scout Leaders' Handbook* which has excellent resource material on the topic of leadership skills. A

PAKSAK

by Bob Butcher

January being the time for New Year resolutions I thought Cub leaders might be wanting to adopt a few resolutions for Cubbing. For those of you who have had too-exhausting a holiday season to dream up any of your own, I have prepared a list of ready-made ones for your consideration. Simply choose those which you feel are most applicable to your circumstances and go to it. I'll add my personal best wishes for a successful season.

1. **I resolve** to have another close look at the Aim of Boy Scouts of Canada, as well as the Program Objectives of the Wolf Cub Program, to ensure in my own mind what it is I am trying to accomplish.
2. **I resolve** to balance my program planning so as to incorporate all eight elements of the Wolf Cub Program and not to overly emphasize just one or two, such as games or star work.
3. **I resolve** to contact my commissioner/service team representative, or local Scout office and register for that Part I or Part II Woodbadge Course I've been saying I must take someday.
4. **I resolve** to get my boys outdoors for some type of activity before the end of February even if it is snowy and blustery and I don't like the cold.
5. **I resolve** to encourage the members of my pack to take part in *Project 79 - A Cub Conservation Activity* (see elsewhere in this issue) and to think conservation in our pack program planning.
6. **I resolve** to contact both the Beaver leader and the Scout leader early this year to find out how many Beavers I can expect to swim up to my pack and to let the Scouter know how many Cubs are going up and to plan together the swimming and going up ceremonies.
7. **I resolve** to start planning NOW for the pack's spring/summer camp-out so that the other leaders, group committee, parents and resource people will have sufficient time to prepare and carry out their specific duties.
8. **I resolve** to pass on to my boys and their parents any information I am sent about my local council's composite camp, so that they will have an early opportunity to decide whether or not they wish to attend.
9. **I resolve** to start very soon to get my Cubs building bird houses so that they will be ready to be put out in time for the spring migration.
10. **I resolve** to write to Bob Butcher at least once this year to share with him an idea for his PAKSAK column.
11. **I resolve** to co-operate fully in our group's plans for *Scout-Guide week* and to provide some initiative if planning seems to be lagging.
12. **I resolve** to see that our pack does a good job if our group is involved in *Trees for Canada* this season.
13. **I resolve** to tell my boys some stories from *The Jungle Book* so that they can gain an appreciation of where the name Wolf Cub comes from. X



Thanks go out to Beaver Leader **Sue Dickenson** who thought the rest of us would like to hear about some of the activities of **Beaurepaire** Beavers in 1978

In May 1978, the village of Beaurepaire in Beaconsfield, Quebec celebrated its tercentenary called "Beaurepaire 300". The week long activities included street dances, art competitions, a craft exhibition, a baking contest and a childrens' sports day among other things. (The Cubs made model maps of the village as it was in 1750, 1800 and 1920).

The week climaxed with a parade of the local Scouts, Cubs, Beavers,

Guides and Brownies who, together with two R.C.M.P. officers, some bagpipers and some fifers and drummers from the fort on St. Helen's Island in Montreal, acted as a Guard of Honour to Mayor Briggs, bewigged and on horseback. The latter planted a tree at City Hall in honour of the occasion.

At this time, one of our senior Scouts with an escort of two Cubs and two Beavers presented a letter to the Mayor conveying the offer of a gift of two park benches from the Scouting Movement in Beaurepaire. These are to be placed in a rose garden alongside the new lawn bowling greens, a gift from the youth of the community to their seniors.

As you can imagine, the Beavers had a great time, particularly as they were the only ones to ride for the three mile round trip from the village to the City Hall and back! They were waving flags they had made at the previous colony meeting, each with a beaver on it in their lodge colour. Almost all our 49 Beavers took part and enjoyed the refreshments served afterwards in the log fort erected for the occasion on an empty lot in the village. The local shopkeepers all participated too, by wearing 18th

century costumes and decorating their stores to resemble those of the past.

Other activities for 1977-78 included a trip to see a real beaver pond with dams and lodge, a hike, a tobogganing evening, a family skating party, a visit to a pizza making establishment and our year finished at the end of May with both colonies attending the annual Seneca District Beaveree.

Our other contribution was to the Seneca District Hobby Show during Scout and Guide week. The two colonies combined to make a huge 6 ft. x 4 ft. map of Canada. Each lodge was assigned a province or territory and made things representative of that area. We had boats, fruit trees, egg carton Rocky Mountains, the D.E.W. line, igloos, totems, mines, factories, railroads, fishing nets, etc., and all made out of old junk. Each Beaver also made his own little flag with his name and place of birth which were pinned around the edge of the map. This showed how people could come from many different places and have different backgrounds and yet all enjoy meeting together and having fun. X

The Chipmunk



Chipmunks are the smallest members of the squirrel family. In North America they usually live in or near forest, but some species exist above the timberline on mountains, or in the semi-desert regions of the western United States where bushes dominate the landscape. They are found as far north as the Yukon and as far south as Mexico; but not on the Arctic tundra, the grasslands of the Great Plains, or in the hot, sub-tropical forests of Florida. Water-logged soils are usually avoided, apparently because they are not good for burrowing.

Where they occur, chipmunks can be numerous, especially if the surface of the ground is disturbed by fallen logs, logging roads, ravines, or piles of brush or rock. Chipmunks wander long distances from their burrows when gathering food, and require cover of this kind to escape from predators. If the forest consists of tall, mature trees, with few plants on the shady forest floor, chipmunks will choose forest edges such as streams or clearings, where bushes are more abundant. Mature forests do not provide abundant food and cover for chipmunks.

Chipmunks probably originated in Asia, where they are abundant and widely distributed today: They entered North America by a land connection with Asia across the Bering Sea. This land connection probably appeared and disappeared many times in the last 60 million years, and the present North American chipmunks may be the result of many invasions from Asia.

General Appearance

Chipmunks can be easily recognized by the light and dark stripes on the back and head. They may be sometimes confused with some of the ground squirrels, which are also striped; but on these larger squirrels, the stripes are confined to the back and do not continue forward on to the head, as they do on chipmunks.

In North America there are two main kinds of chipmunks: the western chipmunk (*Eutamias*) and the eastern chipmunk (*Tamias*). Both chipmunks have five dark stripes and four light stripes, but in the eastern chipmunk two of the light stripes on the back are more obvious than, and twice as wide as, any of the other stripes. The fur on the back and sides is coloured in a variety of shades of black, brown and grey, but on the belly the colour lightens to white or buff.

The eastern chipmunk is large (weight about 3½ ounces) with a relatively short tail (about one-third of the total length), while the western chipmunk is smaller (about 2 ounces) with a relatively longer tail (nearly half of total length). Eastern chipmunks are between 8 and 11 inches long, and western chipmunks are 7 to 10 inches long.

Chipmunks can also be identified by their calls. When surprised, a chipmunk runs quickly along the ground giving a loud, rapid series of chirps and chitters. This sudden burst of noise probably startles predators, helping the chipmunk to escape. Chipmunks also frequently call with a high-pitched chirp, repeated over and over at intervals of one or two seconds. This scolding call is given when the chipmunk is watching an intruder from a safe vantage point, such as a log or tree limb.

Burrows

Chipmunks are burrowing animals and construct tunnels and nests beneath the ground. The entrances of their burrows are usually well concealed beneath rocks or tangled brush.

Only a few chipmunk burrows have ever been dug up by naturalists. Some burrows have tunnels that branch and lead to side-tunnels and accessory chambers. Most burrows, however, consist of a single entrance leading to a single, unbranched tunnel, which slopes gradually to a depth of one-and-a-half to two feet.

At the end of the tunnel is a round nest-chamber about six inches in diameter. In this chamber the chipmunk constructs a nest using insulating material such as dried grasses, shredded leaves, or the fluffy seed heads of certain plants. Seeds are stored beneath the nest and it is in this chamber that the chipmunk spends the coldest part of the winter, curled up on top of its food supply.

Breeding and the production of young

Male chipmunks are the first to emerge in the spring and are usually active as soon as patches of bare ground begin to appear through the snow. The testes of males may be fully developed when they first appear above ground. Females become active one to two weeks later than the males, and breeding begins as soon as the females emerge. In Canada, the chipmunk breeding season is April and May, and most of the breeding is accomplished from mid-April to mid-May. Females alone are responsible for rearing the young. The testes of males decrease in size following the breeding season, and males are usually incapable of breeding by the end of May.

Embryos in the uterus of the female require about 30 days to develop to full term, but this gestation period has never been accurately measured. The usual number of young in one litter is four, five or six, but litters as small as one and as large as eight have been recorded. In Canada, chipmunks have only one litter and one breeding season per year, but in southern United States both eastern and western chipmunks can produce two litters in a single year.

Growth of the Young

Young chipmunks are born naked and blind in an

underground nest and weigh between 2.5 and 3.0 grams at birth. Hair does not become visible to the unaided eye until about 10 days of age. The ears are closed until the 29th day, and the eyes first open at 32 days of age.

When they are five or six weeks old, the young chipmunks may begin to leave the burrow to forage on the surface of the ground. At first they are quite unafraid, but after a few days above ground they are more easily alarmed and escape quickly if disturbed. The young grow rapidly during the late summer and reach adult size before the end of September. Some breed in their first spring, others not until their second year.

Dispersal

In the weeks after young chipmunks first leave the nest, they become increasingly adept at locating food and escaping from enemies. Within two to four weeks, each young chipmunk leaves the burrow of its mother and establishes a burrow of its own. Most of this dispersal occurs during August and September, and young chipmunks sometimes travel long distances before finding a suitable home. Movements ranging from a few yards to more than one mile have been recorded. Adult chipmunks, especially males, may live for some months or years in one area, and then move to a new home. Female chipmunks normally spend most of their lives within an area of several acres.

Food Habits

A chipmunk spends much of its day collecting and storing seeds, which are its most important source of food. Thin membranous pouches inside the cheeks hold the seeds while the animal is busy collecting. When the cheek pouches become full, the chipmunk deposits the seeds beneath its underground nest, or hides them on the surface of the ground, covering them with leaves and other litter.

In spring, seeds are usually scarce and difficult to find. Chipmunks diligently search the ground surface for any seeds that remain from the previous summer. Green leaves and shoots are eaten in large amounts in spring, but gradually become less important in the diet as new seeds become available in summer. Throughout the spring, summer, and autumn, the diet is supplemented with insects, flowers, fruits, mushrooms and occasionally eggs.

When the first ripe seeds appear in mid-summer, chipmunks remove them from the plants and begin to store them underground. The chipmunk holds fruits and seeds with its dexterous front paws, and with the teeth and tongue removes the seeds and shifts them backward into the cheek pouches. The lower incisors are especially long and directed forward. These specialized teeth enable the animal to separate and remove tiny seeds from the pods.

Hibernation

Near the end of July, chipmunks begin to collect large quantities of seeds and store them below ground. By October, each chipmunk has accumulated between one-half and one pint of seeds. With the aid of this food store, the chipmunk survives the winter.

Unlike ground squirrels, chipmunks do not accumulate body fat during the summer months, although some may do so just before they enter hibernation. Consequently, while many ground squirrels are already hibernating in October, chipmunks are still actively storing food.

With the onset of winter in November, chipmunks disappear below ground and hibernation begins. During hibernation, the body temperature, rate of breathing,

and the heart beat drops to very low levels, reducing the amount of energy required to maintain the chipmunk. Chipmunks are not deep hibernators and are thought to awaken periodically and consume part of their food supply. They have occasionally been seen above ground on warm winter days.

A second view of chipmunk hibernation has more recently been suggested. According to this view, chipmunks do not actually hibernate until their food supply has been completely exhausted. Thus, hibernation may be an emergency survival measure. Only two chipmunks have ever been excavated in winter in a state of hibernation, and neither of these animals had a supply of food. At present, it is not known which view of chipmunk hibernation is correct.

With the first warm spring days of March, chipmunks begin to emerge, sometimes burrowing up through several feet of snow to reach daylight.

Enemies and limiting factors

Chipmunk numbers usually do not vary much from year to year, but local declines and disappearances have been recorded. These mysterious declines have never been satisfactorily explained.

Chipmunks must practise constant vigilance to avoid their many predators, including hawks, weasels, coyotes, martens, foxes and snakes. Nevertheless, chipmunks generally comprise only a small part of the diet of such predators and the main reason for this is that chipmunks are not very abundant. No predator can afford to specialize exclusively on chipmunks when mice are more abundant and more easily caught.

In addition, some chipmunks die as the result of wounds received in fights during the breeding season. Defence of territory is not well understood in chipmunks, but females have been observed defending their nests and young against other chipmunks.

Disease and food shortage may also limit the number of chipmunks but, once again, little is known about them. Disease epidemics have not been reported from chipmunks, but are known to occur in populations of mice and other rodents. Since chipmunks are dependent on a store of seeds for winter survival, any failure of these seed crops could jeopardize their survival.

Importance to man

Through their habit of storing seeds beneath the surface litter, chipmunks are important in the dispersal of seeds. Any such partially buried seeds that are not consumed stand a better chance of germination than those falling on top of surface litter. In this way, chipmunks assist the spread of shrubs, trees, and other seed plants.

If chipmunks are very abundant, they can prevent normal reforestation of some evergreen trees, especially pines, by eating the seeds. It is occasionally necessary to control chipmunks and other rodents with poison to ensure adequate germination and growth of seedlings. Poisoning is not a satisfactory means of control, because of the harmful effects on other kinds of wildlife. Beneficial gamebirds and insect-eating songbirds may also be killed by the poison.

Much of the value of chipmunks lies in the pleasure they provide campers, hikers and anyone who enjoys the country. Our national and provincial parks would be less interesting and less enjoyable without chipmunks dashing across forest trails, or scrounging food in campgrounds. X

From the Canadian Wildlife Service's HINTERLAND WHO'S WHO series. Reproduced by permission of the Minister of Supply Services Canada.



training talk
by reg roberts

This month
Reg writes about ...

Communications

Whenever I sit down to write an article for **The Leader**, I am conscious of a desire to make sure that what I write — my communication with the readers — not only makes interesting reading and has an effect on your Scouting life, but also that it contains some "thing" that will cause people to take some action because of what I have written.

The subject for this month's article came about for a couple of reasons. The first as a result of my secretary advising me that I had a deadline to meet which was fast approaching, and the second because of a phone call requesting that I rush some training material to a council office to replenish their dwindling stock. Two different forms of communication both of which caused me to take some action.

It seems that the world we live in is very much influenced by communication of one kind or another (or the lack of communication as evidenced by the recent postal strike) and I know how frustrated I get when the newspaper is late being delivered or when that "DO NOT ADJUST YOUR SET" sign flashes on the screen just as the quarterback launches the ball towards the end zone.

Communication in Scouting is no less important than in any other area of our lives. It is perhaps more important to us, because we are an organization that relies, for its strength, on people's ability to work and get along together in the best possible way.

It is essential that adults at the section level be able to communicate effectively with the young people in their charge, and also for service team personnel to be able to communicate with the section leaders.

In many ways the advances made in our society such as the advent of television, where communication is instant and we see a happening from across the world within hours (sometimes seconds) of it taking place, are tremendous blessings. But in other ways they do cause some problems.

Certainly, the young people who have grown up on the fast pace and flashing colour of *Sesame Street* must find it quite an adjustment when they attend a colony or pack meeting and find the leaders not making a single costume change during the entire evening.

However, the type of communication offered by concerned and understanding adults in our section programs has a quality that television does not have (at least not yet) and that is the ability to reach out and touch or be touched at those times when understanding and human contact is vital.

In researching this article, I turned to my handy dictionary to see how "to communicate" is defined, and I found at least seven different interpretations all of which

are significant in terms of section leaders working with boys and with adults, training or providing service to these section leaders.

The first definition is "to use or enjoy in common, to share", and I like that definition. Another is "to make known" as in "his tension communicated itself to his companions". A third definition is "to put oneself into close connection or relationship with" and a fourth, more traditional definition is "to send information or messages, sometimes back and forth, to interchange thoughts". The next one, which I like is "to be connected, open to each other". The sixth is "to have something logically in common" and the seventh is "to arouse or enlist sympathetic interest or understanding".

What is common about all these definitions is the emphasis on connecting, relating, sharing and mutual understanding and it is this quality of openness into each other, this mutuality of relationships (which even in its simplest form may mean sitting in silence with another) that I want to reflect on with you.

In Scouting, right from the youngest Beaver to the oldest adult member, it is my belief that people join for two major reasons. The first is to have a sense of belonging — an identity — with some larger group that is doing the kinds of things that they want to do, and the second reason is to have fun with that group because life in so many areas is so very serious.

For children and young people all through the school years, life is a serious business and almost all of their time is spent in situations where they must excel in order to pass on to the next grade. The competition to succeed is really very keen.

Having moved on from the school years the pressure is still there to do well on the job, to achieve in the business world, to get a house, a car, or some other symbol that indicates success. Often when we don't succeed we have no one with whom to share our concerns or look to for guidance.

I would not want to suggest that there isn't room in Scouting for success or that competition is lacking. What I would suggest is that the ability to communicate with each other in our Movement is something that reduces the hardship of competition and the hurt of failure, and that success isn't only an individual achievement, but rather something in which we all share because we all had a hand in making it happen, and happen in a fun way.

In looking at the definitions I mentioned earlier, the first, "to use or enjoy in common, to share", is something that we have always done. I know that sharing has taken on a fresh new meaning since the advent of the

Beaver program but, throughout the history of Scouting, using and enjoying things in common is something one can witness at any section meeting, on any night of the week. The ability to share and the fact that we do so unselfishly is another of our strengths.

The second "to make known", is one that perhaps needs more attention. Sometimes boys in sections and leaders, too, really need help in some form or another and try to communicate this need in different kinds of ways. As section leaders we may put this expression down to unruly behaviour when in fact it may be something quite different. And as service team members we may view a leader as just plain hard to get along with when in fact a request — a plea — for support is being made.

That leads me into the third definition, "to put oneself in close connection or understanding with". I said earlier that I believe people join Scouting out of a need to be part of a larger group doing enjoyable things, but sometimes those of us who have been around for a while may not put out as much effort as we might to make newcomers feel welcome. If we are to encourage Scouting to grow, putting ourselves in close connection, relating to one another, will show we are receptive to new people and that they are indeed welcome to join our ranks.

The fourth definition, "to send information or messages, sometimes back and forth, to interchange thoughts" is another we might look at a little more closely. This magazine is one of the ways we have of sending information, and across the country many councils publish a bulletin or newsletter for the same reason.

Unfortunately in too many instances it is only a one way communication since response to what is written is a rare occurrence, making it hard to know if the information was truly received. If communications are to be effective it is the back and forth aspect, the interchange of thoughts, that is really required and needed.

The same applies at the section level too, of course. If the flow of information is always from the leader down to the boys and never the other way, how will we ever know if what we are sharing with them is what they really want — what they joined for?

Number five, "to be connected, open to each other", is similar to the third but with one important difference, and that is the openness aspect of communicating. In an organization that is truly open the members are free to voice opinions, to criticize, to praise, to comment, to suggest appropriate changes and to feel confident in having a say in the decisions that affect their membership, without reprisal.

Every council has representatives who speak on behalf of the members, all the way through to the national level and regularly the membership is asked to express their views on pertinent issues that affect them. Failure to speak to these issues can mean that minority views are the only ones heard, simply because the majority choose not to speak.

"To have something logically in common" is the next definition and we in Scouting have a common aim and principles and a belief in the rightness of serving young people as we do. If we see the ultimate aim of Scouting as that of helping to develop good citizens, then improving their ability to communicate — to read — understand — speak out — vote and grow should not be taken lightly.

Finally, "to arouse or enlist sympathetic understanding or interest". How often have you been involved in a conversation with someone, yet knowing what you have to say is not really being absorbed by that other person, that they just don't seem to be listening?

I can't help thinking that many young people look to their leaders in Scouting as people who will give them a sympathetic hearing, no matter how trivial their problems may seem to be. That isn't to suggest that the leaders have all the answers, and I don't think we should try to provide all the answers anyway. But the simple act of listening and helping others to find their own answers is maybe all that is required and can often be more than they get from home or during their school day experiences.

Much more could be said about communicating and I hope as a result of these reflections much more will be said. Certainly it is the thread that runs throughout all our lives and hopefully we in Scouting can work towards improving the way we handle communications with those with whom we are connected. X

IMPORTANT NOTICE —

MINI-WORLD JAMBOREE JULY 1979

The XV World Jamboree will not take place in Iran in 1979 and the World Scout Bureau is trying to arrange alternative events. Subject to confirmation, a Canadian contingent of 504, organized in 14 troops of 32 boys and 4 leaders each, will attend a mini-World Jamboree in Sweden or Switzerland or divided between both.

Participants must be 14 years old but not have reached their 18th birthday on August 1, 1979; be a registered Scout or Venturer, experienced in camping; pass a physical examination and have a valid passport. Leaders must have a good Scouting background and be experienced campers. Preference will be given to Iranian Jamboree applicants.

Cost of \$1300 (approx.) will include air and ground travel; a 5 day organized tour; 4-5 days of home hospitality; Jamboree fee; tentage; other contingent equipment; special uniform items and administrative charges. Tentative dates — July 2 - 24, 1979.

Completed standard applications (available from council offices) must be submitted with a \$100 deposit and approved locally, in-time to reach provincial offices by February 28 1979; with the balance of the fee payable by May 31, 1979.

Watch **The Leader** and local bulletins for details.

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	193	Milk Chocolate Bars	8 dz/cs	\$ 7.50		211	Animal Antics	5 dz/cs	\$23.40
	197	Chocolate Covered Almonds	6 dz/cs	\$ 9.00		1575	Darling Kids 5" - Frosted Candles	4 dz/cs	\$31.20
	217	Chocolate Covered Almonds - Twins	3 dz/cs	\$18.00		1573	Majestic Pedestal 9" - Frosted Candles	2 dz/cs	\$31.20
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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.) _____

First my sincere apologies to all Kipling lovers in the audience for that distressing misquotation in a recent outburst — especially to Venturer Allan Teichman of the 166th Toronto, who first drew attention to the matter.

It seems that it wasn't "woodsmoke by moonlight" that Kipling spoke of so highly in that poem of his. "Everyone knows," says Allan, "that woodsmoke smells ten times as good at (not by) *twilight*. I must say I nearly hit the ceiling when I found that you, of all people, had got it wrong. Not for the first time, either. By my reckoning this makes it three times in two years that you've blown it. What did Kipling ever do to you?"

A good question. I am glad it has been asked.

First, however, let me say that of course I agree that misquotations of any sort or kind are inexcusable and I am truly sorry about this one.

What Kipling did to me (since the question has been asked) is another matter.

The facts are these:

At the age of ten I read *Stalky & Co.* for the first time and, being at the impressionable age, though not very intelligent, I immediately started to model myself on the heroes of that splendid yarn.

Now you will remember that there is one incident in the book when Stalky and Beetle — the goodies, mark you, not the baddies — go stalking an innocent pussycat with something called a saloon-pistol. This seemed to me such a sporting thing to do *at that time* that I at once made myself a catapult from a forked stick and a length of bloomer elastic (freely available in our female dominated house during that period of the family history) and set out to inflict g.b.h. on any feline prowlers within range. Mercifully my aim was no better than that it is now, and no great harm was done, either to the Tyneside moggies or my own conscience. No thanks to Kipling, all the same.

Still, it is a little ironic that it should be Allan Teichman, of all people, who has been given cause for complaint, for it was he, none other, who squired us at the Greater Toronto Annual Dinner and Dance last February. Indeed, my wife and I have a very special reason to feel grateful to him, because when we found that, together with the twelve hundred guests assembled in the palatial banqueting hall of the Sheraton Centre on that great occasion, we'd be expected to join in singing *O Canada*, he it was who quickly scribbled the words on the back of his own copy of the toast list and so saved us the embarrassment of mouthing silently and unconvincingly while others sang.

Thanks a million, Allan. You will be glad to hear that I have decided to forgive Kipling for leading me astray all those years ago and promise never to misquote him again.

So it's been done before — So what?

• At your next meeting explain the principle of the comparative shadow method of height estimation and discuss with the boys how they might use it on a fine, clear night, with no moon to cast shadows but plenty of stars at their disposal. No need to tell 'em how they could take a fix on a convenient star from ground level to determine where shadows would fall if there were any. Let them have the satisfaction of working it out for themselves so that when they go out later to do the field work, all the kudos will be theirs. (By just such devices as this do we Scouters build up the status of our boy leaders and give them the added bonus of job satisfaction.)



• Call up the patrol leaders and tell them they've got fifteen minutes to rig up a pendulum, in or out of doors, that will swing through an arc of at least 2 metres from the initial impulse, for at least 60 seconds.

• With three groundsheets, two light spars *and nothing else*, improvise a stretcher and prove it in action.

• With a length of twine and a piece of chalk, draw a perfect ellipse 2m x 1.50m radius on the deck. (Editor: *Forgive me for asking, but is this a mathematical and geometrical possibility? Sweet: I'm afraid I haven't the remotest idea. Editor: I see. Carry on.*)

• Give each Scout in the troop a plain postcard with his name neatly inscribed on one side and an arrow on the other. The arrows should be at different angles to the sides of the cards. Scouts stand round the room with faces to the wall and when names are called must come out to place their cards, arrow sides down, pointing north. When all are in position, every Scout turns over someone else's card without altering its position. The accuracy of the orienteering is then checked with a compass.

— and the Guides! Ask them too

Lots of people, including several members of our sister Movement, have written to confirm our own opinion that there is only one way, ONE WAY, to dispose of greasy waste water on a heavy clay subsoil; and that is, of course, by means of the famous Girl Guide Colander Grease Trap.

We don't all agree, however, about the size and nature of the "trap" itself. Guider Doreen Sporle of the 14th Westcliff, Kingsdown School, Essex, advocates an old vegetable colander or small garden sieve, lined with long grass and set in an inconspicuous place outside the patrol camp kitchen. All waste water is strained through this and the contents burned each day. It is then washed, re-lined with grass and moved to pastures new. The former site is raked over and becomes quite unnoticeable.

Fine. My own method, based on a specification picked up many years ago from a Queen's Guide called Bernice Haste of Canterbury, is to use a rather larger container, about biscuit tin size (minimum) with holes punched in the base. The tin is part-filled with broad-leaved foliage, layer by layer, and set on a couple of bearers just outside the kitchen. The waste water skates over the leaves, depositing solids and grease as it filters through the trap until only the wetness emerges. As soon as the ground shows signs of sogginess, the trap is moved to another position, leaving, in time, a ring of lovely, greener-than-green patches where the turf has been well watered. The water, of course, spreads into the surrounding topsoil and is eagerly absorbed by the thirsty grassroots.

Great! Don't you think it is time our gallant Movement had the grace to acknowledge that the Guides have beaten us to it and found the answer to this age-long problem?

All clever stuff

Our as yet unknown correspondent who, as announced in our November outburst, succeeded in changing the word "SCOUT" into "GUIDE" in ten moves against our own eleven, will be interested to hear that the ante has now been lowered to nine in many places — all in the same way, simply by kicking off with "SPOUT". Try it for yourself. We can allow you one minute exactly.

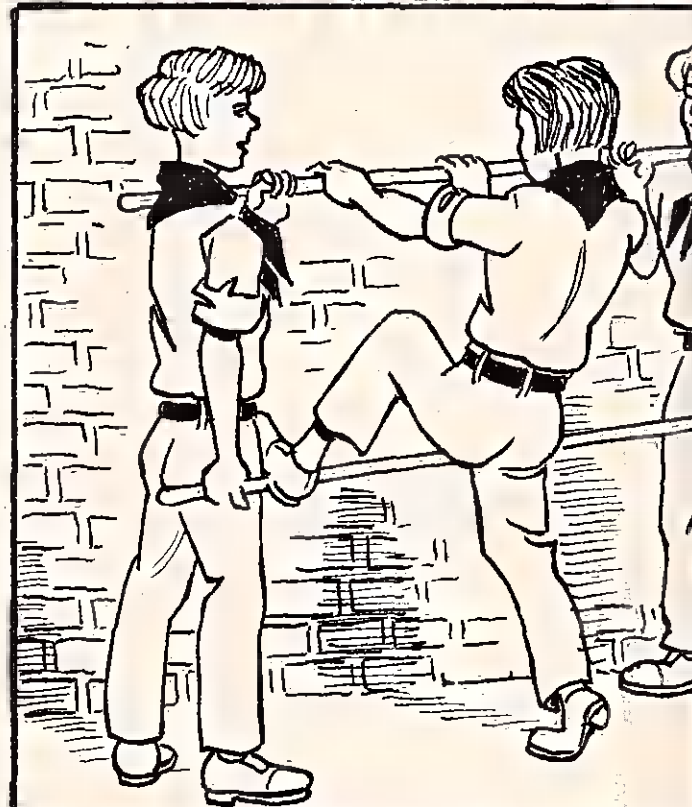
Meanwhile, our very dear friend, Mrs. Hazel Addis, has written to say that although changing "SCOUT" into "GUIDE" was a piece of cake, she found rather more difficulty in making "SENSE" of "SWEET", but finally succeeded, in fifteen moves by way of several highly apropos words like "BLEAT", "BLAST", "BEAST", "LEAST", "TEASE", and "TENSE". All clever stuff. Work it out for yourself.

Random Intelligence

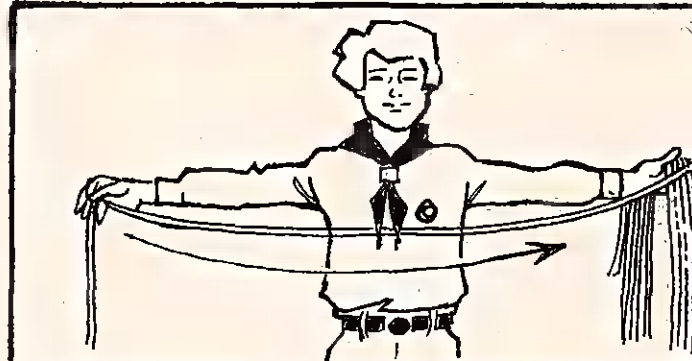
- Fear of "getting wet" is a townbred phobia. Your true countryman takes it as it comes. That's why you never see a raised umbrella outside suburbia (— and why countrymen suffer from rheumatics. — Editor.)
- The best (native) wood for carving comes from fruit-bearing trees.
- When splitting a heavy log with steel wedges and a sledge hammer, keep one fairly big wedge in reserve to release the others which, if you aren't careful, can easily become buried in the timber.
- The most important attribute of the stalker of wild life is the ability to keep still.
- To produce hot embers for your cooking fire, hardwoods are best.
- The mark of a good cook is said to be the ability to boil potatoes to perfection.
- To keep flies out of your sleeping tent, hang a bunch of elderberry leaves in the doorway. Mint, too, is a reliable scarefly.
- The popular idea that Niagara Falls "freezes over" in winter conjures up a lovely, mind-boggling vision of giant stalactites and stalagmites of ice clenched in a wintry grin, with a mere trickle of water dribbling through the frozen fangs. Nothing of the sort occurs. It is, in fact, the perpetual clouds of fine spray that freeze instantly in the air, forming great domes of lam-

inated ice. As the winter continues, dome is piled upon dome in orderly confusion. The Falls thunder on, swirling round and under the great natural pylons which support the ice-bridge between Canada and the United States. An unforgettable sight. Don't wait for your honeymoon before you visit the place. Go in winter, when the Ice King asserts his dominion over land, air and water. You will never regret it. But do wrap up well. It is rather cold.

- Hares have one-track minds. They will always take the line of least resistance. It is a curious point in woodcraft that different hares, in different years, will make a run that follows exactly the same line.
- An injured animal will instinctively lick its wounds. We are told that this is because its saliva will act as a coagulant.



THE WALL IS 4 METRES HIGH. CAN YOU SUGGEST THE TWO STAVES COULD BE USED TO GET THE SCOUTS TO THE TOP?



WHEN COILING A LONG, LIGHT LINE WORK BOTH ARMS AT FULL STRETCH

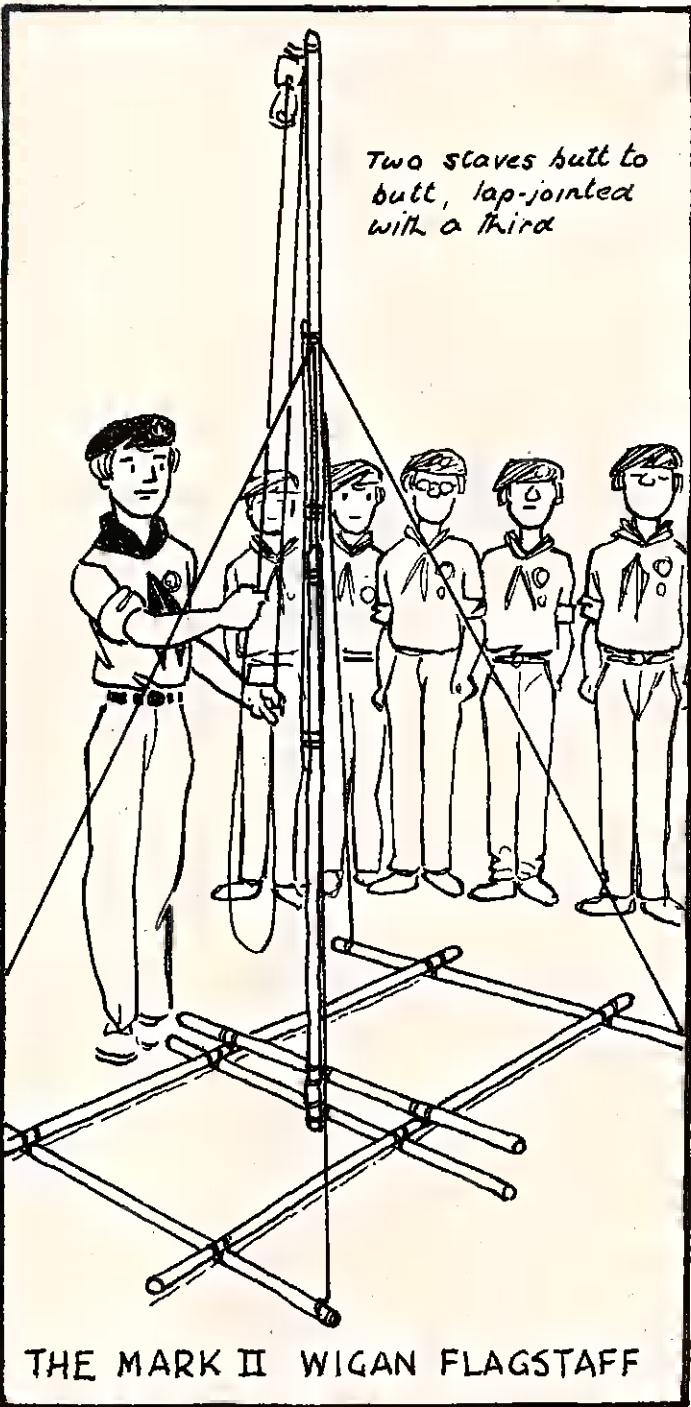
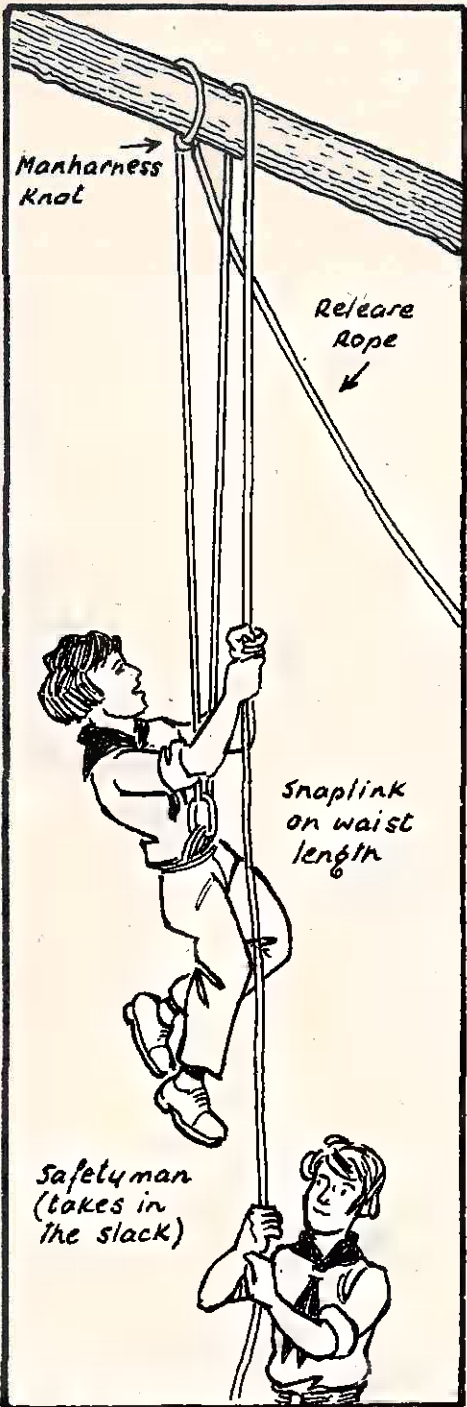
As for this month's worksheet, our own solution to the wall-climbing problem would be this: Once the climber is on the shoulder-high staff, his two buddies should bring up the outside staff to rest on their other shoulder, thus providing the top man with a broader base to stand on. They would then raise both staves together in strict tempo, thus elevating the climber to a position from which he could reach up and get a grip on the coping of the wall. If you can think of a better way of doing it, let's hear from you. If not, for ever hold your peace.

When it comes to coiling a long LIGHT line, as shown in the bottom left hand panel, the whole purpose of spreading your arms is to make a nice open coil. With

heavier cordage you'd be better advised to coil it on the deck.

In the centre panel you see a courageous lad hauling himself up by means of a simple tackle which should provide him with a purchase of two to one. If you'd like to offer this to your boys, be our guest; but do make sure that they've got a reliable man on the safety rope. His task will be, of course, to keep the rope taut without exerting any direct pull.

All that can be said about the Mark II Wigan Flagstaff is that the double foundation at the base of the vertical spar should give it greater stability and might even make it possible to increase the height. It has not yet been tested. Over to you. \wedge



THE MARK II WIGAN FLAGSTAFF

QUIET GAMES &



26

by Betty Rapkins

There are times when boys need to let off steam in big, noisy, crashing around games and there are other moments, as we all know, when a spot of peace and quiet wouldn't come amiss. It's a good idea, on most indoor occasions, to alternate noisy and quiet games, to give everyone a chance to cool down and get their breath back. It is also handy, for rainy days and all kinds of situations where space is limited, to have a good list of pencil and paper games available. So, to start off with a few quiet ideas, here is a selection to keep your boys occupied and amused when the need arises. Most are old favourites but it's handy to remind ourselves of them from time to time and you will probably have some of your own to add to the list. None require much in the way of equipment and it isn't a bad idea to keep an old container, such as a cocoa tin, full of pencil stubs for those who

don't carry their own pen or pencil plus a box of assorted paper scraps — the backs of old Christmas or birthday cards, for example, would be ideal.

HOW MANY WORDS

Here is a simple one for a start. Give each boy a slip of paper and a pencil. Tell them to write the words: "**THE LEADER**" at the top. Now give them a set time to see how many words they can make out of those letters. My eleven year old son, Daniel, found 28 in ten minutes but there are probably lots more. See which of your boys can find the most. They can be words of any length but must only use the letters available as often as they appear in the master words, and proper names don't count. Try it with other words and short phrases that have special significance for your group.

CONSEQUENCES

The old favourite most of us know, but in case you're not sure how it's played — you need a pencil plus a strip of paper roughly 3" x 10" for each player. The game starts with each boy writing a man's name (or a boy's, or a male fictional character) at the top of the paper and adding **MET**: underneath. He then rolls or folds over the name he has written, to conceal it, and passes the paper to the boy on his left.

The game proceeds with each boy adding the next item on the slip he receives and passing it on. The headings are as follows and, as can be imagined, some wild and wonderful stories develop as the game progresses:

Boy's name

MET:

Girl's name

AT:

Place name

HE THOUGHT:

Enter what he thought

HE SAID:

Put what he actually said

SHE THOUGHT:

What she thought

SHE SAID:

What she said

THE CONSEQUENCE WAS:

Say what happened

AND THE WORLD THOUGHT:

Sum up public opinion.

Then all rolled up papers are flung into a hat. Each boy takes one out at random and, one at a time, reads it out aloud to the group.

NOISY GAMES

HEADS, BODIES, LEGS.

This is a variation on the above but each boy draws a head at the top of his paper and folds it over, leaving just the neck showing. The next boy continues with the neck, adding a body to the waist, plus the arms. The next boy continues the body to the knees and the last boy adds the legs and feet. These could then be pinned up and the best (or worst) judged for beauty, laughs or simply "Which one would you least like to meet on a dark night?" If the heads, bodies and legs are really well mixed up — for instance a camel's head on a man's body, with a girl's skirt and elephant legs — the results should be pretty weird.

SELF PORTRAITS

Give each boy a sheet of paper and either a pencil or coloured crayons, pens, etc., as available. Tell him to draw a secret, unsigned self portrait — it doesn't matter if he's no expert at drawing — and hand it back to the leader who numbers each one and keeps a master list of whose picture it is.

Each boy is then given a fresh piece of paper on which he lists the numbers. The leader pins up the portraits and the boys guess who's who and enter the name against the appropriate number. The one who gets the most right wins a small prize — perhaps coloured felt pens.

Other ideas, using this display of self-portraits would be to make it a "beauty (or most beastly) contest" or a "future artist" competition, letting the boys judge the best picture.

BIRD, BEAST, FLOWER

There are several versions of this but a simple one to begin with would be to give each boy a sheet of paper and tell him to make a list, down the left-hand side, of the following headings.

BIRD:
BEAST:
FLOWER:
FRUIT:
TREE:
TOWN:
RIVER:

The list can be made longer or shorter depending on the ages and enthusiasm of your boys.

The leader then holds up a book and, pointing to any boy, asks him to say a number between one and ten. Suppose the reply is "seven", the book is opened at random and the leader counts seven lines down the left

hand page, then seven letters in from the left margin. Whatever letter is arrived at is used. Give the boys five minutes exactly to see how many birds, beasts, flowers, etc., they can list alongside each heading, beginning with that letter.

One variation of this game allows each boy in turn to choose a heading instead of the traditional Bird: Beast: Flower: etc. In this way, boys with particular interests can include their speciality (i.e. minerals, type of car, hockey stars' surnames, etc.)

HIGHWAYMAN'S GALLOWS

Divide boys into small groups. One boy in each group is the hangman. He thinks up a well-known title, perhaps of a television program, a book or a nursery rhyme and writes it down in a dot code, one dot per letter. Thus "The Jungle Book" would be:

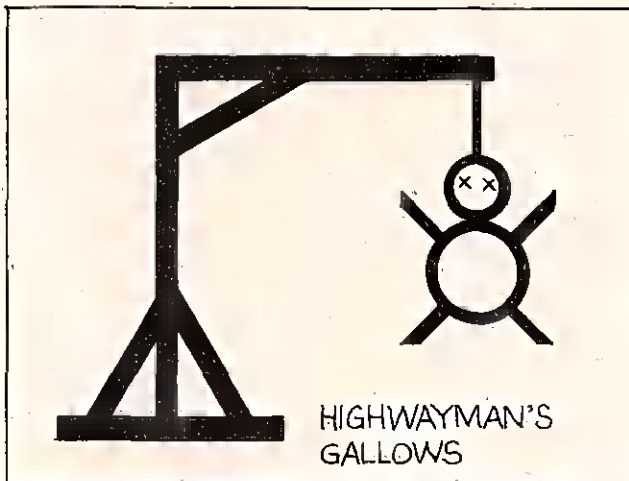
".../...../...."

He places this where his group can see it. Now each boy in turn chooses a letter from the alphabet. If the first boy says "E" the hangman must put in all the "E's" thus:

". . E / E /"

If the next boy says "J" he adds a "J" in the appropriate spot and so on until one of the group guesses the correct title. However, if a boy says a letter *not* in the title, the hangman draws a gallows and for each subsequent wrong guess he adds rope, head, body, 2 arms and 2 legs.

The idea of the game is for him to complete the hanging body before the team correctly guess the title.



I SPY

Perhaps the simplest of all sitting down games: one player starts by saying: "I spy with my little eye something beginning with A" — or whichever letter his chosen object does start with. It has to be something everyone in the room can see. The first one to guess correctly chooses the next object.

TWENTY QUESTIONS

A variation of "I Spy" in which the audience take turns asking questions about the object, i.e. "Is it smaller than my fist?" "Is it edible?" and so on. If no-one guesses the correct object by the time twenty questions have been asked they lose the game. This can be played competitively with small, selected teams and a question-master.

TELEGRAMS

The leader writes a long word on a card and props it up for all to see. The boys have to think up a telegram using the letters of the word, in correct order, to begin each word of their telegram. Thus, for example, the word **CANADIANS** might become: **Call Aunt Nellie And Deliver Instructions After Next Saturday. But I expect your boys can think up lots of much funnier ones.**

NONSENSE NOUNS

Make sure that each boy knows that a noun is a name of something. Then tell them to each write down a short list of nouns, as varied as possible (i.e. hippopotamus, rice pudding, tent peg, etc.) Sit them in a circle and read a well-known fairy story or similar tale out aloud. Every time the reader comes to a noun in the story he stops and points to one of the listeners who calls out the first noun on his list. The reading continues until all the nouns are used up. Thus: "Once upon a time there was a beautiful — *hippopotamus* — and she lived in a great big — *rice pudding* — at the top of a — *tent peg* . . ." Young boys usually see the funny side of this one.

DRIVER'S HANDBOOK

For older boys, have a copy of the driver's handbook with you and ask them questions from it. This can be a writing down and scoring points game, or they can just call out the answers.

THE BRICK TOWER

For the very young who can't yet write, collect lots of wooden building blocks. Sit the boys in a circle. Each boy takes a turn to go to the centre of the ring and build a tower, one single brick on top of the other, while the audience slowly counts. The one to reach the highest number before his tower topples is the winner.

A fairly quiet game this — until the crash comes.

A simple outdoor version would be to send Beavers or Cubs to collect big, smooth, flat stones from around about the area. Then take turns to build a tower using these. It helps if the building starts on a flat, level surface. The leader keeps score and watches to see that the whole thing doesn't topple onto someone's foot!

And now for some noisier, action games to warm everybody up and burn up some of that excess energy.



ANIMAL PAIRS

Write the names of some animals on slips of paper. Make a duplicate set of slips. Choose animals that make distinctive sounds such as barking dogs, grunting pigs, chattering monkeys, whinnying horses and mooing cows.

Hand each boy a slip and at a given signal he must trot around making the noise of his particular animal until he meets his duplicate. With everyone cackling, grunting and barking at once it is bedlam!

FLIP THE KIPPER

Divide boys into two or more teams. Cut large, matching fishy shapes from lightweight paper, one per team. Give each team leader a piece of card or a magazine. Divide each team in half and send one half to the far end of the room. The first boy in the team line-up must send his kipper to the first boy at the other end, by flapping the card to flip the kipper along. No touching of kipper allowed. First boy at the other end then flips it back to the second boy in line and so on until the kipper reaches the last boy.

THE GREAT MAIL TRAIN RACE

Boys line up in teams at one end of the room. On the word "Ready" each boy grasps the right foot of the boy in front of him and places his left hand on the other's shoulder. The end boy lifts up his own right foot. On the

word "Go" each train hops along in this fashion to the other end of the room, where two mail bags with looped handles are waiting. (These can be any bags or bundles but must have an easily grabbed loop handle) The leading boy grabs one bag and the team wheels round behind him so that the end boy can pick up the other bag with his right foot. The train then hops back to its original position and the first team back with both mail bags wins.

BROKEN BOTTLES

The boys stand in a large circle and throw the ball back and forth to each other in random fashion. If the chosen receiver misses his catch he must put one hand behind his back and keep it there until he makes a good catch using the other hand only. If he misses the second catch, however, he must now stand on one leg. A third missed catch and he must close one eye. Missed fourth catch — kneel down. For each good catch he gets back the use of one limb but, of course, it gets harder to catch the ball the more times he misses.

MIMING A SONG

Boys or leaders write the names of all the most popular camp-fire songs on slips of paper. These are placed in a hat and shaken up. One or a pair of boys take one slip and mime the song to the rest of the group. As soon as the audience guesses what it is they start singing it but if they are wrong, the mimers can go: "Sssh!" This is the only sound they are allowed to make. When the entire audience is singing the correct song the mimers can sit down and join in the singing. Then one or two more boys pick another slip and start again.

EARTH, AIR, FIRE AND WATER

The boys sit or stand in a circle. One boy stands in the middle with a cap or bean bag. He throws it to someone, at the same time calling: "Earth!" The boy he throws it to must call out the name of an animal before the thrower counts to ten. If he fails to do so he goes to the centre instead. If the thrower calls "Air!" a bird's name must be called. And for "Water!" a fish. For "Fire!" he must whistle for a fire engine. No creature once named must be named again. This keeps everyone alert.

SINGING CHAIN

The boys form a long chain and the first in line holds up something that will rattle when he drops it (it could be a sealed tin can containing pebbles). Then he starts to sing a song and they all join in, marching around following the leader. After a few minutes of holding it on high he drops it with a loud clatter and, as soon as he does so, the boys must all sit down on the floor. The last one down picks up the tin, moves to the front of the line and starts the next song.

This is a good game for getting boys into the habit of singing together.

BAG CIRCLE

The boys all stand in a circle and are numbered off in, say, fives. A bean bag is placed in the centre of the circle. The leader calls a number. All boys bearing that number must run right round the outside of the circle until they come back to their own gap, through which they may now dart to seize the bag.

POSTMAN'S PARADE

Save up used envelopes until you have one per boy. Tear each envelope into four pieces and give each boy one piece, scattering the other three quarters in random fashion around the room. At the word "Go" each boy, or postman, must dash about looking for the rest of his envelope. The first one to bring the leader his completed envelope wins.

MY NEIGHBOUR

And finally, for leaders who feel brave enough to try it, here is a shouty game for those who feel sure they have complete control over their group! At the word "Go" two teams, facing outwards and about two feet apart, spin round and proceed to tell their opposite number exactly what they think of him. Gesticulations are allowed but the boys must not touch each other. Time allowed is about 30 seconds. At a given signal — which may have to be a loud whistle — all mouths must be closed and each line must about turn. The first line to stop talking and face the opposite way in the straightest line wins. I should rapidly go back to a quiet game after this! X

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JAMBOREES OR
DISTRICT AND
TROOP BADGES**

PROJECT '79

A Cub Conservation Activity

by Jim Sharp

conservation, n. 1. A careful preservation and protection of something; esp. planned management of a natural resource to prevent exploitation, destruction or neglect.

2. The process of conserving a quantity.

So the dictionary defines what has probably become one of the "in" words of the seventies:

CONSERVATION. A word that reminds us of the need to change the traditional wasteful ways of our 20th Century consumer society, and leave something worthwhile for future generations. But a word that is often over-used and seldom acted upon. Big cars still consume precious fuel; non-returnable bottles and cans still proliferate in our garbage cans (and on our highways!); our green spaces continue to be swallowed up in mounds of concrete and steel.

We in Scouts Canada have both a challenge and an opportunity to do our part to aid in conservation efforts. A challenge because we deal at first hand with a generation that will have to live in the environment we leave behind. And an opportunity because, with the right approach and encouragement, the members of our Movement today can learn from our mistakes and start to do something to improve our tomorrow.

The messages are flowing thick and fast. Governments try to encourage conservation of our energy and mineral resources, and offer protection for our wildlife and natural environment. Agencies too, both private and public promote the preservation of our environment. As one of these agencies, intimately involved with enjoyment of the outdoors, Scouts Canada has already taken some steps to play its part. Our emphasis on camping (and other activities) being "in harmony with the environment" is a natural step as we move into the light-weight camping era. Our participation in the World Conservation Badge scheme, wherein we join many other Scouting countries in promoting that international badge, emphasizes the global need for conservation. And we have been fortunate too in being able to raise funds for Scouting development in overseas countries through *Trees for Canada*, which certainly falls into the category of a Conservation activity.

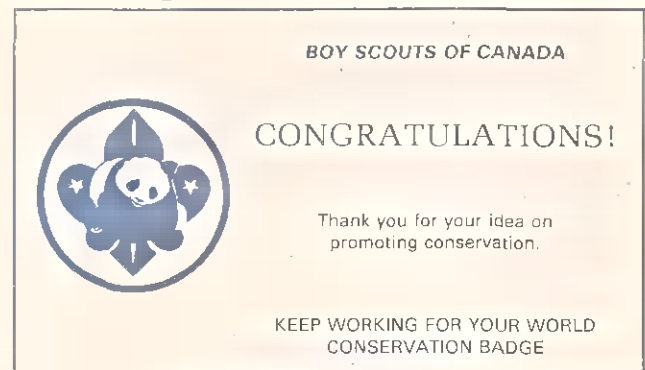
But is this enough? Or are we too in danger of paying lip service to the Conservation movement, while still wasting our precious resources?

In an effort to promote thinking and discussion about conservation among members of the Wolf Cub section of Scouts Canada, and subsequent ACTION by them to improve our present performance in conservation-related activities and projects, the National Program Committee has decided to promote a special thrust for conservation — PROJECT '79.

Here is a possible approach you can take in your pack to launch PROJECT '79.

1. At a pack meeting describe PROJECT '79 to your Cubs and show them the picture of the certificate they can earn by sending in their ideas, and the pennant the pack can earn by carrying out a conservation project.
2. Ask them to set aside 20 minutes between now and the next meeting to think about ways they each can personally contribute to conservation and to write down 3 or more ideas to bring to the next pack meeting. (Important — it should be emphasized that the ideas should be things that *they themselves can do* as opposed to something government or industry can do.)
3. At the next pack meeting list all of the ideas brought in, on a large chart or blackboard and spend some time discussing how each or some of the ideas would contribute to conservation. (At this time you might want to select the best 10 ideas for followup at a later date.)
4. Give each Cub the address to which he can send his own ideas to obtain his certificate.
5. Encourage your Cubs to put their own or their friends' ideas into practise.
6. At a later meeting or perhaps at a Sixers' Council meeting bring out your total list (or your short list of the 10 best ideas) and spend some time deciding which one could best be developed into a pack project.
7. Plan and carry out your pack project and send a description of it to Program Services in order to obtain the award pennant for your pack.
8. At all steps along the way try to relate what you and your boys are doing to the World Conservation Badge requirements.

Details of how to participate in this national effort appear at the end of this article. PROJECT '79 should not be confused with or replace the World Conservation Badge. The requirements for the World Conservation Badge are designed to involve group participation, and we should continue to encourage this. However, PROJECT '79 gives the opportunity for packs and *individual Cubs* to become more aware of conservation activities and the opportunities available to attain the World Conservation Badge.



Individual certificate

Projects undertaken primarily as fund raising activities (e.g. bottle drives, paper collections, *Trees for Canada*) are not eligible for the awards. Service to the public however is an important consideration.

Everyone who submits an idea will receive an official certificate thanking him for his idea and participation.

Packs which put their ideas into specific program activities or projects will be eligible to obtain a special award pennant.



Special award pennant

Why not get your Cubs started now to think of ways in which they are able to contribute to conservation, either as individuals or as a group? Give "conservation" as wide an interpretation as you can. Here are some key words that may help the thinking process, and illustrate the range of ideas we'll accept:

- | | |
|-------------|-----------|
| AIR | NOISE |
| WATER | TREES |
| POLLUTION | WASTE |
| NATURE | RECYCLING |
| ENVIRONMENT | EROSION |
| PLANTS | ENERGY |
| WILDLIFE | FUEL |
| ECOLOGY | LITTER |

Another good source of ideas may be the *International Show and Do Conservation Project Kit*. That kit was published by the World Scout Bureau and distributed under the sponsorship of the International Bata Shoe Organization.

We hope we'll receive lots of practical ideas on conservation. We will share the best of these in future **Leader** articles so that others may try them too. PROJECT '79 is a Wolf Cub section initiative, but who knows, perhaps Beavers, Scouts, Venturers and Rovers may get involved too. Talk up PROJECT '79 in your pack, and let's make 1979 a Conservation Year to remember.

PROJECT '79 — HOW TO JOIN IN

- PROJECT '79 is open to individual Cubs and to packs.
- We want to know ideas on ways in which Cubs can personally contribute to Conservation.
- There are two categories:
 - Things that Cubs could do (or have done) as individuals to promote Conservation.
 - Things that packs could do (or have done) as a group to promote Conservation.
- "Conservation" should be interpreted in the widest sense. The article may give you some ideas.
- Fund raising activities (e.g. bottle drives, paper collections, *Trees for Canada*) are not eligible.
- Each Cub or pack who submits an idea will receive a certificate.
- A special award pennant will be presented to packs which actually put their ideas into practice as program items or projects.
- Send your ideas on a *postcard* (to conserve of course!) to:

**PROJECT '79
Program Services
Boy Scouts of Canada
P.O. Box 5151, Station F
Ottawa, Ontario
K2C 3G7**

X

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71-144 Cub Emblem on Shield	1.65
71-145 Scout Emblem on Shield	1.65
71-147 B.-P. (as pictured above)	2.30

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EDITOR'S NOTEBOOK

Ducks Unlimited is a unique non-profit organization dedicated to the wise conservation of water-fowl on the North American continent. Founded in 1939 in Washington, D.C., it has over the last 40 years funnelled some 12 million dollars into Canada to help maintain the nesting grounds of these birds. Eighty percent of all North America's migrating water fowl comes from this country and 80% of that number are found in the provinces of **Alberta, Saskatchewan and Manitoba**, where the major nesting grounds are located.

Last summer, Boy Scouts from as far away as Alabama in the United States and New Brunswick in Canada, travelled to **Brooks, Alberta**, to perform a service for *Ducks Unlimited*. The Americans represented each of the six Scouting regions of the U.S.A. and each boy earned his trip north by writing a winning essay on the theme of water fowl management, in a nationwide contest.

The Canadians, **Mark Alderman** of **New Brunswick**, **Tom Danyluk** and **David Turnock** of **Manitoba** did not write essays but were chosen by their local Scouting officials.

Both groups participated in the annual banding of geese and according to DU officials, worked hard and did a good job.

While in Brooks, the Scouts formed a baseball team which they called the **Marshland Mafia** and managed to defeat a local team in an exhibition game. They were also entertained by the local firemen at a party held at the firehall following the game.

It is hoped by *Ducks Unlimited* officials that the program can be repeated this coming summer and possibly that Canadian Scout par-

ticipation can be decided through a contest format similar to the one held in the U.S.A. this year.

Scouts of the Victoria branch of **The Australian Scout Association** now have a mobile public relations unit to promote Scouting. The **Melbourne** Rotary Club generously donated a two-ton 8.7 metre long caravan with an 8 by 2.5 metre trailer. A Ford stationwagon was added to tow it and it was outfitted with motion picture and slide projectors, tape players and modern exhibits. The outside of the caravan and the wagon are decorated in a colourful, attention getting pattern with the slogan "Scouting on the Move". While the unit is self-contained, Scouts in the places visited are encouraged to set up live demonstrations around it. It has attracted impressive crowds at fairs, exhibitions, sports events, shopping centres and secondary schools... The 28th **Dublin, Ireland** Scouts set a new world record for squeezing the most people into a Fiat 127 car. The previous record was 29. The Scouts managed to get 38 of their members into the car and earned nearly \$350 for their feat. I don't know how they did it but I would not have wanted to be the man on the bottom... In **Singapore**, 300 Scouts delivered 10,000 letters appealing for funds for their cancer society, to homes. Their "good turn" saved the society \$1,000 in postage... It's not certain whether it would be a dream or a nightmare for the average Scout to have a ratio of 455 girls to each boy in a camp, but it was a reality in July for 11 Venture Scouts from

Bolton East District, England. They went with 21 Ranger Guides on a three week expedition in Norway, but the Guides' plans included participation in an international Guide camp near Trondheim. Rather than split up the expedition, the 11 Venture Scouts received special permission to pitch their tents among the 5,000 Guides and Rangers in the camp.

I received a letter recently from a twelve-year old Scout who lives in **Frobisher Bay, Northwest Territories**. **Michael Stuempel** comes from a Scouting family — Mother is the Akela of the **1st Frobisher Bay Cub Pack**; Dad is chairman of the group committee and brother Timmy is a Beaver. It was on Timmy's behalf that Michael was writing. He read in the *Editor's Notebook* of June/July that a group of Beavers from the **Maple Leaf Region in Germany** had been the first Beavers to visit Scouting's Swiss chalet, **Kanderstag**, in March of 1978 and wanted it noted that when he and his brother visited Kandersteg on Friday, July 15, 1977, with their parents, they were told that Timmy was the first Canadian Beaver to stay in the chalet. While I generally refuse to get involved in first claims, Michael's is duly noted, but no more please!

He also sent along this interesting picture of his troop's *spring* camporee weekend. According to Michael, the temperature was almost balmy, it came all the way up to 25C below zero during the day but was *much* colder at night. The campers slept in the igloos shown in the picture.



If this was a spring camporee in Frobisher, can you imagine a winter outing?

Another very interesting letter came from **Jane Daniel**, service Scouter — special events, for the **Brandon District, Manitoba**. Jane reported on the recent official opening of the **Western Cable TV** facilities when local organizations were invited to participate. Scouting produced a five minute presentation that was coordinated on stage by District Commissioner **Nigel Gibson**. It was decided that it might be difficult to get boys to take the speaking parts in the program, so a tableau was arranged and Nigel read the script. The presentation is to be put on video tape for presentation at the annual regional meeting, and for an introduction to Part 1 Wood Badge courses and group committee training workshops. We hope in a future issue to be able to reproduce the short script of this very successful program.

The **Canada Safety Council's** bicycle safety program has been substantially updated for this year.

The Council found that many bicycling programs emphasize learning the rules of the road. Yet the statistics on bicycle accidents indicate that this type of training does not fully prepare the young student for the very real hazards that are involved in taking a bike out into traffic. The real hazards can only be avoided by understanding *the defensive action to take*.

The kindergarten to grade 4 course stresses *defensive biking* techniques and teaches students to think about biking hazards and how to prevent accidents. The new instructor's kit contains over fifty objectives, learning activities and pre-tests within an instructor's manual, an instructor's worksheet booklet containing 67 reproducing masters and a practice exercise manual which contains sixteen practical skill development exercises and detailed instructions for conducting a bicycle rodeo.

At this level the student's kit contains a 44 page bicyclist's handbook, diagrams of a bicycle, mechanical check lists, rodeo score sheet, a graduation certificate and a sew-on bicycle crest.

For older age groups, grade five to seven, the instructor's manual includes rules of the road, types of



bicycles, proper driving manoeuvres, maintenance, choosing a bicycle, adding equipment, defensive bicycling and more.

More information on the program can be secured by writing to **Canada Safety Council, 1765 St. Laurent Blvd., Ottawa, Ontario, K1G 3V4**.

The Council has also issued a new 12 page pamphlet, "Safe Bicycling in Canada" which covers bicycle rules, road signs, locking up the bicycle safely, tire pressures, night riding and many more topics. Basic care and maintenance is included. It is available at 20¢ each for 50 — 499 copies.

With a road toll of 3% of all traffic fatalities, and some ten thousand annual serious injuries, the need to properly educate the young in the proper handling of their two wheel vehicle, is great. Why not start now with your boys?

Edmonton Eskimos' place kicking star **Dave Cutler** was in **Victoria, B.C.**, in October to officially "kick off" the 1978 **United Way** campaign in that city. While there he took time to visit with members of the **7th Douglas Beaver Colony**. Dave's son belonged to the **7th Douglas Cub Pack** until he moved to Edmonton last June.

The Packet newspaper of **Orillia, Ontario**, titled this picture "Super Cookout" and they weren't far from wrong. About 450 hot dogs were prepared and disappeared fast at the Beaver activity area of the annual Orillia Scout camporee held at Lake St. George. Lined up and ready to go in the picture are the boys of the **9th Orillia Beaver Colony**. The servers are **Betty Mitchell** and **Lucy Parolin**.





New Year's Day has traditionally been a day when we take a look at our lifestyle and make some resolutions to try some changes and new ideas.

What I'm suggesting this month is that we can do the same with our Scouting programs. If you've been doing something a certain way, perhaps it is time for a new method or a new idea. So here are a few ideas for the coming months, which may add something to your program. Some of them are only small variations which will take but a few minutes to carry out; others will require much planning and will provide a full evening's activity.

Let's begin with January —

Ruthin Bumbang is a game which John Sweet featured in his column about four years ago, under the title "Forgotten Games". Possibly it is just as well forgotten, as many Scouters seem reluctant to try it. This is how it goes according to John — "Ruthin is a small country town in North Wales. The night I visited the troop there were twenty-four boys present. The Scouter carefully counted twenty-two tennis balls into a cardboard box. The boys lined up eagerly. The Scouter walked to the middle of the room, up-ended the box and scattered the balls everywhere. The boys rushed forward to pick them up, and returned to the base line. The two unfortunates who had failed to secure a ball walked disconsolately to the far end of the troop room and leaned against the wall with their backs to the troop and arms shielding their heads. The rest took careful aim and fired. I was horrified. It seemed to me that the poor victims would be annihilated. Not a bit of it. Back they came, right as rain, the balls were returned to the box and the game went on."

Now, as a variation to John's game, I'd like to suggest Maritime Bumbang - and this one is sure to be forgotten because it can turn out to be a sore experience for the leader!

Maritime Bumbang is played exactly as Ruthin Bumbang except that an alarm clock, parking meter buzzer or kitchen ringer timer is set for three, five or seven minutes, prior to the start of the game. The game then proceeds. When the buzzer sounds, if the leaders are in possession of the balls (while gathering them up and arranging them) then the leaders must assume the "position" on the wall. If the game is proceeding normally with the boys in possession of the balls, then they assume the "position" and the leaders do the throwing. You might enjoy the latter part, but I'm not so sure about the former.

February —

Many groups this month will be carrying out shopping centre displays to celebrate Scout week. Here is an idea that always worked well for our group, to draw attention to our Scouting activities. Arrive at the display area with a gas stove, a four-cup-capacity pot, a bottle of cooking oil, a couple of pounds of sugar, a box or two of biscuit mix and a small jar of cinnamon. Pour two cups of oil into the pot and heat it on the stove. Make up the biscuit mix, following the directions on the box. Drop spoonfuls of the dough into the hot oil until it is golden brown. Remove carefully with tongs and roll in a mixture of the sugar and cinnamon. Serve these to the passers-by as an inducement to stop and view your display. This activity needs careful adult supervision due to the obvious hazard of the oil, and the tendency of boys to gobble up the donut balls as quickly as they are cooked.

March —

There are still many indoor meetings ahead before the green, green grass of spring will appear, so here is a recipe for play dough which, while considered primarily a Beaver activity, can easily be used for Cubs and Scouts. How? Building model campsites, making plaques, taking impressions and moulding faces, are just a few ideas that come to mind. Now for the recipe —

Materials:

- 1 cup water
- 1 cup flour
- ½ cup salt
- 1 tablespoon cooking oil
- 2 tablespoons cream of tartar
- Food colouring as desired.

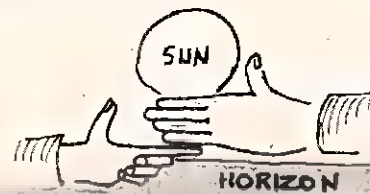
Method:

Mix liquid in saucepan, add dye and cook over medium heat for five minutes, or until it is a stiff dough. Cool and knead until smooth. Store in a plastic bag or it will harden.

April —

This is one of those little tricks that are often taught at Gilwell camps and which always make a good stunt to pass on to the boys.

General Guide to Sunset:



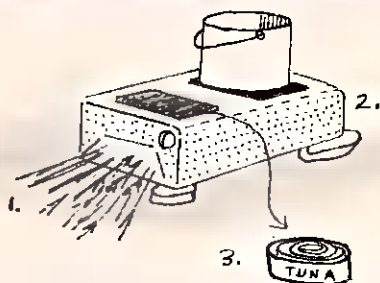
The arm is held out at arm's length from the body and the hand is bent until it is parallel to the horizon. Each finger between the horizon and the lower tip of the sun represents fifteen minutes until sundown.

May —

With today's emphasis on the protection of our environment, we should be especially careful of fires and firepits. Here is an excellent idea taken from *World Scouting*, which is made from a one gallon (4.5 litre) tin can.

1. Cut an opening in each end to insert firewood.
2. Punch nail holes on both sides, both ends, and on the bottom to create a draft.

3. This stove can be used with liquid fuel, or solid fuel such as canned heat, or with wax melted into a tuna container in which two-inch-wide rolls of corrugated cardboard have been placed.



June —

There is a wave of interest in things historical sweeping across the land, and Scouts can be introduced in a practical way to an appreciation of the past.

In every town or city, there are some unique remnants of the past being overlooked. For instance, does your city have a tower clock that no longer ticks, a horse fountain that horses no longer visit, or a grave site of some prominent person that is overgrown with weeds? If so, with a little research on your part, and possibly a visit from one of the historians in your city, you might undertake projects to get that old clock ticking, the fountain gurgling again (for people, of course) or the weeds cut away so the grave marker of one of the prominent citizens of yesterday can be recognized. While doing this, you'll have the fun of bringing a bit of your city's history alive to your boys, perhaps giving them an opportunity to meet some new people, who can talk about the old days of your town, and perhaps spark an interest in one of your boys that will open up a career to him in the days to come.

July/August —

Now is the time to gather some raspberry and strawberry leaves and dry them, so you can surprise your lads next fall with some raspberry or strawberry tea. Collect the leaves and dry them in the sun for four days, then seal them in a container until fall. The English will tell you the best way to make tea is to heat the teapot first with boiling water, then discard that and add fresh boiling water to half a dozen raspberry or strawberry leaves and let them steep. Serve with milk and sugar.

September —

Before your boys put their bicycles away for the winter, why not try a couple of bicycle programs? There are many interesting ideas which incorporate the use of the bicycle, and some of these will be followed up in the May issue of *The Leader* under the title *Working With . . . Bicycles*.

October —

What does your city do with the begonias, geraniums and coleus that grace your parks and boulevards all summer? In Boston, Mass., they give them to the citizens as house plants to be kept through the winter. Why not check with your parks department, and if they are available in your town, arrange to pick up enough to deliver to the elderly and shut-ins in your sponsor's parish or association.

November —

How about swapping your Halloween with a British troop or pack's Guy Fawkes Day? Guy Fawkes, as you may know, was the organizer of the Gunpowder Plot of November 5, 1605, whose intention it was to blow up Parliament and the King. The anniversary of his exploits are still observed in Britain today with bonfires, fireworks and revelries. British packs and troops often build special programs around the time, just as we do around Halloween. The idea is to locate a British troop well in advance of the date, and to exchange programs for this night, complete with all crafts, games, stories, stunts, etc., needed to make the program a success on both sides of the ocean. You might write to a friend in Britain, and try to make contact with a group that way. Possibly this idea, being a bit different, might be picked up by our friend John Sweet, and included in his column, for the benefit of our British friends.

December —

Finally, an idea to ring out the old year! Many communities used to hear the joyous sound of bells on Christmas Day, but the tradition is dying out. Your group might get permission to play some Christmas bell music over a public address system from the tower or belfry of your sponsor's church, either on Christmas Day or Christmas Eve. Possibly this is a Venturer project, and possibly it is only the dream of a romantic who likes the sound of bells. Anyway, I leave it with you for what its worth. X

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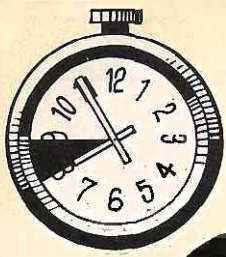
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SCOUTER'S 5 MINUTES & RECIPES



Here is a story of courage and a poem, sent to us by Heather Hamlin of the 5th Erindale "D" pack of Mississauga, and used as a part of their Scouts Own.

I CAN AND I WILL

The world has always been full of people who are strong and brave. Some of them are famous and some of them are not. But all of them seem to know a secret. Nothing can defeat them or make them give up.

Do you remember the story of Helen Keller? When she was a baby, she was as happy and bright as any baby could be. But at two, she became very ill. When she got well, she could not see or hear. Because of this she was not able to speak. Her family and friends loved her but they did not know how to communicate with someone who could not see or hear.

For almost five years Helen was a wild, unruly child. She kicked and scratched to show her feelings. Then a teacher named Anne Sullivan came to her home to live. At first Helen did not like her new teacher, who expected her to behave well. But the teacher did not give up.

Gradually an alphabet was worked out. Words were spelled out on Helen's hand. In this way she began to learn. Within three years she knew how to write on a special typewriter. Still she could not speak. But when she was ten years old, Helen decided she wanted to learn. By the time she was sixteen, she could speak well enough to go to school and then, later, on to college.

When she grew to be a woman, she helped other blind people. She travelled everywhere. She wrote books and articles about them also. Wherever she went, she brought hope and courage to people.

There is something very basic and comforting about the idea of a big pot of soup simmering away over an open fire. So here, for when the evenings turn chilly, are some simple soup ideas using brown or white stock as a base. Or any stock cubes will do but the real thing is much better.

BASIC BROWN STOCK

2 lbs. shin of beef or meaty beef bones
2-quarts water
1 carrot, onion and piece of celery
1 teaspoonful of salt
10 peppercorns or a good sprinkle of pepper

Measure water into a large cooking pot and add salt. Remove fat from meat, wipe and cut in pieces. Bring very slowly to boiling point. Add vegetables and simmer for three or four hours. Strain through a sieve and skim off any fat when cold.

BASIC WHITE STOCK

Prepare as for brown stock but use knuckle of veal or chicken carcass and omit carrot.

POTATO SOUP

1 lb. potatoes
1 pint of white stock or water
1 onion and 1 stick of celery
1 oz. fat for frying
¼ pint of milk
Salt and pepper
Diced fried bread or toast

Prepare and slice vegetables thinly. Shake in melted fat at low frying temperature with lid on, for 10 minutes. Add liquid and simmer gently for ½ to 2 hours until the vegetables are soft enough to sieve. Season as required and sprinkle diced bread on top.

To THE CANADIAN LEADER Magazine 1/79
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PERTH, WESTERN AUSTRALIA



A Canadian contingent as such will not be formed. Individual members who are eligible and who wish to attend will be responsible for making their own travel arrangements. Anyone seriously interested in taking part in this Jamboree may receive further information by writing to **Boy Scouts of Canada, Relationships Service, Box 5151, Station F, Ottawa, Ontario, K2C 3G7**

29 DECEMBER, 1979 TO 7 JANUARY, 1980

CELERY SOUP

Make as above but substitute 1 lb. celery and one onion for vegetables. Real cream can be added at last minute. Use brown or white stock.

ONION SOUP

As above but use 2 Spanish onions or 4 small ones plus a stick of celery for vegetables. For thickening any of these soups, blend ½ oz. of flour, cornflour or rice flour with ¼ pint of milk and add to finished soup.

RABBIT SOUP

1 lb of rabbit
1 pint of stock
1½ ozs. flour
1 large apple
Onions, carrots or any suitable vegetables
1 heaped teaspoonful of curry powder
Fat for frying
Salt and pepper

Cut meat into small pieces, dip in the curry powder and fry lightly. Remove meat from pan. Add the flour, curry (optional), chopped onion and chopped apple and fry lightly. Add stock gradually, stirring. Add meat and other vegetables, season and simmer for about two hours.

OTHER SOUPS

Other types of meat can, of course, be substituted for the above and a perfectly good all purpose soup can be made (or even invented) using all kinds of meat and/or vegetables as available, with added seasoning. But don't let it boil too fiercely, or the meat will be tough.

She was able to meet what had happened to her with great courage. SHE DID NOT GIVE UP! Why do you suppose some people are like this? It is because they "see" themselves winning out. Of course, you are not Helen Keller, but you have this same sort of strength within you.

If you have something to accomplish that seems almost impossible, remember Helen Keller. Once she made up her mind, she didn't give up!

Think about YOU, doing what you have decided is important. Say to yourself, I CAN AND I WILL. Hold that thought. You CAN do it. And you WILL.

ITS ALL IN THE STATE OF THE MIND

If you think you are beaten, you are;
If you think you dare not, you don't.
If you think you'd like to win but can't,
It's almost a cinch you won't.

If you think you'll lose, you've lost;
For out in the world you'll find
Success begins with a fellow's will.
It's all in the state of the mind.

Think big, and your deeds will grow;
Think small and you fall behind;
Think that you can, and you will.
It's all in the state of mind.

Life's battle doesn't always go
To the stronger or faster man,
But sooner or later, the man who wins
Is the fellow who thinks he can.

Anon.

National Photography Competition

This new and exciting competition for members of Boy Scouts of Canada is designed to recognize good photography, obtain suitable photographs for use in the Scout calendar and promote photography as it presently exists in the section programs.

Eligibility

All youth and adult members of Boy Scouts of Canada registered at the time of entering are eligible.

Competition Time Period

The competition will run annually from September 1 to August 31.

Photographs received after August 31 will be considered in the following year's competition.

Notes on the Competition

1. Photograph topics can be of youth, Scouting activities such as camporees, buildings, animals, flowers, land or seascapes.
2. Photographs must have been taken by the person entering them.
3. Photographs may be black and white, or coloured prints, not less than 3 1/2" x 5" or more than 8" x 10". Do not send negatives. Coloured slides may also be entered.
4. The Nicholson Trophy will be awarded for the best wildlife photograph. Beavers, Cubs, Scouts, Venturers, Rovers and adults are eligible to send photographs for this trophy. The subject matter being photographed shall be "alive" and in its "wild" state. Photographs of family pets, farm and zoo animals will not be considered for this trophy. Photographs of insects, animals, birds and/or fish, in a "wild" setting are acceptable. Photographs can have more than one subject.
5. A person can send in as many photographs as he wishes.
6. Boy Scouts of Canada reserves the right to retain and publish any photographs received.

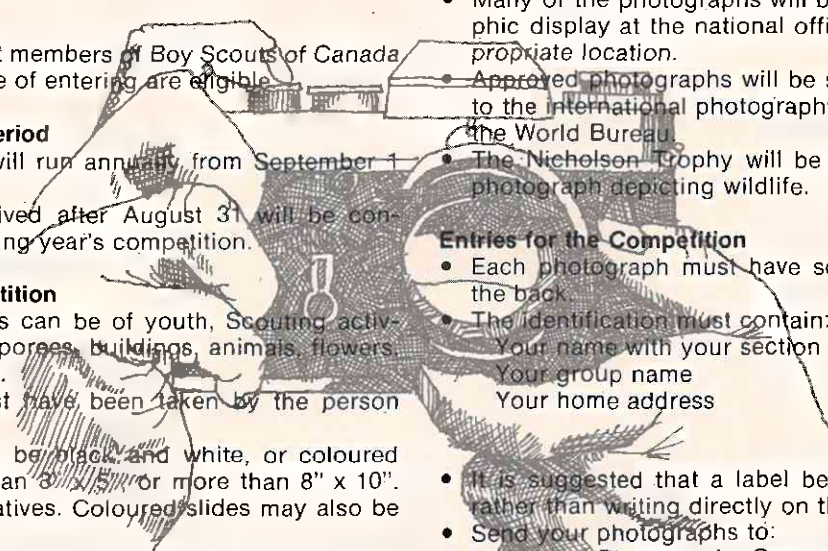
Recognition

Each program section of Boy Scouts of Canada will be considered as a separate category as well as one category for adults. Recognition for each of the categories will be as follows:

- Each category winner will have their picture framed with a suitable inscription.
- Some photographs received, if appropriate, may be used in the Scout calendar as well as other national presentations. If a photograph is used in the calendar a credit will be given.
- Many of the photographs will be used in a photographic display at the national office or some other appropriate location.
- Approved photographs will be screened and sent on to the international photography competition held by the World Bureau.
- The Nicholson Trophy will be awarded for the best photograph depicting wildlife.

Entries for the Competition

- Each photograph must have some identification on the back.
- The identification must contain:
 - Your name with your section — *Cub Jim Smith,*
 - Your group name *2nd St. Paul,*
 - Your home address *567 Bell St.,*
 - Edmonton, Alberta*
 - Postal Code*
- It is suggested that a label be pasted on the back, rather than writing directly on the print.
- Send your photographs to:
 - National Photography Competition,
 - Boy Scouts of Canada,
 - P.O. Box 5151, Station F.,
 - Ottawa, Ontario
 - K2C 3G7



After the judging of the 1978 marksman competition and the awarding of the Drummond and Pepsi-Cola trophies, these competitions will be retired.

It is hoped that those who have marksman information as part of their group program, will continue their activities at the group and district levels. The winners of the 1978 competitions will be listed in a future issue of **The Leader**. X

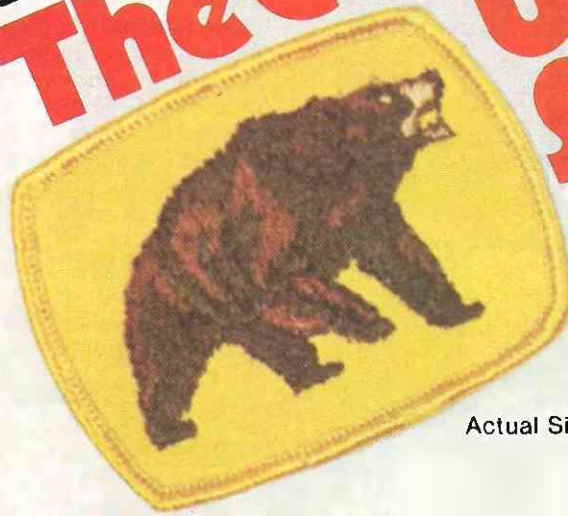
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