

OCTOBER 1979 VOLUME 10, NUMBER 2

the **leader**



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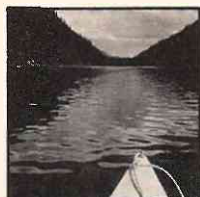
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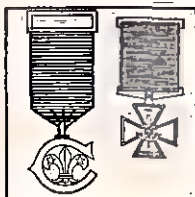
the leader

The Canadian Leader Magazine

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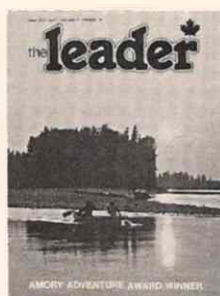
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COVER

Our cover picture this month was taken by the 10th Fort George Voyageur Venturers, when they headed into B.C. wilderness country for the two hundred mile canoe trip which was to win them this year's Amory Award. Turn to page 4 for a report and more pictures.

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supply services news

by Bill Johnson

Increased preparation and printing costs have forced us to raise the price of cat. no 20-480 "Program Planning for the Pack". Effective September 1st 1979, the price has been changed to 85¢.

Since introducing size 25 in blue longs and shorts, we have noticed that sales of size 24's have dropped to almost nothing. Therefore we will be discontinuing this size as soon as present stocks are depleted.

By now, all Councils will probably have received the 1980 Scout calendar. If your group has not yet taken advantage of this fund-raising opportunity, we urge you to contact your local Scout Office for details. Last year, over \$200,000.00 were added to Group funds through the sale of calendars.

We would like to express our thanks to leaders who have taken the time to write in to Supply Services. Sometimes your letters express real concern about the quality or sizing of an item of uniform; or they express dissatisfaction with the service available from a particular dealer. Some letters even give us the old pat on the back. All these letters are welcomed and appreciated and do a great deal to help us improve our products and our services. We have tried to answer them all promptly, although holidays slowed things down a little. If you have written and have not received a reply, drop us another note. Maybe your letter got caught in the paper war.

It will soon be Christmas and we will be introducing a few new special items to consider for gifts. Watch **The Leader** and keep in touch with your dealer or Scout shop for details.

Finally, on behalf of all you ski and snowmobile buffs —

THINK SNOW!

Λ

IN THE WAKE OF M

As any group who have submitted an entry for the Amory Award will know, it takes an enormous amount of planning, hard work and self-discipline to arrive, from the initial "Where shall we go?" stage to the final recorded log of a successful undertaking.

This year we were fortunate to have Mr. Brian White, geography teacher and outdoorsman as one of the judges for the Amory Award. His comments sum up the feelings of all who have had the opportunity to read this year's logs. "After reading the four trip logs of the various Venturers' excursions, I must say how truly impressed I am with all of them. In my nine years as a geography teacher, I have never read more fascinating material and seldom seen anything to approach the effort put into these log books by the young people who compiled them."

This year's winners — the 10th Fort George Voyageur Venturers — sent us a really excellent presentation of their trip, following the Alexander Mackenzie — Simon Fraser route into Prince George, B.C. The plan was to cover the trip by canoes, followed by a back-up riverboat. The journey was to start by going up the Parsnip River to Arctic Lake, portaging over to Divide and Pacific Lake, then down James Creek, Herrick Creek, McGregor River and Fraser River to arrive a couple of weeks later at Fort George Park.

They named the trip *PADDLE 78* (from the initials Pacific Arctic Divide Dog Lakes RivErS) and completely ran and organized it themselves, with adult accompaniment but without their direct planning assistance.

The party consisted of Venturers Brian Casavant — "Casey", (age 17), Glen MacKay (15), Bruce MacKay (16), Jim Chernenkoff — "Guada Man" (15), Richard Howes — "Red" and Craig Hasbon. With them were adult leaders Luc Bock, Brian Sandback, Allen Baker and Bob Nelson — "Big Bob", plus Venturer advisors Gary Braden — "Coon" and Andy Hasbon.

In their preparations for the trip they sought out people with experience in the area and asked their advice. Not all of it was favourable.

"I wouldn't go with a bunch of teenagers." (*Benny Cook, trapper and local guide.*)

"You're crazy; you'll get yourself killed." (*Wayne Huxtable, ill-fated traveller in the area.*)

"You won't make it." (*John Moffatt, float plane pilot who flew over the area.*)

With all these negative opinions, you may ask why they decided to undertake the journey. There was no one reason but, since 1978 was heralded as The Year of the Explorer in honour of Captain James Cook's Bicentennial, they wanted to make a really challenging journey in the footsteps of earlier major explorers, Mackenzie and Fraser. They chose this particular region because it is the planned site for a future dam and they felt compelled to enjoy it before it is destroyed by flooding.

The final copy of their log, bound in solid timber, decorated and varnished and with a silver 1978 canoeing silver dollar inset into its spine, is described by Logman Bruce MacKay as "a sort of stew of efforts by all the members of the Venturer company. This mixture includes everyone's ideas, drawings, captions and writings . . ."

Their painstaking daily recordings tell a story of delayed beginnings, of deep mud, dense bush and of lifting the canoes over log jams while standing in chest deep water. It is also a story of paddling through greenish-blue lakes so clear, logs and boulders were visible twenty or thirty feet below the surface. And of well-earned meals around campfires, plus enthusiastic fishing and sightings of bears.

But what impressed us most was the sensible way these lads planned ahead. To get some idea of the problems they might have to face they studied the journals kept by Alexander Mackenzie in 1793 and by Simon Fraser in 1806. They learned that only five subsequent attempts to follow this trail have been recorded: by a Mr. Simmons and partner in the 1930's; Ben Ferrier in 1959; the 1st Fort George Scout Troop in 1971; a six man canoe group in 1976 and Wayne Huxtable in 1977. So they set about finding out all they could of these, and discovered that all had difficulties and some did not complete the journey.

With all this in mind, planning and preparations began. They would have to raise \$2,000 for the trip and get the group committee's and provincial council's permission. They had to construct a *Paddle 78* planning booklet and obtain information, guest speakers and maps, and find out everything they could about water levels — a life and death matter in such a region. Bears too, might prove a hazard in this zone, and insects would certainly be a problem.

They knew that their canoeing and camping skills would be severely tested and that they'd need to be in top physical condition. And so, with characteristic thoroughness, they practised their outdoor skills, they tracked down the most reliable insect repellants, they read all they could about bears and they started in on fund-raising projects which lasted all year.

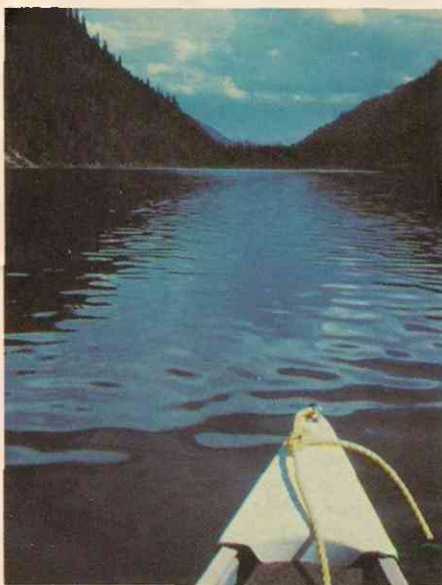
Their major income came from clearing two acres of land within the city and selling the timber as firewood and fenceposts. They also sold large Christmas trees to banks and businesses. They held a fund-raising chili supper, did coat checking and cleaned up after a dog show.

And so their adventure finally began, on June 26, 1978, and their log tells a story of hard slog, good fun and real fellowship. The limitations of space prevent us from writing more, because we think that their excellent photographs, some of which are reproduced here, give a better idea of the hardships and the beauty they encountered than words could do.

And now that it's all over, here's what Past President Craig Hasbon says in his message which concludes the log: "... At first we decided to do the trip for its historical value, its possible loss as a dam, for . . . challenge and fun. But later on . . . these ideas changed, they were not as important as the experiences such as friendship, trust, respect, responsibility and unity . . . We have certain feelings that can only be understood by us . . ."

Well done the 10th Fort George — this is the stuff true adventurers and explorers are made of. It is what Scouting is all about.

ackENZIE & FRASER



Recognition of Gal

by Charles Stafford

At the end of this article you will find a listing of persons in Scouting who have recently received an award for gallantry or service. It is our intention to publish such a list twice a year, in order to provide wider recognition and to stimulate interest in the awards scheme.

It is important that members of the Movement receive recognition for their contribution, in addition to the satisfactions they gain from their efforts.

HISTORY

Down through history recognition for valour and effort has been granted in one form or another. In ancient times the laurel wreath or crown encircled the victor's brow. A subject who was favoured by his sovereign received a title or power, often both. A grateful country bestowed on its heroes a grant of land.

So it was in the early days of Scouting, B.-P. foresaw that gallantry and outstanding service should be met by tangible rewards. Early issues of the British Association's *Policy, Organization and Rules* list five awards: the **Bronze Cross**, the highest possible award for gallantry; the **Silver Cross**, for gallantry with considerable risk; the **Medal of Merit** for doing duty exceptionally well but without risk, or for especially good work on behalf of Scouting; the **Certificate of Merit** for other meritorious cases; the fifth award was the **Silver Wolf**, the requirements for which may come as rather a surprise today. It was awarded only to King's Scouts or King's Sea Scouts (George V was on the throne) of at least two years' service who had gained twelve proficiency badges and also performed some special piece of Scout work, (such as saving life under exceptional circumstances or some extraordinary or repeated acts of bravery, endurance or self-sacrifice). The Silver Wolf remained a "boy award" until 1922 when it was changed to an award for adults, for services to Scouting.

The First World War saw the introduction of the "Cornwell" Scout Badge, named for a sixteen-year-old Victoria Cross winner, John Travers Cornwell, who had been a London Boy Scout. The **Jack Cornwell Decoration** takes precedence over all Scout awards.

HONOURS & AWARDS IN CANADIAN SCOUTING

The **Jack Cornwell Decoration** for high character and courage. It is recommended for pre-eminently high character, devotion to duty and specific acts of physical courage, or for having undergone great suffering in an heroic manner. Those eligible are members of any of the

program sections of Boy Scouts of Canada. A purple cloth badge with a "C" superimposed in gold, is worn on the uniform.

A Gallantry Cross: Gold, Silver or Bronze, or a Certificate For Gallantry depending upon the degree of risk to the person performing the act. Granted to any member of a program section and to a Scouter, provided the act of the latter is related to a Scouting activity.

The Medal or a Certificate For Meritorious Conduct where the act does not involve heroism or risk of life. Those eligible are the same as for the gallantry awards.

A Gallantry or Meritorious Conduct award may be granted to a section in the case of combined action by a number of its members.

SERVICE AWARDS

Awards for service to Scouting by adults fall into two main categories, one for outstanding service and the other for long, faithful and effective service.

The Silver Wolf for service of the most exceptional character.

The Silver Acorn for especially distinguished service.

The Medal of Merit for especially good service.

A Certificate For Good Service for service worthy of recorded commendation.

The Silver Fox is granted by Boy Scouts of Canada for service of the most exceptional character to Scouting in the international field, rendered by persons who are not members of Boy Scouts of Canada.

In the second category, which are provincially administered, are:

The Long Service Medal for ten years of faithful and effective service. For each additional five years of similar service, further recognition is granted.

The Five Year Service Pin for five years of faithful and effective service.

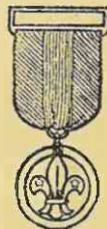
All recipients of gallantry, meritorious conduct and service awards wear a cloth emblem over the right breast pocket of their uniform. The cloth emblem has a simple knot embroidered on it in different colours according to the award.

INITIATING AWARDS

No act of gallantry or service which deserves recognition should go unrecognized. If there is any doubt, it is better to make application rather than let a worthy deed go unrewarded.

Any member of Boy Scouts of Canada may initiate an application for an award on behalf of another member.

All Scout offices have supplies of application forms for long service awards which list the information required.



Gallantry and Service

Application forms for gallantry, meritorious conduct, Jack Cornwell Decoration and service awards are available with an award folder which contains full details of what has to be done.

When completing applications for services it is essential to give qualitative evidence of why the person's service is outstanding — what results indicate how outstanding it was. Acts of gallantry must, wherever possible, have signed statements of eye witnesses which corroborate the conditions at the time and the nature of the act performed. (For example, in the case of rescue from drowning, the depth and nature of the water, smooth, rough, current, distance from shore, temperature, etc.)

In cases of gallantry and meritorious conduct, facts supporting the application must be assembled and documented as soon as possible after the event before memories start to fade.

Applications have to be processed through your local council, provincial and National Honours and Awards committees and it should be noted that this process may take two to three months.

PROCESSING APPLICATIONS

The provincial honours and awards committee reviews and assesses the application and recommends the grade of award thought appropriate. The provincial commissioner then endorses the committee's recommendation. If he does not agree, he appends a covering note stating his reasons and sends the application to the National Honours and Awards Committee.

The Honours and Awards Committee reviews the application and may take one of five steps:

- (a) endorse the provincial recommendation;
- (b) upgrade the recommendation by the province;
- (c) downgrade the recommendation;
- (d) suggest recognition be a provincial matter;
- (e) recommend no award be made.

If any other than (a) is taken, there is further consultation between committees, which usually results in a "meeting of minds".

The application then goes to the National Commissioner who:

- (a) endorses the application; (or)
- (b) returns it to the national committee for re-assessment; (or)
- (c) acting for the Chief Scout, alters or rejects the application.

When the provincial and national committees cannot agree, the National Commissioner makes the final adjudication.



Upon completion of review, the application is returned to National Headquarters. The decoration, citation and a letter from the National Commissioner along with the respective cloth emblem, are forwarded to provincial headquarters for suitable presentation and publicity. Gallantry crosses, the Medal for Meritorious Conduct and the Silver Wolf are retained at National for presentation by the Chief Scout at his annual investiture at Government House in Ottawa.

Copies of applications which have merited the granting of a Gold or Silver Cross (provided there is no blood relationship between the rescued and rescuer) are forwarded for consideration by the Carnegie Hero Fund Commission which, after its own investigation, may decide to recognize the rescuer. On the recommendation of the Honours and Awards Committee of National Council, applications of Gold Cross recipients may be forwarded by the National Commissioner as a nomination for the Medal of Courage of the Order of Canada.

From time to time, knowledge of acts thought worthy of recognition by non-members of Boy Scouts of Canada, in conjunction with one of our members; or the act of a Scouter, not related to a Scouting activity, may be brought to your attention. Details of such cases may be relayed to either the Royal Canadian Humane Association, P.O. Box 6188, Stn. F. Hamilton, Ontario L9C 5S3 or to the Carnegie Hero Fund Commission, 1932 Oliver Building, Pittsburgh, Pennsylvania, 15222, U.S.A. The executive staff at National Headquarters will readily assist if requested.

Quite apart from recognition through the formal Honours and Awards scheme, it is important to acknowledge the contribution that people make to Scouting on a day-to-day basis. This can take the form of simple "thank you's" or pats on the back for something well done. Recognition can also be given at public occasions such as banquets, special group meetings, pack nights, council meetings, field days, annual meetings, reunions, etc. Special recognition might be achieved through mention in a local paper or radio show. When a person moves or retires is another appropriate time to recognize their contribution. Supply Services stock Appreciation Certificates and a number of presentation items. Some groups compile a memory book including photos and records of events in which the individual has participated, as well as messages from colleagues and boys.

Group committees and councils may wish to recognize the spouse of a Scouter or committee person. For example, a bouquet of flowers sent to a wife while her husband is away at camp or on a training course can have a very positive impact on both.

A good turn, whether it is saving life or carrying a parcel, is performed from the heart to help another; it is not done for reward. The act itself is its own most valuable reward. Nevertheless an expression of appreciation and recognition by associates or an organization for outstanding behaviour is very important. Not only is it positive reinforcement to the individual but, through the added publicity and recognition, it becomes an example and stimulus to all members of the meaning of resourceful and responsible membership in the community. X

RECIPIENTS OF HONOURS & AWARDS Jan.1/79 - June 30/79



THE JACK CORNWELL DECORATION:

Venturer William R. WALLACE, Kamloops, B.C.

"For his courage and determination to do his best despite suffering physical and emotional pain and a severe health handicap."

The Late Scout John Gordon CHARTERS, West Hill, Ont.

"For his courage and devotion to Scouting and for his faithfulness in carrying on with his Scout activities despite pain and a severe health handicap."



THE MEDAL FOR MERITORIOUS CONDUCT:

Cub Robert Douglas REID, Garden Bay, B.C.

"For his presence of mind and prompt action in going to the rescue of eight year old Patricia Beale who had fallen into water beyond her depth."

8



THE SILVER WOLF:

"For Service of the Most Exceptional Character to Scouting"

GREAVES, Frank L., Grimsby, Ontario

HOULDSWORTH, Leslie C., Ottawa, Ontario

LEATHERBARROW, Dr. Albert T., Hampton Station, N.B.

LEGER, Rt. Hon. Jules, C.C., C.M.M., C.D., Ottawa, Ont.



THE SILVER ACORN:

"For Especially Distinguished Service to Scouting"

ALLEN, Nelson, Sarnia, Ontario; AZIZ, Jeannette, London, Ontario; BLACK, Robert G., Calgary, Alberta; DOWNIE, Robert C.T., Vancouver, B.C.; FRAY, Margaret, Don Mills, Ontario; GOLDSTONE, Ken, Yellowknife, N.W.T.; HAMILTON, John, St. Catharines, Ontario; HARTMAN, Harold, Vancouver, B.C.; HARVEY, Dr. George T., Sault Ste. Marie, Ontario; HOWATSON, Robert R.C., North Vancouver, B.C.; JOHNS, Walter, W., Huntsville, Ontario; KIDD, Noreen G., Windsor, Ontario; KING, Hugh J., Edmonton, Alberta; MILLER, Marjorie, Woodstock, Ontario; PHILP, T. Donald, Toronto, Ontario; SHEPPARD, Anthony J., Scarborough, Ontario; WARREN, James W.E., Richmond, B.C.; WESTHEAD, George Herbert, Toronto, Ontario; WESTWOOD, Bill, Coppermine, N.W.T.; WRIGHT, Gerald, Oakville, Ontario.



THE MEDAL OF MERIT:

"For Especially Good Service to Scouting"

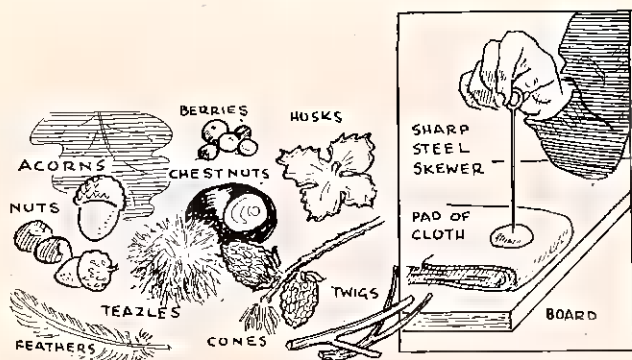
ABBOTT, M. Elizabeth, Powell River, B.C.; ADRIAN, Elsie, Prince George, B.C.; ADRIAN, Henry, Prince George, B.C.; ARMSTRONG, Milton Connor, Nanaimo, B.C.; ARTINDALE, William R., Kitchener, Ontario; BERMAN, Hazel M., London, Ontario; BLAKENEY,

Richard S., Ottawa, Ontario; BUCAR, Douglas, S.B., Calgary, Alberta; BURMAN, Irma, West Hill, Ontario; CATHCART, Doris May, Nanaimo, B.C.; CLARK, Evelyn, Islington, Ontario; CLARKE, Dr. Thomas R., Toronto, Ontario; COOK, Rt. Rev. Henry G., Yellowknife, N.W.T.; COULSON, Harold, Willowdale, Ontario; D'ANDREA, Emilio, Burnaby, B.C.; DIELISSSEN, Lawrence D., Calgary, Alberta; DON, Douglas James, Calgary, Alberta; DUNN, Dr. John R., Sarnia, Ontario; GIBNEY, William H.R., Pine Point, N.W.T.; GIRLING, William G., London, Ontario; GONDER, Russell A., London, Ontario; GRIGG, Frank C., Dorval, Quebec; GRINDLAY, Barbara, London, Ontario; HAMILTON, David W., Ottawa, Ontario; HARDING, Ronald B., Richmond Hill, Ontario; HAYWARD, Maxwell T., Huntsville, Ontario; HENDERSON, William John, Vancouver, B.C.; HIETKAMP, Gerrit, London, Ontario; HIND, Roy, London, Ontario; HUTTON, Norman G., Powell River, B.C.; JACKSON, Alice May, Nanaimo, B.C.; KAMPRATH, Fritz K., Jasper, Alberta; KNEESHAW, R. Paul, Niagara Falls, Ontario; KOOKIE, John, Sanikiluaq, N.W.T.; KORUM, Ruth L., Prince George, B.C.; KRAWEC, Peter, Athabasca, Alberta; LAIDLAW, James Brown, Penticton, B.C.; LEASK, George, North Vancouver, B.C.; LEBLANC, Lawrence F., Armadale, N.S.; LEMYRE, O. Mary, Toronto, Ontario; LYNCH, William, North Vancouver, B.C.; McRAE, N. Douglas, Montreal, Quebec; MILLAR, Robert A., Toronto, Ontario; MOORE, Grace, London, Ontario; MORGAN, James A., Medley, Alberta; MORGAN, Victor J., Montreal, Quebec; MURCHIE, Helen, Toronto, Ontario; NAISH, Mavis, Ottawa, Ontario; NICHOLSON, David C., Fredericton, N.B.; PEARSON, Calvin W., Medley, Alberta; PESSIG, Ferdinand W., Waterville, Quebec; PICKERING, Thomas W., Calgary, Alberta; REED, Rosa E., Scarborough, Ontario; RHODES, J. Kenneth, Roxboro, Quebec; ROBERTSON, Ian A.M., Dryden, Ontario; ROE, Rev. James S., Toronto, Ontario; SAUTMAN, Ronald L., Thornhill, Ontario; SCULLION, John, Inuvik, N.W.T.; SHADDICK, Margaret E., Westmount, Quebec; SHIPPAM, William R., Vancouver, B.C.; SHOEBOOTHAM, George M., Burnaby, B.C.; SINNOTT, John E., Windsor, Ontario; SMALLEY, William A., Scarborough, Ontario; SMITH, Dr. Foster, Toronto, Ontario; SQUIRES, A. Douglas, Yellowknife, N.W.T.; STERLING, Sheila, St. Thomas, Ontario; STEWART, Harvey T., Vancouver, B.C.; THOMPSON, Allan, Westfield, N.B.; TUDGE, Gordon C., Burnaby, B.C.; UPRIGHT, James Cecil, Calgary, Alberta; VANDENBOS, Ari, St. Albert, Alberta; WATMORE, Clara, Saint John, N.B.; WILLIAMS, Alfred E., Ajax, Ontario; WITHENSHAW, Patricia, St. Thomas, Ontario; WRIGHT, William, Saint John, N.B. X

John Sweet's CRAFTS FOR CUBS

FROM WOODS AND FIELDS

You will need: a. a harvest of acorns, nuts, conkers, etc. gathered on nature expeditions
b. a sharp steel skewer
c. a pad of cloth
d. a base board
e. a supply of dead matchsticks
f. a knife to sharpen the ends
g. a few postcards
h. and perhaps a tube of quick-setting glue



First, however —

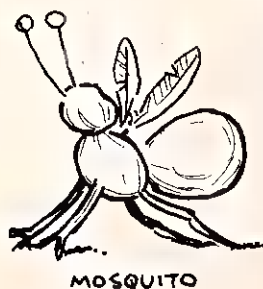
A WARNING!

On no account should you hold anything in your hand when trying to poke a hole in it with the skewer. Lay the nut, cone, conker on a pad of cloth resting on the baseboard. Make sure that you have got the angle of the hole *just right*, and push the skewer straight downwards.

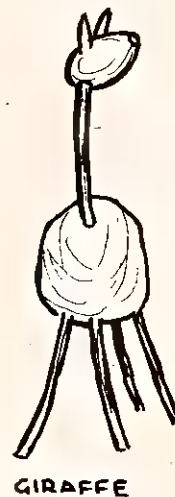
Of course, the whole idea of this activity is to create a sort of menagerie of strange and comical creatures — including people. It will add very much to the humour if you make little "place cards" to tell the viewers what they are supposed to be. Sometimes the materials you are using will give you ideas. The Scotsman's see-through kilt,

for instance, was just a scrap of transparent sticky tape with the tartan of his clan — the McMickles — drawn on with coloured felt pens.

When sharpening the ends of dead matches, you will find it a good idea to let them burn for a few seconds at each end in turn and then just scrape off the "char" with your knife.



THE
PENITENT





by J.C. Pettifer

Paul's wheelchair hummed as it moved over the tarmac towards the mess hall and Dereck's mongoloid features showed a big grin as he ran to the same spot. It was lunchtime on Saturday, June 9, 1979, and Paul and Dereck were amongst the nearly 500 handicapped boys and their leaders who were taking a break from the exciting and challenging activities of the Ontario Provincial Council's fourth Circle Pine Camporee.

The first Circle Pine Camporee was held in 1973 (see **The Leader**, October 1973) and the event has been held on a bi-annual basis since then. The camporee is designed for all handicapped members from Cubs to Rovers and provides for many the only opportunity to experience a major activity of this nature.

Canadian Forces Base, Borden, has been the location for each of the four Circle Pine Camporees held to date. The base provides the wide range of facilities needed for such an event including convenient barrack accommodation that allows easy access by wheelchair participants, catering, indoor and outdoor activity areas, and marquees. This year, the base made the local arena available, a gesture that greatly assisted the programming. In addition to the physical facilities, a great number of base personnel provide interested support of both time and talents that contribute to the overall success of the event.

As Paul wheeled his way to lunch, he was thinking over the events of the previous hours. The night before he and his leader had checked in and been assigned accommodation. They had quickly settled in and had made some new friends before watching a film and enjoying mug-up. When they arrived they learned that the camp had been divided into two program units, the greens and the browns, and that there were two program modules. The greens would be in module A for Saturday morning and module B for the afternoon. The browns would participate in the reverse order. Paul was assigned to the greens and given a green participation card.

Module A consisted of a wide variety of outside activities. Paul looked at his card and wished that he could

have attended all of them. He had enjoyed the wheelchair obstacle course and the archery. It was the first time he had ever used a real bow, and even if he didn't hit the target, it had been fun.

The firelighting had been fun too, especially since the fires were built on a high base that he could reach from his wheelchair. He had not been able to participate in "the-pole-in-the-hole" or "A" frame crossing events, though he saw others enjoying these as he passed by on his way to the nature Kim's game. Others were busy at the log sawing, orienteering and pioneering too but, after the Kim's game, he had just enough time to participate in the rifle shooting before lunch. Since he had participated in the wheelchair obstacle course, he didn't mind missing the blindfold obstacle course, though he was certain he saw the provincial president having a go at this event! Yes, it had been an exciting morning from the opening ceremony to now. What was in store for the afternoon?

Dereck, and the boys from his troop, could have told him. They had gone straight from the opening to the indoor activities in module B.

"Well Dereck," called one of his new friends, "how high did your kite go?"

"Way up," replied the excited Scout.

The Ontario Science Centre had sent along their kite workshop team, and at this event every boy had the chance to make and fly a plastic kite. For many, it was another new experience and certainly one of the highlights of the weekend.

Dereck could not find the words to adequately express the happiness on his face, but his leaders had watched as he had toured the mini-midway set up in the Base arena and they could have shared, with any who asked, the thrill of seeing Dereck enjoy the over twenty individual challenge games ranging from shooting a waterpistol to put out candles, to making and flying paper airplanes. (The provincial president enjoyed this one too!)

John Sweet would have been proud of Dereck! During his visit to the Craft Centre, Dereck made a bazooka



Photographs courtesy Canadian Armed Forces

Local Scouts from the Nottawasaga District rendered valuable service in running the mini-midway events at Circle Pine IV.

with canes and cans that sent a tennis ball loaded cane well over fifty feet — and just narrowly missed hitting the Camp Chief Lt. Col. Joe Craig (S.A.) who was passing by at the time.

The end of the morning saw Dereck bouncing high on one of the three trampolines set up and manned by the physical education staff from the Base. No wonder the grin as he raced for lunch.

The afternoon passed quickly as each boy enjoyed the activities. After supper, their ears were soon buzzing to the sounds of a model airplane demonstration as the small craft dipped and soared above their heads. Then it was on to the campfire, a large blaze that easily lent itself to some loud, joyful and often tuneful singing. The delight of the fire was heightened in its dowsing, as the Base fire department, by prearrangement, came roaring up with sirens and flashing lights to demonstrate the versatility of the big red pumper.

Following a welcome mug-up, two very tired boys settled down that night along with their equally tired friends.

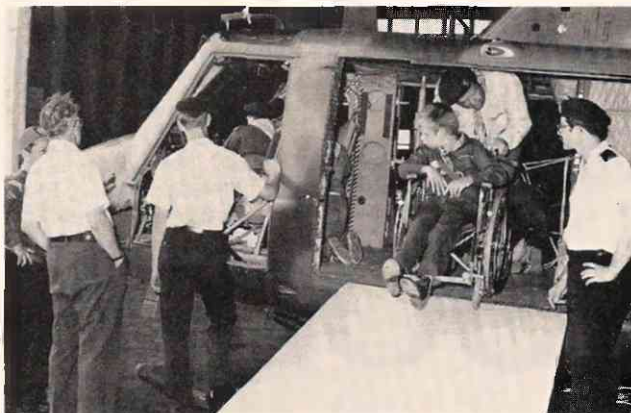
Sunday brought another new experience for both lads — a parade. A hearty breakfast out of the way, it was time to line up for a special march to some stirring music from the local Salvation Army Band. The parade passed the camp chief who took the salute, and continued into a large hangar for a Scouts' Own. There they sang loudly, prayed softly and listened with great interest to the recollections of Major Bill Clark, a blind Salvation Army officer as he recounted his experiences as a handicapped Cub.

From there it was on to a special bus for a tour of the Base.

All too soon it was early afternoon and time to gather for some closing remarks before heading home clutching a special bag of "gifts" — books, rulers, pencils, crafts, even some cereal, all in a bright yellow knapsack. What an ending to a great weekend!

As Dereck, Paul and all the other participants departed, it was time for the staff to relax and take stock. The camporee had been planned by the Provincial Advisory Committee on Scouting with the Handicapped, under the direction of the past Assistant Provincial Commissioner for Scouting with the Handicapped, Herb Ritter, with the current APC as camp chief. As they sat for a few moments, they were joined by various members of the committee responsible for different aspects of the event: Paul Lingen who planned and directed the program activities; Mickey Moran whose troop created and ran the midway games; John Kilgore who acted as the chief liaison between the committee and the Base, and Captain

Phil Fitzgerald assigned by the Base as the liaison officer; Jim McGregor who, with his wife Helen, had quietly contacted countless businesses and produced thousands of "gift" hand-outs; Dennis "Red" Carlsen who arranged the Church Parade and Scouts' Own, all tired but happy leaders reflecting on the success of nearly eighteen months of planning and preparation.



Tours of C.F.B. Borden concluded Circle Pine IV. Special ramps and arrangements were made by Base personnel to accommodate the handicapped youngsters.



Camp Chief, Lt. Col. Joe Craig (Salvation Army) and Base Liaison Officer, Captain P. Fitzgerald take the salute at the Circle Pine IV Church Parade.

As they gathered, one special group dropped by to bid farewell. From Newfoundland, Donna Kavanagh had brought two other leaders and five boys (two in wheelchairs). Although the other participants had come from all parts of Ontario, this group had travelled the furthest and perhaps seen the most since, prior to the weekend, they had been treated to a special tour of Toronto through the generosity of the Newfoundland Fun Club and its president, Al Yetman. For Donna's boys, it had been their first trip away from their province, their first airplane trip, their first visit to Toronto (including a ride to the top of the C.N. Tower — from which they could almost see home!), and their first camp.

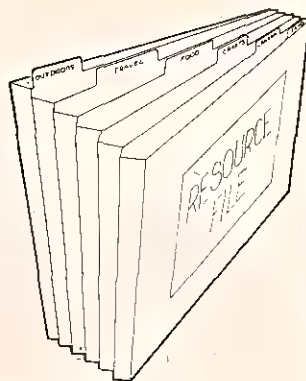
For each of them, and for all of the participants, Circle Pine IV would remain a vivid memory of the fun and adventure that is Scouting — even for the handicapped. A



The "mini-midway" was a popular event at Circle Pine IV. Michael Gillespie from Kingston tries his skill at water pistol shooting.

Councils interested in more detailed information on the organization of this event, or in individual activities mentioned, are invited to write to the Ontario Provincial Council, 9 Jackes Avenue, Toronto M4T 1E2, attention Mr. J.C. Pettifer.

Keep a Resource File Part II FOOD



by Betty Rapkins

Last month we suggested that, if your group does not already have a resource file, you might like to start one. We mentioned some of the possible sources of free material and we sent away for a selection ourselves, to get an idea of the general quality and usefulness of some of the literature available. We particularly noted the wealth of free "food" booklets and leaflets and we promised to devote a future article to this subject alone. So, for those of you to whom barbecues, banquets, camp fires and just plain cookery in general is a subject of interest, here are some of our findings. We hope these ideas will whet your appetite and perhaps get you and your boys started on a useful food resource file of your own.

Once again, we would caution over-enthusiastic groups not to send for more copies than will strictly be needed. Many food companies are generous with their literature but production costs are high and we all know how easy it is to become swamped with unread and unwanted pieces of paper.

So here, with hungry boys — and hungry leaders — in mind, are some facts and recipes we've found in our own growing collection of resource material.

First of all, full marks to General Foods for sending us a really splendid selection of material. Some of their booklets cost \$1.00 per copy so you'd be well advised to write, in the first instance, to General Foods Kitchens, P.O. Box 4019, Terminal "A", Toronto, Ontario. M5W 1J6, asking for a list of their food literature and recipe collections.

Meanwhile here are some of their ideas that took our fancy.

From: *Recipes Your Whole Family Will Love.*

Peanut Butter Drop Cookies

- 1 1/4 cups unsifted all-purpose flour
- 1 teaspoon baking soda
- 1/2 teaspoon salt
- 1/2 cup butter or margarine
- 1 cup sugar
- 1 egg
- 1 teaspoon vanilla
- 1/2 cup creamy peanut butter
- 2 tablespoons milk
- 1 1/2 cups Post Grape-Nut Flakes

Mix flour with baking soda and salt. Cream butter. Gradually add sugar, blending well after each addition. Thoroughly beat in egg and vanilla. Blend in peanut butter. Add flour mixture alternately with milk, mixing thoroughly after each addition. Stir in cereal. Drop by teaspoonfuls onto ungreased baking sheets. Bake at 350°F for 10 to 12 minutes or until edges are browned. Cool slightly. Remove from baking sheets and finish cooling on racks.

Makes about 4 dozen cookies.

The Pocket Breakfast

A great idea for breakfast skippers! Make a batch of muffins or quick bread and freeze individually wrapped muffins or bread slices. In the morning, take out a muffin, add a piece of cheese, an orange and you'll have a pocket breakfast to go.

A Quick Tip To Extend Meat

Cereals are perfect meat extenders — they provide good flavour, help keep the meat mixture moist and are more nutritious than bread or cracker crumbs.

From: *The Pudding Idea Book*, price \$1.00

Shake-a-Pudding

For camping and trips away from home, prepare Jell-O Instant Pudding the "shake-a-pudding" way. Add pudding mix to 2 cups cold milk in a 1 quart container with a tight-fitting lid. Cover tightly and shake vigorously — at least 30 seconds using an up and down motion. Then pour into serving dishes and let stand until set — 5 minutes.

From: *Food And You*, a colourful wall chart.

Metric Measurement Guide (approximate equivalents)

| Dry Measures | | Liquid Measures | |
|------------------|----------------|-------------------|----------|
| Metric | Imperial | Metric | Imperial |
| 250 ml | 1 cup | 250 ml | 1 cup |
| 125 ml | 1/2 cup | 500 ml | 2 cups |
| 50 ml | 1/4 cup | 1000 ml (1 litre) | 4 cups |
| Measuring Spoons | | | |
| Metric | Imperial | | |
| 25 ml | Coffee measure | | |
| 15 ml | 1 tablespoon | | |
| 5 ml | 1 teaspoon | | |
| 2 ml | 1/2 teaspoon | | |
| 1 ml | 1/4 teaspoon | | |

From The Canadian Starch Company, Ltd., we received several leaflets including *Creative Clay* which, while not strictly an edible food product, might be just the thing for a rainy day project for your boys. The clay can be used to make beads, pendants, Christmas tree ornaments and a host of other items. To obtain copies of the leaflet, write to: Consumer Service Dept., Best Foods Division, The Canada Starch Company, Ltd., Box 129, Station "A", Montreal, Quebec H3C 1C5.

Also from Best Foods comes a dear little folding leaflet shaped like a slice of bread which opens out into a series of recipes. Here are two that took my eye. The younger boys will certainly enjoy the fudge and the Munch and Crunch might prove just the thing for a trail snack for older lads.

Quick Skippy Fudge

- 1/3 cup butter or margarine
- 1/2 cup Crown Brand corn syrup
- 3/4 cup Skippy creamy or super chunk peanut butter
- 1 teaspoon vanilla
- 1/2 teaspoon salt
- 1 pound icing sugar, sifted (3 3/4 cups)

Mix together butter, corn syrup, peanut butter, vanilla and salt in large mixing bowl. Gradually stir in icing sugar. Press into 8 x 8 inch baking pan. Cut into serving pieces. *Makes 2 pounds.*

Munch and Crunch

- 1/4 cup butter or margarine
- 1/3 cup Skippy creamy or super chunk peanut butter
- 1 1/2 cups bite-size toasted wheat cereal
- 1 1/2 cups Cheerios
- 1 1/2 cups thin pretzel sticks

Melt butter in large skillet over low heat. Add peanut butter and stir until thoroughly mixed. Toss cereals and pretzels in mixture until coated. Remove from heat. Spread on ungreased baking sheet. Bake in 375°F oven 8 to 10 minutes or until golden brown. Drain on absorbent paper. Serve as appetizer snack. *Makes about 4 cups.*

As regular television viewers will know, Kraft produce a great many T.V. recipes in their tempting and colourful commercials. Anyone can receive these as they appear, by writing to Kraft Ltd., P.O. Box 7400, Station A, Montreal, P.Q. H3C 3M4. They have a special recipe leaflet for this International Year of the Child and here, with young appetites in mind, are some of the recipes it contains:

He-Man's Hero

- French bread, cut in half lengthwise
- Coleslaw
- Baked ham slices, rolled
- Green pepper rings
- Tomato slices
- Velveeta Process Cheese Food, sliced
- Salami slices

Cover bottom half of bread with coleslaw. Add layers of cheese, salami, ham, green pepper and tomatoes. Top with bread half.

Four O'Clock Munchers

- 3/4 cups Cheez Whiz Process Cheese Food
- 1/4 cup green pepper, chopped
- 1/4 cup peanuts, chopped
- 1/4 cup Miracle Whip Salad Dressing or Kraft Mayonnaise
- 8 raisin, whole wheat bread slices or English muffins, toasted
- Combine cheese, green pepper, nuts and salad dressing; mix lightly. For each sandwich, spread one slice of bread with cheese mixture. Broil until cheese is melted. *8 sandwiches.*

Variations: Varying the types of bread, nuts and cheese can provide almost infinite variety to suit any taste.

Super Giant Cookies

- 1/2 cup Parkay Margarine
- 1/2 cup Kraft Smooth Peanut butter
- 1 cup brown sugar
- 1 egg
- 1 teaspoon vanilla
- 3/4 cup whole wheat flour
- 1/4 cup wheat germ
- 1/2 cup instant skim milk powder
- 1/4 teaspoon baking soda
- 1/4 teaspoon baking powder
- 1/4 teaspoon salt
- 1/2 teaspoon cinnamon
- 3 tablespoons milk
- 1 cup quick cooking rolled oats

- 1 cup raisins, chopped
- 3 tablespoons sesame seeds (optional)

Cream margarine, peanut butter and sugar together. Beat in egg and vanilla. Combine the next seven ingredients together; add to creamed mixture. Stir in milk, oats and raisins; mix well. Place two heaping tablespoons of batter on a greased baking sheet; spread each into a circle about 4 1/2 inches in diameter. Sprinkle with sesame seeds if desired. Bake at 375°F (190°C), 12 minutes. Transfer to cooling rack; repeat circles with remaining batter.

Yield: 9 5-inch cookies

Nabob Foods Ltd., P.O. 2170, Vancouver V6B 3V6, sent us some interesting booklets on spice, a helpful guide to measurement equivalents and the following:

Barbecuing Hints For Meat

1. Preparation

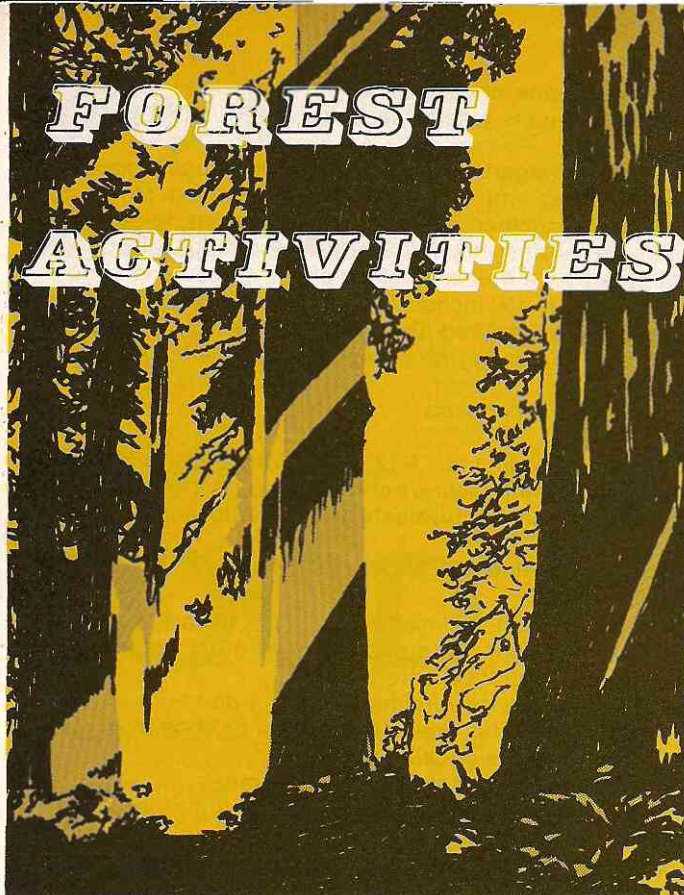
- Choose meat well marbled with fat. Do not, however, buy meat that has a thick layer of outer fat; if this is present, trim it off carefully.
 - Cut through the circling sinew but don't cut into the meat itself. This prevents the steak or chop from curling during the cooking period.
 - Don't buy extremely thick cuts of meat.
 - Rub the grill with fat before starting to barbecue.
 - Do not prick the surface of the meat, even when marinating since the natural flavour and juices will escape.
 - Never wash meat; wipe it clean with a damp cloth.
- #### 2. Grill Barbecuing
- Place the grill over the fire for 5 to 10 minutes before cooking. It should be good and hot.
 - Sear the surface of the meat first by placing it on the grill lowered nearly to the coals.
 - Sear quickly and then raise the grill to three inches above the coals and broil the meat until done.
 - The time allowed for broiling depends on the cut of meat involved, the distance from the coals, the heat of the fire and individual preference.
 - Turn the meat as little as possible.

3. Spit Barbecuing

- This is the best outside cooking method for very small or very large fowl; for joints of beef, legs of lamb and other chunky cuts of meat.
- Spareribs should be parboiled first in the kitchen before stringing them, accordian-style on the outdoor spit.

These are just a few of the many recipes we received and, in future issues, we hope to reproduce other ideas on a wide variety of subjects suitable for your resource files. So look out for the file symbol, which we'll be using to indicate an article in this occasional series. Incidentally, a useful ongoing rainy day project for your boys might be to sift out the most useful recipes, facts, etc., and stick them onto uniform cards. Plastic or metal boxes can be bought, to house your file cards, but a better idea might be to create one for yourselves, perhaps from a cut-down cereal carton reinforced and decorated with decoupage. Your boys might also want to make themselves individual boxes, to house their own private collections of hockey cards, how-to's, photographs, maps, or whatever. Older boys might tackle a carpentry project along similar lines. And I'm sure that mothers everywhere would appreciate a recipe file for Christmas.

So I hope that some of the recipes and sources I've mentioned will start what could be a useful multi-purpose project. X



FOREST ACTIVITIES

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Canada's forests can be enjoyed by everyone — young and old, rich and poor — and, if for this reason only, they should be conserved. But there are many other equally good reasons for their preservation: the maintenance of our valuable, commercial forest products industry; for the thousands of tourists who come to Canada to experience the wonders of the wilderness and who, in the process, spend many dollars; and to provide a home for our wild animals, another valuable and diminishing part of our natural heritage, to name only a few.

When we look at the forest, we should see not only the trees, but also the many other forms of life it contains. The forest shelters a multitude of life — birds, mammals and fish. Many of these are also important sources of income for Canadians or are valuable for recreational purposes, as fishing and hunting. Many smaller animals and birds help control insects that harm trees.

By teaching your boys the value of preserving instead of destroying, as a Scouter you can do much to develop their interest in forest and wildlife conservation.

With the arrival of autumn, there is no better time to take your pack or troop into the woods on a forestry field trip or hike. Before undertaking the trip, obtain a large map of the area in which you intend to travel. With the help of the local forester (whose name is available from the office of your provincial Department of Lands and Forests), mark the map to show where timber is being cut, where reforestation is in progress, which parts of the forest are parklands, wildlife sanctuaries or being used for government research projects. The forester will also be able to mark which is Crown land and which is private. He can advise when and from whom permission to enter the forest may be obtained.

As part of a long-term, indoor project that may be carried on to sustain interest over the winter months, your group can construct a sand table of the forest area you visited, demonstrating by small-scale models the products and uses of the various tracts of land.

A visit to a logging operation can be of great interest to Scouts and Cubs. This should be a conducted tour, for

safety's sake, and the guide can identify the different types and species of trees being cut. At the same time the boys can find out what happens to decayed and defective trees and whether all sizes of trees are taken. During the tour have your guide discuss reforestation. Perhaps your boys are already involved in our **Trees For Canada** scheme but, if not, perhaps a tour such as this will serve as an introduction to the project. They may even be allowed to become involved in some tree planting during the tour.

A natural sequel to the logging tour is a visit to a saw-mill where the logs are brought by train, truck or water. Have the boys trace the passage of the logs through the sawmill until they end up as lumber. Find out what proportion of the log is made into lumber, how much of it ends in sawdust, bark, trim and edging, and how these "waste" products are often put to profitable use. Have them note where the various mill products and residue or "waste" will be shipped and for what ultimate purposes.

Samples of cuttings from different species of logs, preferably with the bark still on them, can be collected and brought back to the meeting hall to be set up as a collection for indoor, tree or wood identification tests and games.



It is also useful to learn to know trees by their leaves and seeds. The best way to do this is to collect leaves in the late spring or summer when they are fully grown. A fall collection can also be made but at this season they are, of course, not in their normal colours. Have the boys gather two or three specimens from each species of tree, avoiding insect-eaten leaves or the over-sized ones growing around the stumps. As the leaves are collected, put them between newspapers or magazine pages, noting the names of the trees from which they were taken. Concentrate on the common, commercial species growing in the forest, rather than ornamental or nursery trees.

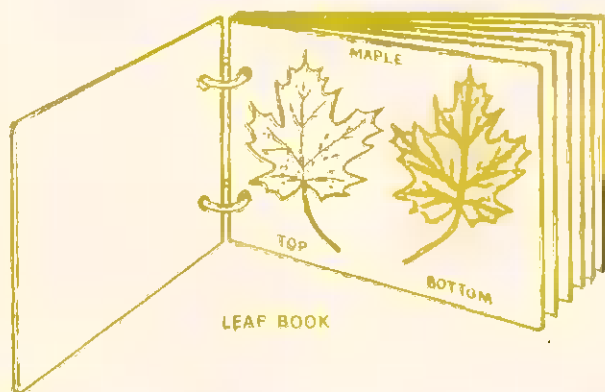
When the leaves are fully dried, mount two from each tree, one facing up and the other facing down, on cardboard and cover with cellophane, taping down the edges with cellulose tape.

The order of arrangement of the collection can be determined by the different features of the various species. The needle-like leaves such as fir, pine, hemlock, spruce and tamarack can be grouped together, while another series may have the broad leaves of the oak, maple, birch, poplar, elm and ash.

In turn, each group can be divided into sub-types, such as flat needles like balsam fir, or more than two sides like spruce needles; broad leaves may be deeply lobed like oak or maple, or unlobed like birch and poplar. Length and width of leaves, margins, simple or compound arrangements of leaves as they grow out of the twig, are all further sub-headings under which the leaf collection can be set up.

Practice in leaf identification may be gained by playing a game. Divide into teams and give each team a list of species found within a reasonable distance of your meeting hall or campsite. On signal, each team tries to collect leaves from each of the trees on the list. Special care must be taken when gathering the leaves so that branches, saplings and shrubs are not harmed when picking the leaves. The first group to collect all the leaves on the list is the winner.

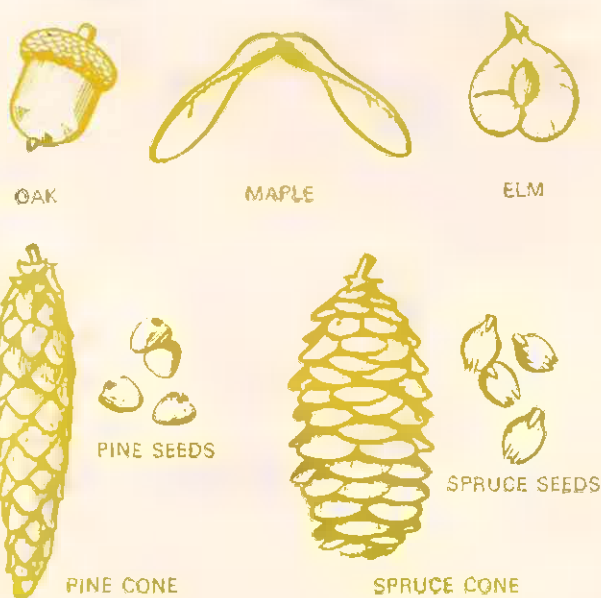
In the winter, leaf knowledge can be developed and maintained through the use of flash cards with either a picture of a leaf or the actual item on one side and the name on the other.



Another project that can be of interest to boys is the preparation of a seed collection. Seeds can also be exchanged with packs and troops in other provinces. Seeds can be collected from the ground and from living trees. The seeds can be glued to a display panel or placed in small glass vials and labelled. Seed collections can be grouped and subdivided in the same way as a leaf collection. Seed cones from conifer trees can be grouped separately from broad-leaved trees; a subdivision can

show which seeds are equipped to be carried by the wind and which are not.

A seed-collecting activity is useful in illustrating how effective nature is in planting new forests by her own



methods — which is still how most forests perpetuate themselves in Canada.

On your forest-field-trip have the boys pay special attention to evidences of nature at work; when you look under leaves for seeds see if you can find evidence of seeds which have germinated but not escaped from the leafy litter. Compare the amount of young seedlings in dense forests with those in openings or cleared areas. Note how the bark of young trees is very thin and how their foliage comes right to the ground. This is why fires which do not harm large trees frequently kill off many small ones.

The ability to identify trees will give your boys much satisfaction now and throughout their lives, and might lead some to a career in forestry. For more information on the subject, contact your provincial Department of Lands and Forests. X

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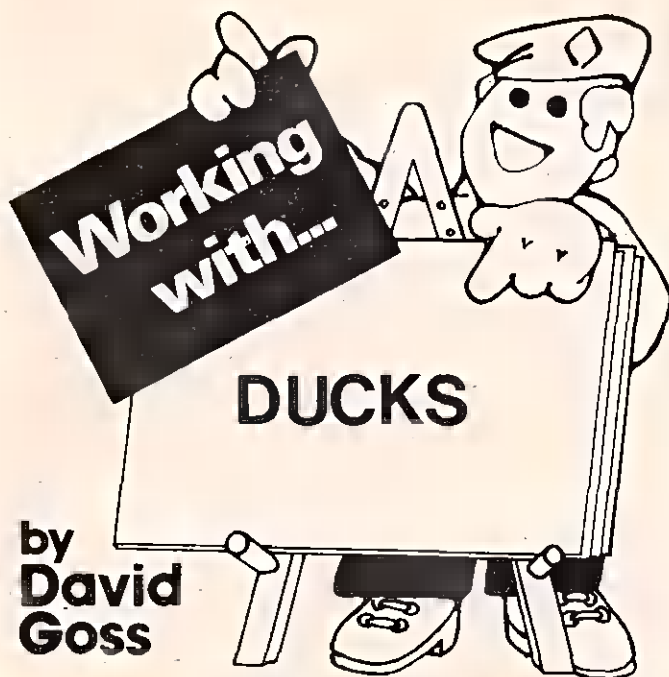
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In our town there is a large 2,200 acre civic park which the members of our Beaver colony enjoy regularly.

We wanted to show our appreciation of the attractions the park offers and decided the best way would be to do something to add to the park. We hit upon the idea of building a duck house, for the ducks and geese that are always so glad to see our Beavers and their treats, when we visit the park.

As it turned out, the project proved to be very popular with our Beavers, especially the older ones who had been with us for a couple of seasons. The idea caught the attention of our local paper and received front page coverage, as a result of a press release we sent to them.

So we're suggesting that you might like to try a similar project in your town or city. Locally, many leaders have questioned us about how much of this project the boys did, and how much I did with the help of Peter Irish, who

was very much involved with the project and has been a great help in the preparation of this article. Naturally, we did a lot of the work. We planned it, cut out the pieces, and took them to our meeting hall. The boys nailed the pieces together — completely. We then selected a few of the older boys and met on a Saturday to paint the house. The boys really felt they had built it because they did some of it . . . perhaps not the major part, but that didn't seem to matter as they had shared in its creation.

So, if you think this would appeal to your Beavers, we invite you to follow our simple plans.

Base and Fence

Start by cutting out a base from $\frac{1}{2}$ " exterior plywood, making it 23" x 37". Look at the photo and note how we made a rail fence. If you wish to have one like ours, decide where on the base you are going to place your house, and then drill $\frac{1}{2}$ " holes in the base to serve as fence post holes. In each hole insert a 4" piece of $\frac{1}{2}$ " dowel, into which you have drilled a $\frac{5}{16}$ " hole in the side at 2" and 3". Through these $\frac{5}{16}$ " holes, place $\frac{1}{4}$ " dowelling to make the fence rails. Do all your drilling for fence post holes and rail holes, in the fence posts now but leave your assembly of the fence until the duck house is built and in place. Refer to figure 1.

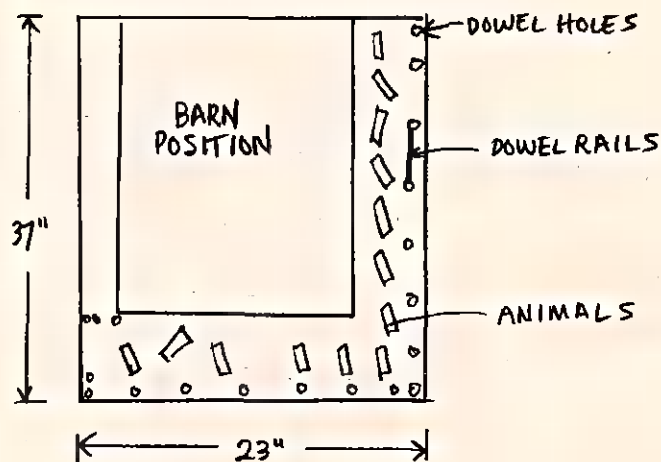


FIG 1. TOP VIEW

Front and Rear Piece and Side Piece

Cut the front and rear out of $\frac{1}{2}$ " plywood, using 16" x 16" pieces to begin with, and cutting them following the dimensions in figure 2.

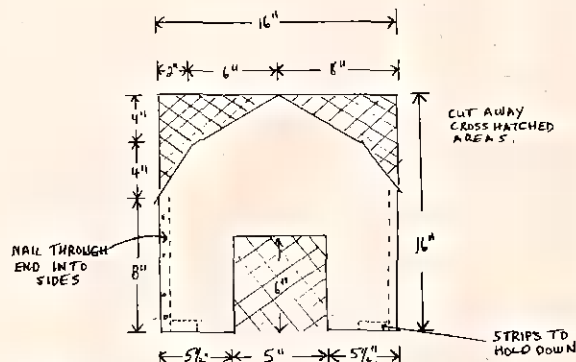


FIG 2



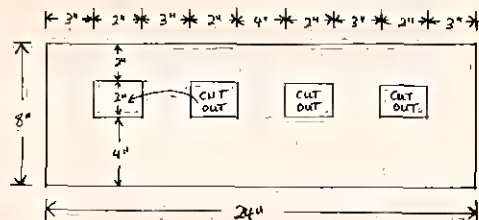


Fig. 3

Cut the side pieces out of $\frac{1}{2}$ " plywood, making them 8" x 24". Cut out the windows with a sabre saw, or key-hole saw, following figure 3.

Once this is done, fasten the two sides between the two end pieces. Place glue on the joints and nail through the end pieces into the side pieces, using a $1\frac{1}{4}$ " finish nail.

Make two hold-down strips of wood 4" wide by 24" long, and place these inside the duck house to form a partial floor from end to end and flush with the side pieces.

Using wood screws, fasten the complete house to the base by placing the screws through the floor pieces and into the base.

Roof pieces

The two lower roof pieces are each made from $\frac{1}{2}$ " plywood, cut $5\frac{1}{4}$ " x 26". These should be fastened into position so that they slightly overlap the sides and end. See figure 2 and photo.

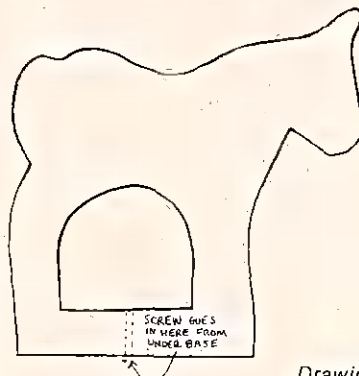
Now the two top pieces are made. One is cut from $\frac{1}{2}$ " plywood $7\frac{3}{4}$ " x 26", the other is $\frac{1}{2}$ " x $7\frac{1}{4}$ " x 26", which allows the $\frac{1}{2}$ " that is needed for the pieces to fit flush at the peak. (You may have to do some adjusting here, unless you are a proficient woodworker. It is best not to nail the two lower pieces tightly until you have removed as many of the gaps as possible.)

After you have narrowed the gaps as much as possible, fill the remaining spaces and all nail holes with a wood filler. Sand your work and then give it three coats of a good exterior enamel.

Now is the time to assemble the fence. Glue poles into place, add dowel rails and then paint these too.

Your final job is to add the animals. These are cut out with a sabre saw of $\frac{3}{4}$ " pine stock and are approximately 3 " x $3\frac{3}{4}$ " finished size. They are then sanded and taken to your Beaver meeting where the boys paint them. Fasten to the base by driving a screw up through the base piece and into the bottom of each animal.

One final touch that Peter added to our duck house was a sign cut out with his router which read: "Donated by St. George's Beavers." This sign was stained and the letters painted in yellow to match other signs in our park. This was the crowning touch to our duck house and was especially appreciated by the ducks that could read. λ



Drawings not full size

17

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Leadership in Scouting

by Charles Stafford

If there is one thing in Scouting likely to cause lively discussion it is LEADERSHIP. In this and two future issues we will look at some of today's knowledge about leadership — especially leadership by adults — and see how we can make best use of this knowledge to help young people "... grow as resourceful and responsible members of their community".

Definition: —

- Leadership is a function, performed by anyone, that influences others to follow.
- Leadership is action by anyone that helps a group identify, and move toward, its goal.
- Anyone may provide leadership — it is not the prerogative only of people in authority.

HELPING PEOPLE FEEL THEY ARE SOMEBODIES

It's Important to Feel Like a Somebody

"That's the clearest description of that system I have ever heard. Will you come and explain it to our board?" I had just finished a fifteen minute talk on a complex system of procedures to a group of business men and women, and that comment made my day. It made me feel really good — my step became lighter, the song in my heart changed tempo and my work became more challenging. Isn't it wonderful to feel like that?

One of the best measures of our success as Scout leaders is how we feel, as we make our way home after a meeting.

If you're usually in good spirits after a meeting, it probably means you've had some real satisfaction there; that some of the boys have helped you feel like a somebody. Since that sort of feeling is gained with others who feel good about themselves, you can bet your boots some of the boys also are feeling like somebodies, and that the meeting was successful. Successful, if for no other reason than the self-esteem and confidence of some boys and yourself have been reinforced, and each has grown as a person.

can't do it", each time her math was wrong. He told her to change from saying "I can't do it" to "I haven't learned how to do it yet". Gradually she caught on to this idea, her view of herself changed and so did her ability with math. Now she knows she can do it.



How Do We Start?

We would all like to be successful leaders. How do we go about helping the youth with whom we work to feel like somebodies?

One of the first things to do is to find out which behaviours help and which hinder growing. Take a moment to think of some of the things that your parents, teachers, leaders did that helped you feel good about yourself and those that put you off. Which of these do you most often use?

Here is a list of behaviours in seven categories beginning with those most helpful and ending with those that are most hindering.

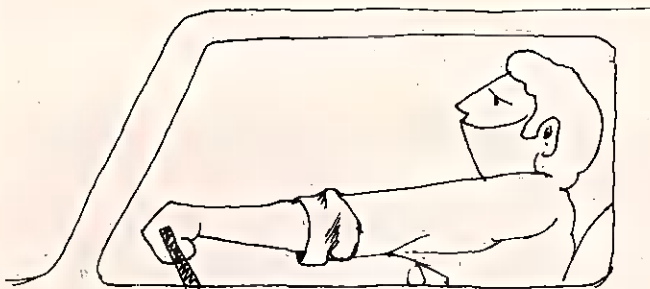
1. An interested, understanding and encouraging attitude.
2. A challenging attitude.
3. Reward and praise.
4. A firm, clear stand, limiting freedom. If punishment is involved, it is administered without anger.
5. A punishing, angry attitude; harsh punishment embarrassing, shaming, insulting, diminishing.
6. A babying and strongly protective attitude.
7. An ignoring or not interested attitude.

In which categories do your most frequent behaviours fit?

What are some likely consequences of using hindering behaviours? Can any of us afford them?

Action

Using the information above, here are some actions you can take to build a positive climate at your meetings.



The development of positive ideas about oneself (self-esteem or self-worth,) is vital to growth and living one's life to the full. That's what Scouting is all about — and seeing that it happens is perhaps the most important contribution leaders can make to building "resourceful and responsible members of the community". When we have confidence in ourselves, tackling everyday problems is fun and challenging. When we feel put down everything tends to be a problem and we feel less able to cope. So it really is important to accentuate the positive. I'm sure it's easy on your way home to think about the things that didn't go too well at a meeting, but look also at the things that went well — even if it's only one lad's cheery grin.

A low sense of self-worth is common to many so-called non-achievers in school. A teacher told me about a girl who was having trouble with math. She kept saying "I

1. Avoid put-downs

Blaming and putting others down come very easily to most people in our society but we don't help boys grow by making them feel small or emphasizing their weaknesses. We help by encouraging them to recognize and use their strengths.

At every meeting make a determined effort to say something positive and rewarding to each member. It doesn't have to be something big. "Glad to see you Peter — I missed you last week." If you model this behaviour, others will follow.

Another way of helping boys look at strengths is to involve them in selecting members for special tasks. For example: "We have been asked to provide four boys for a Guard of Honour at City Hall. What important things can we use to help us select the right persons?" When these criteria have been listed and some priority given to them, the boys could each apply them to choosing four names. They would share their selections and eventually decide on the four boys who will represent the troop. In this way, many boys hear of the strengths that other members perceive them to have. What is more, those selected will know why they have been chosen and try all the harder to be good representatives.

2. Describe Behaviour

Rather than blame a boy for something that has happened, describe to him what is observable, without judgment. For example: "John, you have been late for our last three meetings," not "John, you're always late".

Words like *ever*, *never*, *always* in this context are blaming. Blaming raises defences and blocks developing understanding of the issue and of the behaviour. So does name calling.

If you can describe what happened and follow by expressing how it affects you, the way is open to a broader realization and helps a dialogue develop.

"John, you've been late for the last three meetings."

"I know Scouter."

"I'm concerned that you may be losing interest."

"No, that's not true, I've taken on a paper route."

"Oh, I see — and you find it hard to get it done in time."

"Yes I do and I have to eat my supper and everything."

"That's a busy schedule all right. What arrangement can we come to?"

Now the situation is open between you; the information is shared and the climate is set for working out an understanding.

It is important to separate behaviour from the person. He may have acted foolishly — but that doesn't mean he's a fool. He may have acted unkindly, but that doesn't make him mean.

How much more useful it is to bring a problem-solving approach to the matter where no judgments are made. Example: A patrol is in camp and a boy put a pot of water directly on the fire. As the fire burned, the pot tilted and water poured onto the fire. Some typical responses might be:

"Look what you've done, you stupid ass!"

"Don't you know how to put a pot on the fire yet?"

Some of the possible feelings the individual might have are: that he's clumsy or stupid, that his mates don't like him, that camping is the pits.

Taking a problem-solving approach, any member could have said: "You set the pot on the logs, they burned away and it tipped over. How can we avoid that?" The boy understands the problem and now discovers ways to avoid it. This approach helps the boy learn a practical skill and feel good about himself.

3. Cooperation

One of the ways to help young people learn more helpful ways of behaving is to put more emphasis on coopera-

tive activities in your program. The problem with competition is that one person wins and others lose, and this tends to generate win/lose attitudes which get carried over to other aspects of life. In the the process, some people come to see themselves as winners, and others as losers. When the emphasis is on winning, the more competent often get mad at the less competent; sometimes they try to take over and do it for them; sometimes they don't want them around. Activities lose much of their fun if some boys are being pressured by others. This is not to say that there should never be competitive activities, but rather that a balance between competition and cooperation needs to be maintained. *Emphasis should be on the fun of learning and doing things together.* You can be a winner without coming first.

Have plenty of activities where the reward comes from doing and achieving together, where time is not a heavy pressure and we are not looking for the best or the first. For example: a project where each lodge, (six or patrol) has to design and make something which incorporates a skill they have recently been taught. When time is up, each group visits each other's construction, and finds one or two things about it that are interesting, useful, beautiful, exciting, new, imaginative, etc. Each group will then look at its own construction in the light of what others have said about it. They can also talk about how they *worked together and how certain behaviour helped or hindered.* Help the boys to describe action (behaviour) and to avoid blaming or judgmental comments. Even with praise, describing something and saying how it makes you feel is more helpful than a judgmental statement. For example:

"Peter was a good leader."

This statement will no doubt make Peter feel good but it does not help him to know *what* was good. Compare with this statement:

"It was exciting when Peter said 'Let's all put our weight on this bar', and we did and . . ."

4. Listening

People feel they are *somebodies* when they know you are listening to them. In the early days of Scouting, B.-P. said in his *Outlook* "If you really want to help your boys, *listen to them.*"

We have to program time into our schedules for members to talk with us. This may be particularly important at the beginning and the end of meetings. It may also be important to let the boys know at what times we are specially prepared for them to phone us at home, so that our private time is not constantly interrupted with telephone calls.



Sometimes a person wants to talk when we are occupied and cannot give attention to listening. A useful approach is to say "Is it urgent?" If it is, chances are you will change your priorities to listen. If it isn't, arrange a time to talk — and be sure to keep it.

Another problem which interferes with listening is thinking up our answer while the other person is talking. Once we've got an answer to a part of his conversation, we are just waiting for him to stop, so that we can plug it in. The result is we often miss a great deal of what he is really trying to say, our response is not seen as appropriate and the others get the impression we don't really care. After a while he may no longer bother to talk to you.

5. *Good Communication* depends on:

a). Mutual respect. I am important — you are important. Deal with each other as people rather than as, for example, leader and Cub, where the implication is that the one in authority is more important. One of the difficult



things for small people to do is talk to adults when they are standing. The difference in height makes it very uncomfortable and continues to remind the little one of how small he is.

b) Try to maintain eye contact. This doesn't mean staring, but it does mean looking the other people in the eye quite a bit of the time.

c) In communications, 50% of the message is conveyed by body language, 40% by the tone of the voice and only 10% through the words. So, if I want to know what someone is trying to communicate, I have to pay particular attention to body language and the tone of voice.

These must convey the same message as the words — if they do, the message is loud and clear — if not, the message is conflicting. We must try to respond to the message, not just the words. For example, a boy may come to you and say "Scouter, I don't want to play in this game, I'm tired". His tone of voice and body language will give you some very good clues to whether he is really tired, or using that to cover something else — feeling left out, scared of the game or whatever. You can respond simply to the words and the assumptions you make, by saying: "Oh, everyone's going to play, you'll feel better when you get into the game". That sort of answer clearly does not deal with the person. It tends to say "You don't count. Do what everyone else is doing and you'll be all right". A more helpful response might be: "You're too poohed out to play the game?" Or "You look unhappy", (depending on the message in the body language and tone of voice). These responses direct themselves to the individual and say: "I am concerned with you". The effect of this is that it enables the person to reflect more truly what he's feeling, and will help you and the boy get quickly to the problem.

It is amazing how the attitudes of leaders are reflected in the behaviour of their boys. At a recent jamboree I was giving instruction in canoeing. Some leaders who brought a group to me, constantly ordered the boys about. In the canoes, these boys argued about who was to do what strokes, where. Other leaders recognized when their boys could be responsible for themselves and,

in these cases, the sternman gave orders, as necessary, and the bowman complied.

A leader in the second category said: "Jim is afraid of the water and cannot swim but wants to canoe".

"Yeah, he's a scaredy-cat," said another boy, not unkindly.

"He's not a scaredy-cat," said another, "he's just scared of the water."

Jim had no problem getting a partner. He was obviously very scared but also determined. At one time they wobbled and he cried. His sternman quietly encouraged him and his Scouter paddled over and added his encouragement. At no time was there any loud or derogatory talk. Those boys and leaders felt like somebodies. They demonstrated that they cared about one another.

Everyone needs and wants to be valued, to feel that he is somebody. If our own self-esteem is low, we are not able to give much to others, but the happy consequence of building up others is the boost it gives our own feelings.

It is not easy for any of us to change the way we have done things for many years — but if we want to we can and the rewarding responses we get will spur us on. A useful book is *Helping Children to Like Themselves*, by Jane E. Carothers and Ruth S. Gaston, published by R/J Associates, California. It's full of good activities. You can also ask your council for help through special training in this area.

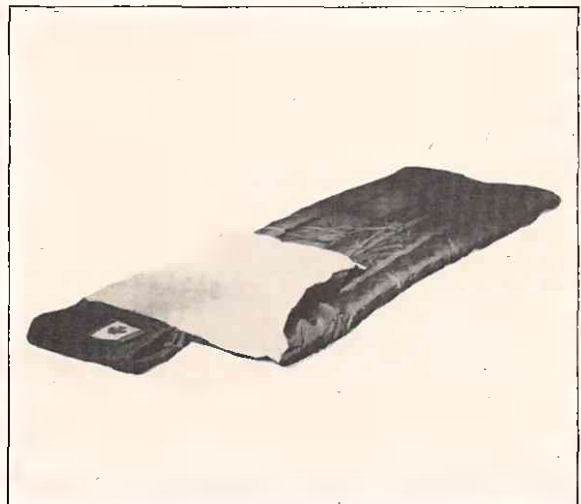
Here's success to your development of somebodies.

Next in our series, we'll look at leadership styles and how to get best results with them.

If you have a success story demonstrating leadership skills, or a problem you would like to have discussed, send it to the Editor. X

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Outdoors

by Bob Butcher

The following was received from Scouter Vernon "Skink" Dutton of Winnipeg, Manitoba, in response to the content of one of my previous columns.

Because it describes first hand experience, I feel it is worth sharing with you.

HYPOTHERMIA IS INFECTIOUS

Bob Butcher's excellent article on HYPOTHERMIA, *Don't Catch Your Death Of Cold* (*The Leader*, Vol. 9, No. 8, April '79,) should be compulsory reading for all Scouters. I have not attended a Basic Camping Weekend for several years (would you believe eight?) so do not know what is being covered at these events at present in Winnipeg Region. However, HYPOTHERMIA was not even mentioned when I took my camping training so I had to learn about it by experience — which is no way for any Scouter to learn about such a potentially dangerous "disease".

Yes, I had read *The Deadly Foe* (*The Leader*, March '75,) as well as an excellent pamphlet published by the B.C. Mountaineering Club. However, like many people, I was sure I was too good a leader to let any of my boys get into a situation where HYPOTHERMIA would become a problem. I had read the various articles with a sort of detachment, much as I read about Einstein's General Theory of Relativity. After all, wasn't I a qualified winter camper? How could anyone who has camped out at -38° get into trouble with HYPOTHERMIA? Ah, the conceit of some men!

Then HYPOTHERMIA struck — and it wasn't *one* of my boys who suffered. No! *Eleven* of us found out what HYPOTHERMIA is all about, and that is why I now consider "hyp" to be "infectious"! Nor was there anyone, warm and dry and comfortable, to help us get out of our difficulties by wrapping us in warm, dry clothing and giving us warm drinks. If we were to recover from our bout of "hyp", it was going to have to be a case of "Physician, cure thyself"!

It happened on a canoe trip in July on a day that makes the Manitoba Tourist Industry stick out its chest — a sun-filled, cloudless sky with just enough breeze to keep the sweat off a canoeer's brow. It was as close to a perfect canoeing day as a Scouter is ever likely to find.

We had camped at Eight-Foot Falls, just down stream from Pointe du Bois, on the Winnipeg. It was our fifth night of a ten-day trip. Because our previous day had been a long one, and the portage past the Pointe du Bois hydro plant was a tough one, we were not back on the river until well after nine on that sixth morning.

The trip to Slave Falls was a leisurely one. We portaged our canoes and gear and then made our noon meal under ideal conditions. An hour-long tour of the Slave Falls power-house was something we had not planned on, and the boys were delighted with the experience. But what a change had occurred during our hour inside the

plant! Clouds were towering in the western sky. Would they go far enough south to miss us? It was here that I made my first mistake.

We had stowed our canoes, under a clear sky, prior to our tour of the plant. My rain gear was carefully folded away under the tarpaulins. I should have dug it out then and there — but we still wanted to make Lake Nutimick campgrounds for our next camp. The tour of the hydro facility had taken an hour. I was beginning to feel pushed — and that was my second mistake. After all, we had lots of grub and Nutimick was civilization and stores. We could have camped at Slave Falls but I was keen to "make time".

My third mistake was to switch my crews for the afternoon. I asked the boys to split up so that the senior boys would be paddling with the younger ones. The smaller boys were beginning to tire and, I felt, needed help. The result of this switch meant that half the boys were now separated from their gear. I did not ensure that the boys took their rain gear with them when they switched canoes.

It took only 45 minutes for the picture to change completely. We watched the thunderheads build up in their awesome majesty — and still we paddled on. As I write this, I wonder how I could have ignored all those signs, how I could have been so stupid — but I had never experienced "hyp" and so I was still innocent — a lamb gaily gambolling toward the slaughter!

And what a slaughter it was! The rain came down in sheets — and it was COLD, as only those rains, that have been thrown around the high skies in a thunder storm, can be. In seconds we were drenched. We pulled into a little bay, scrambled out onto the rocks, and stood around like a bunch of wet turkeys in a farm-yard. One of the boys wrestled a spare tarpaulin out of a canoe and we draped it over us while we all huddled together for warmth. The rain passed in about twenty minutes, as summer storms usually do, and then the wind found us. There was only one thing to do — get into some warm, dry clothes.

With teeth chattering and vibrating fingers, we dug under our tarpaulins for our dry clothes and rain coats. With dry clothes on again, and the rain jackets to break the wind, our teeth stopped chattering and our hands stopped shaking. We pushed off and were soon warm again. The sun came out and we finished the day as it had started, in glorious sunshine.

That night, safe and sound in our bed-rolls, I thought over the day's experiences. We'd had a brush with HYPOTHERMIA that had suddenly given meaning to all those words Bob Butcher used in his article — wetness, wind, cold, shivering, chattering teeth. Then I did what I am sure many Scouters would do when they have come through an experience that was too close to disaster for comfort — I prayed. Not the nicely phrased prayer of the surpliced cleric but still, I am certain, intelligible to God — something about thankfulness, and a promise to be better prepared in the future.

PERSONAL FLOTATION DEVICES (P.F.D.'s)

Related to canoeing, here's an idea from Terry Trussler of the **Canadian Red Cross**. Terry suggests that Scouting ought to treat P.F.D.'s as items of *personal* equipment. That is, a boy or leader engaged in any kind of boating activity should have his very own government approved, personal flotation device, selected to suit his own particular size, weight and ability. It would be required in his own personal kit just like his sleeping bag. Terry feels that this would foster a greater respect for P.F.D.'s as an important part of a camper's equipment, not just something grabbed off a rack and tossed into the bottom of a canoe or boat. What do you think? X

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I once met a group Scout leader who claimed that the whole course of his Scout life had changed when he got himself appointed to the office of *official progress chaser* to his own Scout troop.

"I was lonely, frustrated, unwanted," he said, "like an old stag that has run out of steam and been hived off from the rest of the herd. Nobody loved me any more. I felt redundant, dispirited, a sort of universal godfather whose only permitted function was to pat a passing head or shake the limp, indifferent hand of some budding athlete who had just won the egg-and-spoon race at the annual sports. And this, mark you," he added bitterly, "at a time when I knew only too well that boys were leaving the troop at one end almost as fast as they were coming in at the other — all because they weren't getting ahead with their own training on troop night. *And there was nothing I could do about it.*"

"So you conned them into appointing you *progress chaser*," I prompted him, "and now everything in the garden is lovely? Scouters have stopped organizing so many daft games and stunts on troop night and are shoving their eager lads up the Scouting ladder at a rate of knots? While you, Harold," (for such was his name,) "you no longer feel lonely and unwanted?"

He nodded absently, avoiding my eye. I sensed some unspoken reservation.

"Boring, is it?" I asked gently.

Like the lady in the song, he didn't say yes and he didn't say no. Instead he made a grab at a passing Scout and thrust him roughly at me. "Here," said he, "Jeremy is looking for somebody to pass him in axemanship. Make yourself useful." And with that he strode away, notebook and pencil at the ready, to spur some other flagging Scout career on its way.

So there it is. An idea for you, lad — and perhaps a few more years of usefulness for some geriatric Scouter in your group: *Official progress chaser*. Every Scout troop should have one.

During coffee break at the next meeting of the Court of Honour, tell the boys that you are going to give them four sets of compass directions. What they have to do is to work them out in their mind's eye and then tell you what they have in common.

3N, 4SE, 3N
1N, 2W, 2S, 3SE, 2S, 2W, 1N.
2W, 1S, 1E, 1W, 2S, 2E.
2SE, 1NE, 1SE, 2NE.



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



GOOD RESOLUTIONS — No. 1

Don't wait for the New Year. Resolve NOW that never again while you have life and breath will you allow any boy in your troop to be introduced to ropework by a bored patrol leader with a piece of limp string and the perishing reef knot. Rather let his p.l. teach him the Harvester's Hitch and then challenge him to a two-man tug-o-war in which the newcomer would make use of his new-found expertise to pull his burly hero off his feet.

The reef knot can crop up naturally later, when first aid is under consideration — not until.

23

To be honest, this is just a re-hash of our corny old Christmas party trick, but it sounds better if you give it a fancy name, so we will call it "Linear Levitation".

The purpose of the exercise is to prove that, by the application of a little crude science — and perhaps, for all we know to the contrary, elementary psychology — it is quite possible for four small persons to hoist one beefy colleague clear of the deck on four fingers only. Here's how:

The subject sits in a chair with elbows pressed to his sides and hands clasped across his chest. The four Scouts stand round him and, at a nod from their leader, slap their hands, one on top of the other, on the crown of his head and press down as hard as they can. Then — again at an agreed signal — they remove their hands, jab one stiff forefinger each under the subject's knee joint or armpit and, at the moment of de-compression, lift. To their utter astonishment, he will rise as lightly as a hot-air balloon.

I am told that the release of the pressure on the top of the head causes a sort of reflex action in the subject which is partly physical, partly psychological. Personally I am sceptical . . . but you could easily find out, couldn't you?

How would it be to make a rule that Scouts come to the weekly meeting in full uniform, with light activity dress under it, in place of their normal underwear?

Anything wrong with that?

For the odd interval on troop night try a "Five Question Quiz" based on practical Scoutcraft. One way of doing this would be to call up one Scout at a time from each patrol and ask him a question which he may either answer directly (10 points) or after consultation with his patrol (5 points).

Here are a few suggestions:

1. In applying a sling for a suspected fracture above the elbow, would you use a broad or a narrow sling?
2. When examining tracks in soft ground or snow, would you stand facing the source of the light or with your back to it?
3. Apart from the fire hazard, why is it particularly dangerous to carry a naked flame into a modern tent?
4. In mountainous country what is the precise significance of "six a minute"?
5. Why is it dangerous to chop a leaning stick?

Quickie Quizzes are good fun in themselves. A great deal of Scouting know-how can be picked up quite painlessly in this way if they are included with fair regularity (but not too often) in the troop night program.

(Note by John Sweet: *In the light of my recent performance, I am naturally reluctant to commit myself to positive answers to any of these questions, but here goes:*

1. If the arm is supported by a narrow sling at the wrist, the principle of the lever will apply, with the elbow acting as the hinge or fulcrum, thus minimizing the tendency of the ends of the broken bone to grind upon each other.
2. The tracker should look towards the light, so that the shadows in the track are thrown into bold relief.
3. Most modern tents are made from synthetics which have an oil base and do not allow the free passage of air. Unless the tent is well ventilated, a naked flame would lower the oxygen level to a dangerous point and would also generate a toxic gas.
4. The Alpine Distress Signal consists of six blasts a minute on a whistle or six flashes with a torch, followed by a minute's interval until attention is drawn. The acknowledgement or "O.K." signal consists of three blasts or flashes per minute, repeated at intervals of a minute.
5. Almost invariably the top end of the stick will spin upwards with great force and can easily cause serious injury.)

Now that the fall of the year is upon us and summer camp just a fragrant memory, would it be too way out to suggest that you should take your patrol leaders on a return visit to the scene of their great summer-time adventure— just to say thank you (once more) to their countryside hosts and to make sure that the campsite has recovered nicely from their invasion?

Whatever the expense, you can't say it wouldn't do everybody a whole lot of good.

"Before your very eyes," said the quack doctor, "I have made this poor man see for the first time in his life."

"Liar!" shouted a man in the crowd. "If he can truly see, let him tell me the colour of my cloak."

"Red," said the "blind" man promptly.

He was right.

"Liar!" yelled the man.

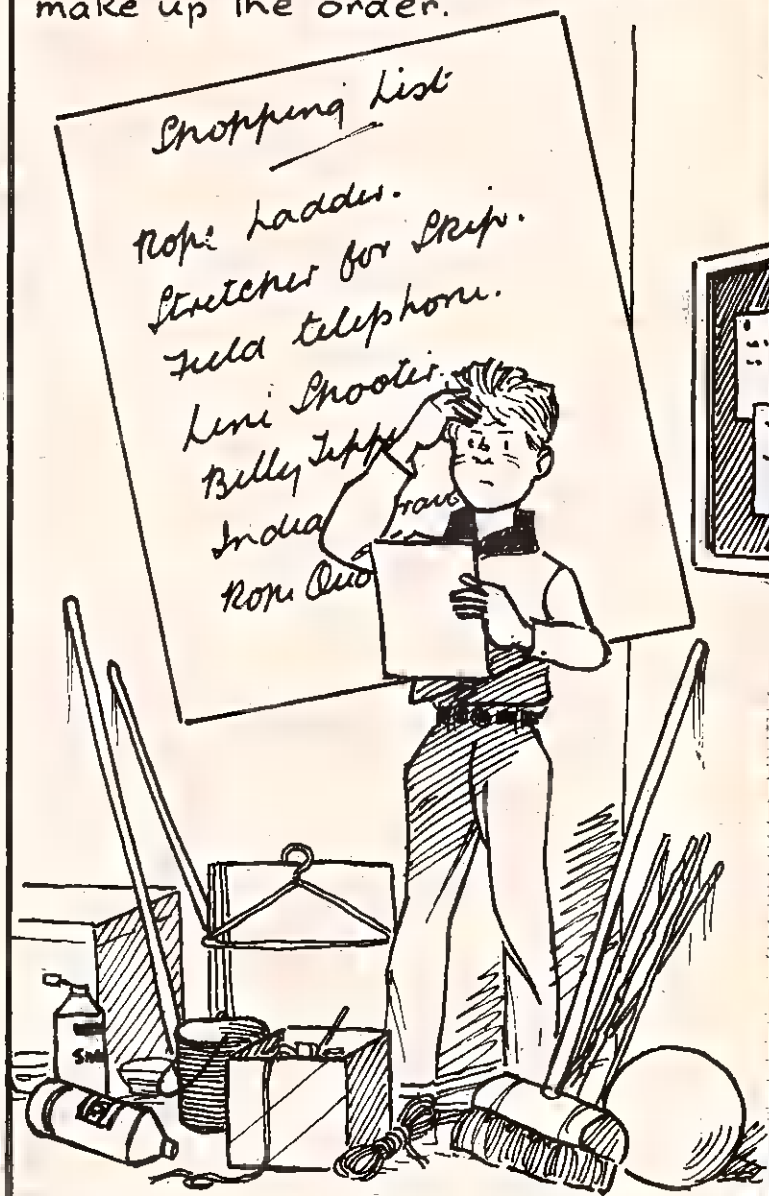
Was he a liar?

Late News: I have just succeeded in joining two nylon ropes together by overlapping the ends for a few inches, then inserting the redhot blade of a knife between them and pressing them together to make a perfect weld. So far all efforts to break the joint by direct pull have failed. Excuse me for a moment while I try to make a rope quoit by welding the ends together to make a butt-joint.

Late Late News: Rope quoit a great success. But, alas, although my own efforts to break the lap-joint failed utterly, I now have to confess that my neighbour, with youth on his side, simply planted one big hoof on one end of the rope and tore the joint apart. Never mind. Back to the drawing board.

Production Line...

Patrol Leaders are given a selection of gear and a detailed shopping list. They must relate gear to item and set up a Production Line to make up the order.



Forgotten Fables

Once upon a time there were two Scouters. The first was named Smith. He was a first class practical Scout. Pioneering, first aid, campcraft, forestry, woodcraft, you name it, he had it all at his fingertips. In the camp kitchen he was seen at his best. Nothing gave him deeper satisfaction than to watch his boys knocking back the meals he set before them three times a day. He was devoted to their interests and could never do enough for them.

The second Scouter was not in the same class at all. Nobody knew whether he could cook or not, because he only went into the kitchen to collect his shaving water; but always consumed with great relish, the beans and

bangers and the suet puds that his boys prepared for him. He loved to watch them building bridges, even when they fell down, which they often did, sometimes when he was actually on them. He was never much good at Scouting himself but always paid great heed when his Scouts tried to show him how to make the Hunter's Bend or to throw a lifeline without getting it in a tangle round his big feet. His name was Brown.

One day, worn out by his labours, Smith passed away. After the funeral his boys all transferred to Brown's troop and were never bored again.

Long Wheelbarrow... the longer the better
but it must be able to move its
own length without collapsing.



25

The Vortex ... a genuine Invisible Ray Machine

Stretch a sheet of thick polythene over the open top of a strong cardboard box and seal it in place with household glue. Cut a 7.5cm diameter hole in the opposite face of the box. Slip a strong rubber band over the box

Aim your Vortex at a candle 4m. or more away and tap the polythene smartly. A convecting current of air will travel across the room and snuff the flame.



PATROL CORNER

by Phil Newsome

October and early November have traditionally been the time of the troop's first camp of the new Scouting year, or the time to hold the district fall camporee or other camping event. During these activities it becomes difficult for some to plan evening programs other than wide games and campfires. This year, how about introducing night nature study by patrols as a possible evening program? The purpose of the project is not patrol competition, but rather to provide an opportunity for Scouts to learn about nature and in particular more about the nocturnal wildlife that is active when Scouts are normally asleep. It is possible to add an element of competition by recognizing patrols that identify the most wildlife or make the best plaster cast of animal tracks.

Many Scouters are aware of the annoying nocturnal habits of that rare beast, the "first year camper", but there are many other wilderness inhabitants that patrol after dark, for nature never sleeps. Throughout the night the wilderness teems with life. Scouts hear the scurrying of skunks and raccoons seeking a late supper around garbage cans and food storage boxes, the howl of the farm dog many miles away, or the yelp of a fox. Insects buzz through the underbrush, sampling the foliage. And in the distance the Scouts often hear the hooting of the night hunting owl.

To get close enough to study these creatures is often a problem. Nocturnal wildlife is shy and is not easily spotted, but Scouts can do it, provided they are patient and above all, very quiet.

The following are a few ideas that may help your patrols to come closer to wildlife that haunts the night.

Try building a tracking pit by loosening the soil in a four foot square far from your campsite and its distracting sounds. Punch holes in a coffee can about an inch from the top. Put some meat or fish in the can and bury it (with holes above the surface of the soil) in the centre of the square. Cover the can with a plastic lid and sprinkle birdseed on it.

At night, go toward the pit and sit down some distance from it, at least ten yards away. Remaining absolutely quiet, shine a flashlight on the tracking pit at intervals of five minutes or so. Curiously, the light won't bother any guests at your feast. It's possible that no animals will appear while humans are near, even if they are quiet. But in the morning you are almost sure to see tracks in the loose soil.

If you have more than one patrol involved in this activity you may wish to suggest that the patrols choose different types of locations for their tracking pit. An example of this would be to have one patrol choose a four foot square area on a nearby beach with sandy soil while another patrol may wish to choose an area inland in a well treed area. The advantage of this would be to show boys the types of animals that may inhabit the two different areas.

The same idea of spying on nocturnal animals by flashlight may work with various baits. For deer, try a salt lick, a rock of salt from a feedstore. For night roaming rodents

such as mice you may wish to try peanut butter, nuts or cereal grains. Raccoons and skunks will be attracted by any leftover food.

For those patrols that are interested in the nocturnal insects, there are two good ways to bring them close for identification. The easiest is to hang a sheet and shine a strong spotlight on one side of it. Many insects will be drawn to the light and can be caught as they hang on the sheet. The other way is by sugaring. Mash some overripe bananas, mix in some sugar and let the mess ferment in a warm place. You can also make a pulp of pitted peaches, plums or apricots, and add sugar to it and let it ferment. Around dusk, paint some of the sugary mixture on trees or posts along the edge of woods or an orchard. Moths and other insects will be attracted to the sweet smelling substance and can be captured very easily.

For more information on making plaster casts and on nature study in general, you may wish to suggest to the patrol that they read the conservation chapter in the *Canadian Scout Handbook*, and the troop may be interested in obtaining some reference books on the subjects of animal tracks and insects, which are available at most book stores. These collecting and observing projects can be part of a conservation badge program as well as providing hours of evening activity at a troop or district camp. X

Venturer Log

by Phil Newsome

Elsewhere in this edition of **The Leader** is a story of this past year's winner of the Amory Adventure Award. Three other logs were submitted for the 1978 Award: second place went to the 3rd West Vancouver Venturer Company — *Garibaldi Nevé Traverse Expedition*, third place was awarded to the 4th Burnaby West Venturer Company — *They've Killed off the K.V. Line Expedition* and fourth place went to the 117th Woodsman Venturer Company of Calgary, Alberta.

Those companies that have completed expeditions during the past summer and are anticipating entering this year's competition are reminded that all entries must be received at Boy Scouts of Canada National Headquarters before December 31, 1979. For additional information you may wish to read pages 57 and 58 of the new *Canadian Venturer Handbook*.

Last year's entries all came from the West, maybe this year there will be a few challenging logs out of the East? How about it? X

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training talk

by reg roberts

Handbook for Trainers

Now on your dealer's bookshelf, the newest training document *Handbook for Trainers*, catalogue number 21-219, is selling for \$5.80. This 194 page handbook has been two years in the making and covers such areas as: Designing training; Evaluating training; Training methods; Training aids; Principles of learning; Adult training policy; Communicating with people; Problem solving and decision making; Articles from **The Leader**; Glossary of training terms and a comprehensive resource section.

This handbook is a must for all training personnel and a valuable resource for many other people. The *Handbook for Trainers* will be supplemented by articles such as the two that follow. We hope you enjoy this publication and we would be interested in any comments you may wish to share.

Delegating Authority

The capacity and capability for the delegation of authority and responsibility with the right touch is a rare quality. Many people pride themselves that they have it, when in fact they do not. We have all met the course leader who honestly believes that the art of delegation is one of his strong points. On Monday he will call one trainer, discuss a session and ask him to handle it. On Tuesday he passes the same session to someone else to handle and then on Wednesday prepares it himself without letting the others know!

We have also met the course leader who delegates very well — he does nothing himself if it can be avoided, but he never does it in any logical pattern; it is usually the first staff member he meets who gets the problem to handle.

The true test of understanding of the art of delegation is when one can turn a job over to another and then support that person in carrying it through.

Delegation does not mean drafting precise and detailed guidelines, this will likely hamper innovation, initiative and creativity. The person delegated to do the job will probably hold back for fear of over-stepping his authority rather than moving ahead.

Delegation does not mean the abandonment of control. Rather the reverse, for the needs of the organization must be served. The effort of all must be co-ordinated to a common goal and yet allow for the widest latitude, to maintain the drive and motivation that comes from the enthusiasm of people who are permitted to use their individual ideas, talents and skills.

An effective administrator or course leader delegates authority and shares ideas and thinking with as many others as possible. Far too often, strong characters particularly tend to regard thinking as something only they can do.

How To Delegate

1. Select the jobs to be delegated and get them organized

for turnover.

2. Pick the proper person for the job.
3. Prepare and motivate that person for the assignment.
4. Turn over the task and make sure it is fully understood.
5. Maintain final responsibility.
6. Let it develop.
7. Encourage independence — have faith!
8. Set up with the person to whom the job has been delegated a realistic and attainable timetable for progress reports.

Finally, a word of caution — if a mistake is made in the course of some delegated responsibility, do not simply find fault with whoever is responsible, rather find out why it happened. Maybe your terms of reference were too vague — perhaps some communication skills were lacking on both sides! The reasons could be many — find out and correct so it has less chance of happening again.

To Summarize

1. Determine the goal.
2. Delegate the authority.
3. Establish times for progress reports.
4. Then stay out of the picture unless invited to re-enter.
5. Have faith and let it develop.

Session Delivery

Through the effective use of your voice, body and overall personality, the most interesting and well prepared session material can take on an even greater significance in the eyes of the participants. Your delivery and the way you project your thoughts and ideas to the participants will do a great deal towards influencing how much they retain.

You can improve delivery through practice followed by evaluation. Some suggestions for improving delivery are given here to help you practise.

Physical Behaviour

Here we are concerned with what the participants see. If you rehearse your sessions in front of a full-length mirror, you will see what the participants see. As members of a course staff, your dress and appearance should be appropriate at all times.

Eye Contact

Failure to look your audience in the eye can cause problems if seen as a sign of fear or timidity. No one follows a frightened leader. Also, if you do not face the audience, you will not see their signs of approval, boredom, doubt or disagreement. While participants don't always say things, they talk with their bodies all the time. If you catch sight of a raised eyebrow or a questioning look on some faces you can immediately clarify any doubt or misunderstanding before proceeding. If you find you are not holding interest, you can do something to retain attention. This opportunity to adjust to reactions is a great advantage to any trainer. It can only be achieved by being direct, looking at the audience and by being impartial.

Bodily Movement

Bodily action includes gestures, facial expressions, walking, posture, and the muscular tensions and muscle tone of the body as a whole. A frequent comment among beginning trainers that, "It isn't natural for me to use body action", simply is not true. Anyone who is honestly communicating ideas and feelings uses some kind of action. The absence of action may indicate one of three things: the trainer has no deep feelings or convictions about the subject; he is not feeling well; or he is self-conscious. A trainer is usually more effective when he uses his body freely to express and emphasize the points he makes.

A great deal has been written on the subject of body language. Exhibitory body action — gestures and postures made according to patterns and used for their own sake

— is certainly not recommended. Action should arise from the inner impulse, from the desire of the trainer to communicate with others. While it is best to disregard rules for posture and gesture, you might find it helpful to follow two basic principles: co-ordinate all your bodily action, and use your body to express animation.

Co-ordination

All parts of the body should work together as a single unit. A baseball pitcher does not pitch with his arm alone; he pitches with his whole body. You must have something to say, you must want to say it, and your whole body must help you say it. "Suit the action to the word and the word to the action." Gestures should arise from a genuine impulse to clarify or to give emphasis. Generally, gestures should be unobtrusive; they should not simply draw attention to themselves.

Voice

Here we are concerned with what the participant hears. All voices have a certain quality affected or controlled by many variables, e.g., an accent from your part of the country, a nasal quality due to a cold. None of these factors should prevent you from becoming an effective speaker if you understand and use correctly the following criteria of voice:

Pitch: A good speaking voice has an acceptable range and flexibility of pitch. If the voice is pitched too high, or too low, it tires easily, irritates and is not flexible enough to be used to best advantage. A flat monotonous voice cannot express sincerity, animation and intensity. Simply pitch your voice high enough to permit lowering it for contrast, and low enough to enable you to raise it for the same purpose.

Rate: Rate is governed by the time it takes to pronounce individual words and the length of pauses between words. Average speech rate varies considerably — from about 100 to 150 words a minute. For purposes of emphasis, the rate may fall well below 100 and, to stimulate enthusiasm, it may sometimes speed past 150. Adjust your rate to what is best for audience understanding. You must not speak so slowly that participants fail to listen, or so rapidly that they are worn out. Variety is the key. To avoid monotony, change your pace often, and watch your audience constantly for reactions.

Pauses are the punctuation marks of speech. They are also an excellent means of arresting and holding atten-

tion. Do not be concerned about moments of silence. A pause at the right time and place permits an idea to reverberate in the minds of the participants. Do not ruin a dramatic pause by "er-r-," "and-uh," or variations of such sighs and grunts.

Volume: You are familiar with the man who has a booming voice and shouts each word. You also know some who whisper every statement. Both use poor speaking technique. The loudness of your voice must be adjusted to the conditions under which you speak. You must be heard without strain. If you have something worthwhile to say, the participants have a right to hear it. On the other hand, you need not try to rupture their eardrums. Your vocal intensity, just as pitch and rate, should never become monotonous. Effective emphasis can be secured by varying your volume as the occasion demands.

Articulation

This is the distinctness of speech — the clarity with which you say the parts of each word. Laziness is probably the chief cause of poor articulation. This includes lazy lips, lazy jaws and lazy tongues. Muffled and indistinct words denote mental slovenliness. Open your mouth when you talk. Don't permit sound to die at birth in your throat. You must be instantly intelligible to everyone in your audience.

Attitude

Here we are concerned with what the participant senses or feels about your attitude towards the job of training as it is reflected in your body movements and your voice. Participants are quick to sense the emptiness of thought or feeling in a listless delivery. They are also quick to respond to an enthusiastic and sincere delivery.

When you stand up to instruct you give two sessions, one with your voice, one with your body. When these two coincide you will be delivering effectively.

Summary

Through the skilful use of your voice and body you can project your ideas and put your material across, which is another way of saying we communicate with the whole being.

The key to constant improvement of session delivery is practice followed by evaluation. Therefore, prepare and practise, then during your presentation try to relax and enjoy yourself. X

A CREST WORTH SWAPPING FOR ...

The advertisement shows two stylized hands, one from the left and one from the right, reaching towards each other as if swapping items. Between the hands is a collection of various circular and rectangular emblems. These include: a crest with 'NORTH' and 'DART', a crest with 'KITIMAT', a crest with 'BROOKS', a crest with 'OPELATION ALERT', a crest with 'BOY SCOUTS OF CANADA', a crest with 'KEEP ON CAMPING', a crest with 'NORTH WATERLOO', and a crest with 'VALLEY REGION'. To the right of the hands, the text reads: "...is usually made by **GRANT**". At the bottom right, the logo for 'GRANT EMBLEMS' is displayed, featuring a stylized 'G' inside a circle.

Artwork and prices available on request.

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Address _____

City, Province
& Postal Code _____

IMPORTANT! We must know....

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

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

pak-sak

by Bob Butcher

The good turn is an important part of Cubbing and I want to thank Mrs. Sue Callaghan of Point Claire, Quebec, for sending in her pack's annual good turn project which they conduct several weeks before Christmas. Sue writes:

Our idea was not new (Bob-a-Job Week in England and all that) but I think the way we controlled and monitored it helped to make it a success. We gave each boy a job card. For a period of 3 to 4 weeks (any longer and the boys would lose interest) we encouraged the boys to offer to do odd jobs for friendly neighbours, parents and family. Each week they brought in the money they had earned to the pack meeting, where it was recorded on a chart in the shape of a Christmas tree. No boy was asked to reach any kind of target, but we did remind them of what we had earned the previous year, and each succeeding year we bettered that sum. The card gave the "employer" an idea of what our project was about, gave assurance that the small boy on the doorstep was indeed engaged

in a legitimate Cubbing project and also gave some idea of the jobs the boy could (or could not) do and the kind of remuneration that was suitable. The other side of the card helped us to keep track of what had been earned and the kind of jobs the boys had been given. You will note that we purposely kept the project simple and encouraged limited remuneration (though occasionally someone felt the boy had done an extra-special job and gave more than 75c). We felt that this would ensure that the jobs given would be within the boys' scope and that people would not feel obliged to give large sums of money.

We had very good response each year that we ran the project. It was necessary to remind the boys that the good turn was not in the job itself, for which they were paid, but in turning over the money to someone in need. We tried a couple of different charities concerned with helping the poor at Christmas, but the Salvation Army was definitely the most successful. Each Christmas we wound up our Cubbing activities with a family party. That year we invited a Salvation Army officer, complete with 'kettle' to our party and the boys, along with their families (over 120 people in all), were able to see the fruits of their labours go into the Army kettle. We also invited the parents, during the course of the evening, to drop an extra donation into the kettle! The officer went away well satisfied with his night's takings. Needless to say, the boys received a very warm letter of thanks from the Salvation Army. X

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Thanks go out to the Vancouver-Coast Region for sharing this Halloween material with us. Perhaps you can use it at a party.

GHOST STORY

Divide the audience into groups, and tell each group it must make the appropriate sound each time its character is mentioned in the story. A narrator reads the story slowly and dramatically, pausing long enough for each group to make its special sound effect. Stunts like this are so popular that often they should be repeated at once.

TIMID YOUNG GIRL (scream)
OLD, OLD WOMAN (shrill laugh)
LARGE BLACK CAT (meow)
LONG BLACK SNAKE (hiss-s-s)
TALL MAN (groan)
YELLOW DOG (howl)
BIG BLACK CROW (caw, caw)
FOUR BLACK BATS (whir-r-r)
BOGIE MAN (booo-o)
GHOST (everybody screams)

Story

On a dark and stormy night in October a stagecoach rumbled along

a country road. In it a TIMID YOUNG GIRL... bounced up and down on the hard cushions and gazed with fright out into the darkness. Suddenly the coach stopped and in stepped an OLD, OLD WOMAN... From under one arm peered a LARGE BLACK CAT... and around the other twined a LONG BLACK SNAKE...

"Hoity toity! A TIMID YOUNG GIRL... travelling alone tonight!" she exclaimed with a hideous grin. "Let me tell your fortune, my pretty dear." The OLD, OLD WOMAN... stretched a bony arm toward the TIMID YOUNG GIRL... while the LARGE BLACK CAT... arched his back and meowed and the LONG BLACK SNAKE... watched with beady eyes.

"No, no!" cried the TIMID YOUNG GIRL... shrinking into a corner with her pretty hands behind her back.

At that moment the door was thrown violently open and in rushed a TALL MAN... wearing a long raincoat. His face was hidden by a drooping hat, but his voice was low and pleasant.

"Allow me," he said, and gently pushed between the TIMID YOUNG GIRL... and the OLD, OLD WOMAN... who three times pointed her finger at the TALL MAN... A YELLOW DOG... howled from under the seat, the LARGE BLACK CAT... meowed again, and the LONG

BLACK SNAKE... hissed.

On the window sill a BIG BLACK CROW... alighted and croaked dismally. Into the coach flew FOUR BLACK BATS... and beat their wings in the face of the TIMID YOUNG GIRL... while through each window peered the grotesque face of a BOGIE MAN... Nearer and nearer to the OLD, OLD WOMAN... bent the TALL MAN... as he fixed on the OLD, OLD WOMAN... two startling eyes, and pushed back his hat. With a terrified shriek the OLD, OLD WOMAN... sprang to the door, followed by her LARGE BLACK CAT... howling YELLOW DOG... LONG BLACK SNAKE... FOUR BLACK BATS... and the BIG BLACK CROW... Inside the coach the TIMID YOUNG GIRL... had fainted, for under the hat of the TALL MAN... was the ghastly countenance of a GHOST...

SONG — *The 12 Days of Halloween*
On the first day of Halloween.

My true love gave to me
An owl in a dead tree.
2nd... two trick-or-treaters
3rd... three black cats
4th... four skeletons
5th... five scary spooks
6th... six goblins gobbling
7th... seven pumpkins glowing
8th... eight monsters shrieking
9th... nine bogies booing
10th... ten ghosts a-groaning
11th... eleven masks a-leering
12th... twelve bats a-flying. X

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EDITOR'S NOTEBOOK



In the August/September issue my predecessor, Jim Mackie, used his *Notebook* to reminisce about some of his more memorable experiences as editor of **The Leader**. For him it was a time for looking back with fond memories on 12 years of accomplishments. How relaxed he sounded!

For me, in my first issue, I must confess to a case of "the butterflies". When I first learned I had been selected to replace Jim as editor, I was more than a little awed by the measure of responsibility being handed to me and by the complexity of the job I was facing.

The weeks of transition since then have been somewhat comforting. At least now the butterflies are flying in formation. As I write this *Notebook* to complete the copy for the October issue, it is still not yet September 1, when I "officially" move into the editor's chair. But I do feel that I'm starting to "get the hang of it". Jim, in his wisdom and kindness, has stood close beside me in the selection, preparation and layout of this month's material. I have learned that I have remarkable support in the persons of Betty Rapkins and Michel Plant. More importantly, I have discovered from the piles of daily correspondence that you, the readership, actively support the production of a quality magazine through your contributions of material, photographs, suggestions and advice on what can be included in future issues. I sincerely hope that this will continue.

Looking to the future, I hope to learn as quickly as I can, the business

of running a magazine. One of my uppermost objectives will be to maintain the quality of the publication Jim Mackie has achieved.

At some time further down the road, I'll consider a few of my own developments but there is much to be learned before then.

To keep my mission clear before my own eyes and to share it with the readership, I thought I would include here the Canadian Leader Policy which was passed to me by the former editor.

CANADIAN LEADER POLICY

1. To help Scouters understand boys and the world as it affects the development of youth.
2. To help Scouters understand the aims and policies of Boy Scouts of Canada.
3. To help Scouters to do their job through the provision of program aids.
4. To build enthusiasm for Scouting.
5. To inform Scouters and committee personnel of national and international Scouting developments and events.

During July of this year, 600 World Scout leaders from 74 countries attended the 27th World Scout Conference in **Birmingham, England**.

The British Scout Association agreed to host the conference in England after events in Iran prevented it from being held in that country as originally planned.

Of particular interest to Canadians is the fact that **Reginald K. Groome**,

immediate past national president of Boy Scouts of Canada, was elected to the 12-man World Scout Committee.

This is truly an important recognition of Reg's longstanding involvement with Scouting, both in Canada and worldwide. A Cub and a Scout in Montreal, Reg became a King Scout before moving into an adult role which has seen him serve as section Scouter, chairman of various Montreal council committees, and president of both the Montreal council and the Quebec council before becoming national president in 1976. His international involvement has included a six year term as the only Canadian member of World Scouting's Inter-American Committee, dealing with Scouting activities in North and South America and the Caribbean. Reg will be no stranger to other members of the World Committee for he has been a Canadian delegate at six World Conferences.

When he is not Scouting, Reg manages to find the time to be chairman and president of Hilton Canada and general manager of The Queen Elizabeth Hotel, Montreal.

Having seen Reg in action chairing national council meetings, I am certain that he will make a valuable input to World Committee and World Scouting operations.

We recently received a letter from Group Scout Leader Bernard Welsh of the 1st Bromley-Pensnett Scout Group in Dudley, West Midlands, England. It seems that Bernard had got hold of an old copy of **The Leader**



World Scout Committee — (left to right, first row): Mr. Reginald K. Groome, Dr. Henning Mysager, Mr. William D. Campbell (Honorary President), Hon. S.T. Muna, Mr. Abdallah Zouaghi, Mr. Peter Hummel; (second row): Sir William Gladstone, Bt., DL (chairman), Dr. Edouard Duvigneaud (vice-chairman), Mr. Jeremiah J. Kelly, Mr. Julio Montes Taracena, Dr. Laszlo Nagy (secretary-general) and Dr. Azis Saleh.

(Aug/Sept. '78) in which we printed an appeal from a Scouter to learn how to play a game called "Scrumpling". Anxious to please, Bernard has written to us to share his version of the game, which is, according to Bernard, more properly called "Scrumper." Better late than never, here are his instructions.

Scrumper

(More popular with Cubs than with Scouts.)

One boy, the "scrumper" is sent out of the room, the rest of the pack sit cross legged in a circle, facing in, with a space between each boy. In the centre of the circle is placed the "apple", (bean bag, ball, cap, etc.). One boy is chosen to be the "farmer", his identity not being known to the scrumper of course.

The scrumper is now sent for and he has to enter the circle (orchard), steal the apple and leave the orchard by the same space that he entered, without being caught by the farmer.

If the farmer catches the scrumper, they change places and a new farmer is chosen. If the scrumper gets away without being caught, or the farmer catches him before he has touched the apple, then he has another turn as scrumper.

A lot of fun can be had if, for the last scrumper, Akela chooses ALL the boys to be farmer!

Meanwhile, Scouter Jim Chambers of Little Fort, B.C., who originally made the enquiry about the game of "Scrumpling", had researched and found this version of the game.

Scrumpling

(Equipment: — A box or hat for each relay team and one small object — a piece of sponge is good.)

Place box opposite each relay team. The leader goes from one box to another and, by sleight of hand, places the object under one of them. On word "Go", the first in each team runs to his box, grabs object (if it is there) and runs back to his team. The other runners, who did not find the object under their boxes, must catch the one with the object before he reaches his team. Repeat until everyone has had a turn.

Scoring: Give a point to the team for bringing the object back safely, or a point to the team for tagging the runner before he gets back to his team.

If you have another version of this game, or you'd like to share any other game with us which has proved popular with your group, then we'd be

pleased to hear from you, and perhaps include it in the "Games" section of our cut-out pages.

The following photograph was obtained from *The Windsor Star*, Ontario. It depicts a ceremony which took place at the centre of the Ambassador Bridge between Canada and the U.S., on July 4. Canadian Cubs, Scouts and Girl Guides marched to the centre of the bridge to meet their U.S. counterparts for an exchange of greetings and national flags. The 30 Canadian boys and girls and 50 American Scouts were taking part in the Freedom Festival symbolizing the continuing friendships between the two countries. After the exchange they walked among each other, shaking the hands of their counterparts from across the border.



Further news comes from the World Scouting NEWSLETTER.

Thanks to "Operation Tiger", an international conservation campaign launched by the World Wildlife Fund and supported by the World Organization of the Scout Movement, the tiger is now flourishing in the special reserves of several countries. The president of the World Wildlife Fund spoke to the "International Symposium of the Tiger" on February 22 announcing that "Operation Tiger" had raised \$1.8 million. Scouts participated (and won most of the prizes) in a contest for drawings of the tiger and other animals from Kipling's *Jungle Book*. The best drawings were then used on stamps which Scouts

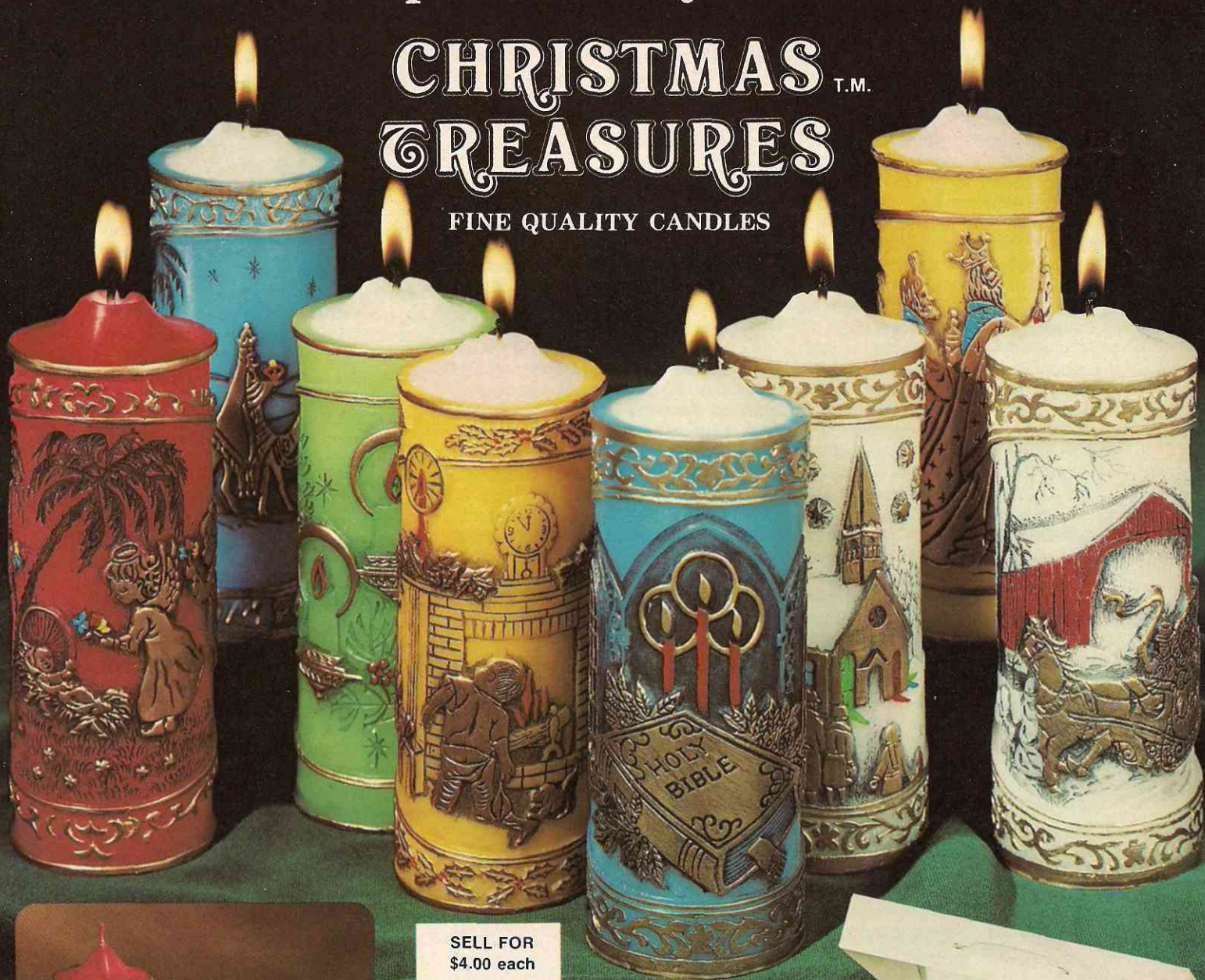
sold around the world.

From the **United Kingdom** — Faced with the problem of finding ever more stolen automobiles, the police of Bristol decided to call upon the Scouts. Ten constables worked with Scout leaders to organize the search. 168 Scouts from 17 troops assembled in full uniform. They were instructed to approach only vehicles that were stationary and unattended to avoid actually confronting a car thief. Working from a list of 54 vehicles stolen the previous week, the Scouts found two of them by 4 p.m. The police were impressed with the rapid result and one said: "We were extremely pleased with the help and cooperation we got. The Scouts were tremendously enthusiastic" ... From **Scotland**, the newest idea for a sponsored activity to raise funds comes from the 2nd Kincardineshire Group at Banchory — a sponsored walk on stilts. Wood and nails for the stilts were donated and each Cub and Scout made his own pair of stilts. They then took the stilts home to decorate them and practise stilt-walking. Each walker obtained "sponsors" who promised to pay 1/4p for each yard he successfully walked without falling on a 100 yard course. The Group leader got many friends to sponsor him at 1p per yard (because there was more of him to fall), completed the 100 yards and earned £40 for group funds. In addition to the sponsored walk, there were also games and races on stilts ... And from the **U.S.A.**, comes the Tale of a Tasty Race in Okeechobee, Florida. The Webelos Pack 480 easily won a Critter Crawl Race with its centipede called Twinkle Toes. The victory wasn't due to Twinkle Toes' extra leg power, however. While the centipede crawled steadily toward the finish line, Pack 480's other entry, a chameleon called Leapin' Lizard, calmly sat in the centre of the circle gobbling up all the other contestants! ... Five international organizations have joined forces to share information concerning emergency situations in order to improve coordination during disaster relief operations. A 42-page handbook called *When disaster strikes and help is needed* has been published for national leaders to help them coordinate services. The handbook may be obtained from the League of Red Cross Societies (C.P. 276, 1211 Geneva 19, **Switzerland**) for 20.-Swiss francs. French and Spanish translations are in preparation. A

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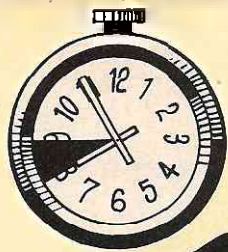
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SCOUTER'S 5 MINUTES & SONGS



13 STEPS TO BUILD A CAMPFIRE

1. Split dead limb into fragments and shave one fragment into slivers.
2. Bandage left thumb.
3. Chop other fragments into smaller fragments.
4. Bandage left foot.
5. Make a structure of slivers (including those embedded in the hand).
6. Light match.
7. Light match.
8. Repeat "A Scout is cheerful" and light match.
9. Apply match to slivers, add wood fragments, and blow gently into base of flames.
10. Apply burn ointment to nose.
11. When fire is burning, collect more wood.
12. When fire is burning well, add all remaining firewood.
13. After thunderstorm has passed, repeat the above steps.
— *author unknown.*

Life is a grindstone. Whether it grinds a man down or polishes him depends upon the stuff he is made of.

— *Our thanks to Jack Dalton of Montreal.*

RECIPE FOR PRESERVING CHILDREN

Take one large grassy field;
One half-dozen children and two or three small dogs;
A pinch of brook and some pebbles.
Mix well the children and the dogs together;
Put them into the field, stirring constantly.
Pour the brook over the pebbles
And sprinkle the field with flowers;
Spread over all a deep blue sky
And bake in the hot sun.
When brown, remove and set away
To cool in a bathtub.

— *from Lidia Tromp, 6th Wolf Cub Pack, Big Creek District, Tillsonburg, Ontario.*

LOST AND FOUND BOX

(Tune: *In the Shade of the Old Apple Tree*)

Out at camp in the Lost & Found box,
There is always a stiff pair of socks,
A comic or two,
A toothbrush of blue
And a fine old collection of rocks.
There's a Cub belt, three hats and a tie
And an apple that's getting quite dry.
There's some pants without knees
And a hive full of bees,
Out at camp in the Lost & Found box.

Out at camp in the Lost & Found box,
There's a padlock that no longer locks,
A cracked porridge bowl
And a boot with a hole
And three thistles without any stalks.
There's a spoon that is almost decayed
From the coffee the Camp Chief had made.
There's a soap dish and towel,
Rubber boots without sole,
Out at camp in the Lost & Found box.

Out at camp in the Lost & Found box,
There are many surprises and shocks.
There's a sheet from a bed,
And a snake that's not dead,
And a couple of alphabet blocks.
There's a mitten without any thumb
And some Cub shorts all stuck up with gum.
On the flagpole we'll raise
Akela's P-J's,
That were there in the Lost & Found box.

ROW YOUR BOAT (A round song)

Row, row, row your boat,
Gently down the stream;
Merrily, merrily, merrily, merrily;
Life is but a dream.

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THAT DREAM CAME TRUE

(Tune: *I've Been Working on the Railroad*)

I was dreaming of a campfire
 Burning clear and bright,
 Dreaming stars were out above me
 Upon a summer night.
 I was dreaming that my comrades
 All were dreaming with me too,
 When I woke and looked around me,
 Say that dream came true.

IT'S GREAT FUN

(Tune: *Tipperary*)

It is great fun to join a Cub pack,
 It is great fun you bet,
 For the Cub gang leads to the Scout gang,
 On your mark boys, now get set;
 Hurrah for Akela, hi-ki, hi-ki, hi,
 It is great fun to join a Cub pack,
 Hi-ki, hi-ki, hi.

I'VE GOT SIXPENCE

I've got sixpence, jolly, jolly sixpence.
 I've got sixpence to last me all my life.
 I've got tuppence to spend and tuppence to lend
 And tuppence to take home to my wife.
 Poor wife!

No cares have I to grieve me,
 No pretty little girls to deceive me,
 I'm as happy as a lark, believe me,
 When I go rolling, rolling home.

Rolling home, rolling home,
 By the light of the silvery mo-oo-on.
 Happy is the day
 When the sailor gets his pay
 And he goes rolling, rolling home.

TO AUTUMN

Season of mists and mellow fruitfulness!
 Close bosom-friend of the maturing sun;
 Conspiring with him how to load and bless
 With fruit the vines that round the thatch-
 eaves run;
 To bend with apples the moss'd cottage-trees,
 And fill all fruit with ripeness to the core;
 To swell the gourd, and plump the hazel shells
 With a sweet kernel; to set budding more,
 And still more, later flowers for the bees,
 Until they think warm days will never cease,
 For Summer has o'er-brimm'd their clammy
 cells.

Who hath not seen thee oft amid thy store?
 Sometimes whoever seeks abroad may find
 Thee sitting careless on a granary floor,
 Thy hair soft-lifted by the winnowing wind;
 Or on a half-reap'd furrow sound asleep,
 Drowsed with the fume of poppies, while thy
 hook

Spares the next swath and all its twined
 flowers;

And sometimes like a gleaner thou dost keep
 Steady thy laden head across a brook;
 Or by a cider-press, with patient look,
 Thou watchest the last oozings hours by
 hours.

Where are the songs of Spring? Ay, where are
 they?

Think not of them, thou has thy music too,
 While barred clouds bloom the soft-dying day,
 And touch the stubble-plains with rosy hue;
 Then in a wailful choir the small gnats mourn
 Among the river sallows, borne aloft
 Or sinking as the light wind lives or dies;
 And full-grown lambs loud bleat from hilly
 bourn;

Hedge-crickets sing; and now with treble soft
 The redbreast whistles from a garden-croft;
 And gathering swallows twitter in the skies.

John Keats 1795-1821



The following material was extracted from *Rovering*, a newsletter published by Rovers in Cambridge, Ontario.
A WELCOME TO THE "NEW GUY" IN THE CREW

I pose a question to older Rovers . . . Have you ever stopped to wonder whatever became of all those guys who, for one reason or another, have passed out of the crew? I'm not referring to the ones whose beards turned grey with age, or whose sons became old enough to join Beavers. I'm talking about those who came in at eighteen or nineteen, stayed for a year or less (probably not becoming invested) and then moved on to "other things" . . . why? . . .

Those common reasons seem to hold little water when we have lots of active members who attend college, get jobs, get married, and have social lives outside the crew. Even though Scouting in general and Rovering in particular is not everybody's cup of tea, it seems to me that these crew dropouts are not really interested in the Rovering in their crew and are looking for the unquestionable excuse to leave . . . Certainly, *circumstances change* during the time the fellow is with the crew, but my guess is that the fellow will stay with the crew if he's turned-on the right way, at the beginning, and not sold a phoney bill of goods.

How many of us evade the uniform question with statements such as "Don't worry about it, we hardly ever wear it", or "It really doesn't matter at this stage", or "Sorry, we have to, once-in-a-while". As soon as an apparent objection comes up, such as uniform, it should be dealt with immediately and honestly. We are a uniformed organization and one of the conditions of membership is wearing the uniform neatly and correctly. Remember, those who belong to Scouting have accepted a high set of ideals to work for, and the uniform identifies members of Scouting. It also tells something about our world-wide brotherhood of over 15 million, that breaks down man's barriers of race, colour and creed. By wearing the uniform, therefore, it not only instills pride within the Movement, . . .

Do we allow the new member voting privileges? In many crews, squires are not allowed a vote and goodness only knows how long he remains a squire. Remember, if the new fellow can't have a chance to decide on the program he isn't going to hang around very long . . .

Here are some things that might ensure your keeping that new guy:

1. Ask him occasionally if he is enjoying the activities;
2. Ask him how close he is to being invested;
3. Ask him if there's anything he doesn't like and if there is, take steps to correct it;
4. Introduce him to Rovering jobs beyond the crew, such as: round tables, junior sections, Scouters' clubs, district events, moot committees, community service, group committees;
5. Invite his suggestions for a specific program activity;
6. Talk to him about questions;
7. Counsel him about his future plans regarding career, hobbies, marriage, family;
8. Encourage him to bring in his best friend;
9. Try to eliminate any conflict he may have with other crew members.

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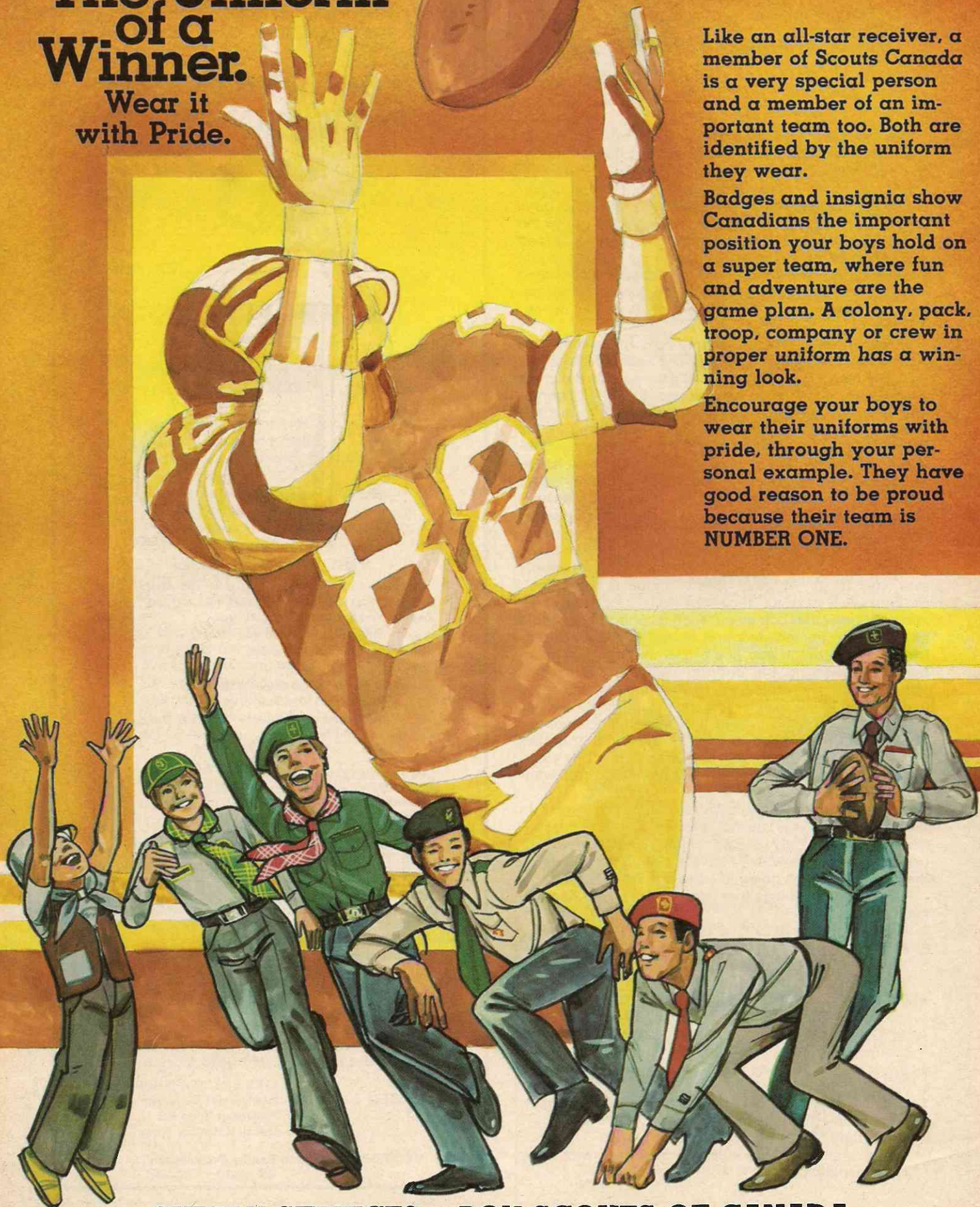
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