

FEBRUARY 1980 VOLUME 10, NUMBER 6

the leader





BOY SCOUTS OF CANADA TRUST

by L.H. Nicholson

It is now three years since our Trust was established and two years since I reported on our organization and plans in a **Leader** item. Perhaps it is time to bring readers up-to-date on our progress.

First a reminder on organization. Members of the Trust are The Honorary President, The Honorary Vice-Presidents, The President and The Past President, Boy Scouts of Canada, National Council, a total of some eighteen people. From this group a Board of Directors is selected. Composition of the present Board is:—

J. Lawrence Dampier
L.H. Nicholson
David A. Purves

Ian Roberts
John W. Sharp
Donald A. Thompson

While a National Corporation, the Trust is designed to serve Scouting throughout Canada. Its precise function is to support special Scout purposes or projects which are "not within the normal field of operations". To that end it must develop a dependable and regular income and do so without interfering significantly with other Scout fund-raising programs. Its success therefore, will be measured in terms of its income and that, in turn, depends on country-wide support. The particular wishes of donors or testators will always be respected.

The Board has spent much time clarifying our position under the Income Tax Act, particularly the provision that requires us to expend a large proportion of our income in the year of receipt *unless special conditions are attached or apply to the gift*. While this question was being studied we held up active promotion. Now having established how we may best meet both the requirements of the Act and the objectives of the Trust we have resumed promotion, though on a modest scale and directed, for the most part, to the Scout fraternity and friends of Scouting.

We are already aware of substantial bequests established in our favour and sufficient donations have reached us to allow four grants to be made. One grant went to the Northwest Territories Council to help meet the cost of translating Scout publications from English to Indian and Inuit, another to the North Saskatchewan Region to assist in financing the training of new leaders from isolated northern settlements, a third to the Greater Toronto Region to support production of a film designed to promote Scouting in a large ethnic community.

While a fourth went to the Newfoundland — Labrador Council also to assist in the training of leaders from isolated northern communities. These are but samples of the sort of work we hope to expand on.

While gifts in cash are sought and welcomed so that we may give immediate help to worthy current projects, we feel that, in the long term, bequests may prove to be our greatest source of strength. Is it too much to ask that every friend of Scouting who is able to do so, include an item in favour of the Trust in his or her will?

Although Members and Directors have a primary responsibility for operating the Trust, we must look to the Canada-wide Scout family for support and we already have examples of how helpful that support may be. In one case, the friend of an aging, wealthy farmer with no relatives worried about what would happen to his estate when he died, and mentioned this worry to a Scouter. The Scouter discreetly suggested that the Boy Scout Trust be considered as a recipient and that suggestion is now under serious study. In another case a well-known Scout Executive, while travelling in the north, met a gentleman at an important gathering and later found himself seated beside that gentleman on the flight south. In a friendly conversation it developed that the gentleman was concerned about the disposition of a large estate soon coming under his control. Again, the Trust was suggested as a worthy instrument and again the suggestion was taken under active consideration.

If all persons in any way connected with Scouting whether active, retired or honorary, would capitalize on openings such as these two, the Trust will grow and add real back-up strength to our Movement. The Board is optimistic and confident that this sort of support will be forthcoming. A

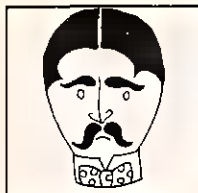


L.H. Nicholson is a former deputy chief Scout and, as honorary president of Boy Scouts of Canada, is a member of the Board of Directors of Boy Scouts of Canada Trust and its first chairman.

the leader

The Canadian Leader Magazine

FEBRUARY 1980 VOLUME 10, NUMBER 6



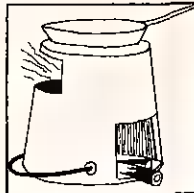
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R.C. BUTCHER
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Advertising



COVER

Our cover this month shows the Chief Scout, His Excellency the Right Honourable Edward R. Schreyer, C.C., C.M.M., Governor General of Canada awarding Cub Kenneth Frederick Argue the Jack Cornwell Decoration for courage and determination to do his best despite suffering physical and mental pain and a severe health handicap. More about the ceremony appears on pages 34-35.

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

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ISSN 0036-9462

supply services news

by Bill Johnson

If you have been trying to buy a Scout or leader windbreaker and found them unavailable at your local Scout shop or dealer, it is because we are preparing to introduce a brand new garment. The **new Scout and leader jackets** will be the same top quality as the new Cub windbreaker and designed right up to date. Watch future issues of **The Leader** for announcements.

In our quarter page ad this month we introduce a **new knife**. New to us that is, but not to the world of good knife users. The Swiss army knife has an outstanding reputation all over the world. Made by Victorinox, reputed to be the most modern and advanced pocket knife factory in the world, this knife represents the utmost in efficiency and precision manufacturing. We are proud to put our Scout logo on this product.

It always hurts to see prices going up and up but Abe Zemel, our Director of Purchasing, has just presented some figures that might make it a little easier to swallow. Our leader's shirt, at \$16.75, compares to the Boy Scouts of America's \$24.50 and the United Kingdom's \$23.75. Leaders' trousers are \$18.95 compared to \$23.95 in the U.S. and \$35.60 in the U.K. Scout shirts in the U.S. have no collar and no epaulettes and sell for \$12.80 while ours are \$13.75. The U.K. price is \$16.50. Boy's trousers are \$15.95 in Canada, \$17.25 in the U.S. and \$27.20 in England. All figures have been converted to Canadian funds. All this probably won't impress anyone but I found it rather interesting.

Our first CJ'81 item is now in circulation. **The CJ'81 Decal**, 3" square is now available. Cat. No. 26-417 at 35¢ each. These colourful decals are ideal for windows, briefcases, books or any place that will let everyone know that CJ'81 is not far away and it is time to plan. X

Do you have particular memories of your own childhood Easters? Among mine is a magnificent chocolate egg, received from an aunt when I was quite small. It was decorated with crystallized violets, pink roses and elegant curlicues of confectioners' icing and I thought it the most dazzlingly sophisticated thing I'd ever owned. I couldn't bear to eat it and sat gazing at it for weeks until a more practical older friend gave it a crack and dislodged a couple of sample mouthfuls. After that it soon disappeared.

By the same token, my 'teen-aged son still recalls the outrage he felt at the age of six or seven, when a small visiting cousin mistakenly headed for home with not only his own clutch of Easter gifts and eggs, but all Dan's as well.

One way or another, it is a memorable time for children, particularly for the younger ones, and with Easter Sunday falling on April 6 this year, it isn't too soon to be thinking about suitable crafts with an Easter theme. And so, with all age groups in mind but especially to provide fun and happy memories for younger boys, here are a few seasonable suggestions.

Decorating boiled eggs

For the youngest lads, boil a batch of eggs for ten minutes and decorate with paints, felt pens or crayons and assorted scraps from your "make it" box. The possibilities based on an egg shape are limitless. Faces are an obvious choice as they lend themselves to both the shape and colour of the shell. Hair can be added, using wool, wood shavings or paper curls. Collars made from simple rings of cardboard can serve to anchor your characters while the decorating takes place.

A whole family produced this way might be fun for Beavers. Let the boys choose from grandpa, grandma, mom, dad, big sister, little sister, brothers, aunts, uncles, cousins, etc. When the family is complete they could discuss what names and characteristics to give each member (giggly sister Amy, kindly grandma, strict Uncle Bob, etc.) Maybe they could then make up a simple play based on a typical family gathering, such as "Auntie Chrissie's Wedding Day" or "When Naughty Cousin Tim Came To Stay".

An animal collection can be created by adding four matchstick legs poked lightly through the shell. Paper ears can be attached, together with glued on mouse whiskers, elephant trunks, piggish snouts and assorted tails.

Or, while the initial boiling takes place, why not experiment with different colours produced by adding materials from nature? I have achieved interesting greenish marbled patterns by wrapping eggs in onion skins and then boiling them. Why not see what happens if you add birch bark or berries or beetroot to the water?

Egg blowing

Here's an ancient craft that is much easier than you might imagine. I've tried it myself and it does work. You will need fresh eggs, a large needle and a bowl.

First shake the egg to loosen the contents. Then pierce a hole in the centre of the wide end. Gently widen this hole with the needle tip until it is about 3 mm in diameter. Now lightly poke about inside so that the needle point pierces the yolk and mixes it slightly with the egg white. Holding the egg over the bowl, turn it up the other way and pierce a smaller hole at the opposite end. By blowing gently through this hole, the contents will pour out of the larger hole into the bowl.

Make It a Mem

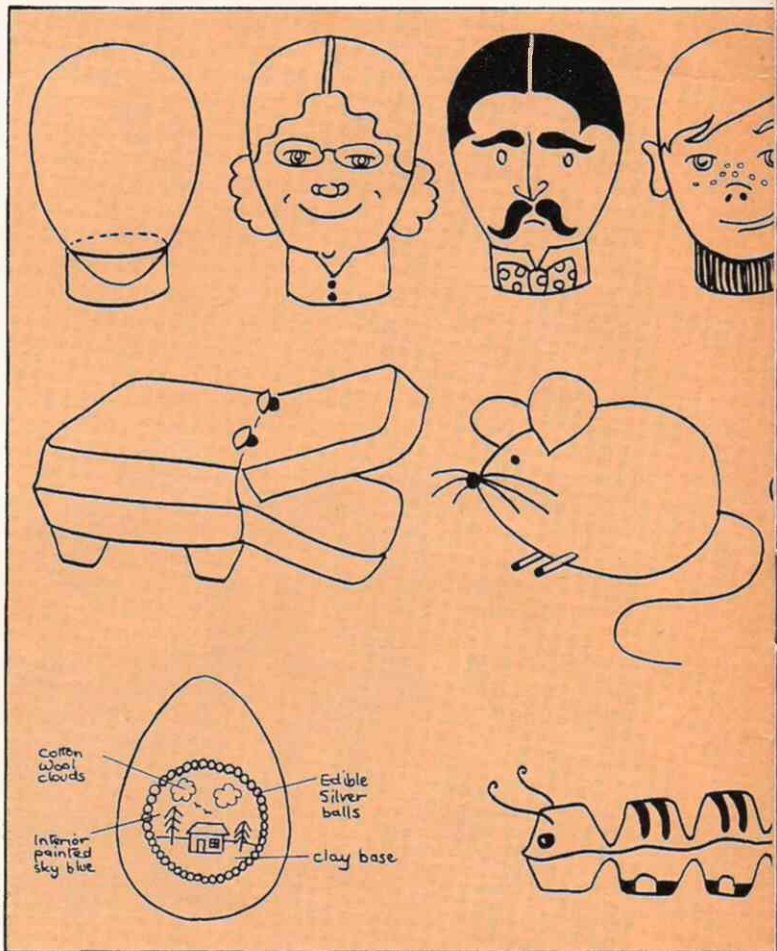
by Betty Rapkins

Decorating eggs — Fabergé-style

Once the shell is emptied it should be rinsed carefully in cold water and dried. You now have what must surely be one of nature's most beautiful objects, to decorate in all kinds of ways. It could be sprayed gold and simply left as it is. Or a clutch of golden eggs could be placed in a nest made by your boys from twigs and bits of moss. This would go well, for the youngest lads, with a reading of "The Goose That Laid The Golden Eggs".

Older, more deft boys could create wonderful Fabergé-type works of art by carefully snipping a "window" out of the side of the empty shell and decorating the inside. I've seen these with the broad end packed with clay. Into the clay were poked tiny trees and a little painted wooden house no bigger than a fingernail. With a little dexterity, the inside walls could be painted blue to represent sky with puffs of white cotton wool glued into place as clouds. A seascape, complete with tiny ship would look good too.

Real Fabergé eggs were often covered on the outside with jewels and enamel but your boys could produce very beautiful effects with shiny paints, velvet ribbons, gold braids and glue-on "gems". Imagination's the thing — for example why not buy some of those little edible



Memorable Easter

silver balls used for cake decoration and glue masses of them all over the outside of the egg? Or just pattern it with double or single rows or little clusters?

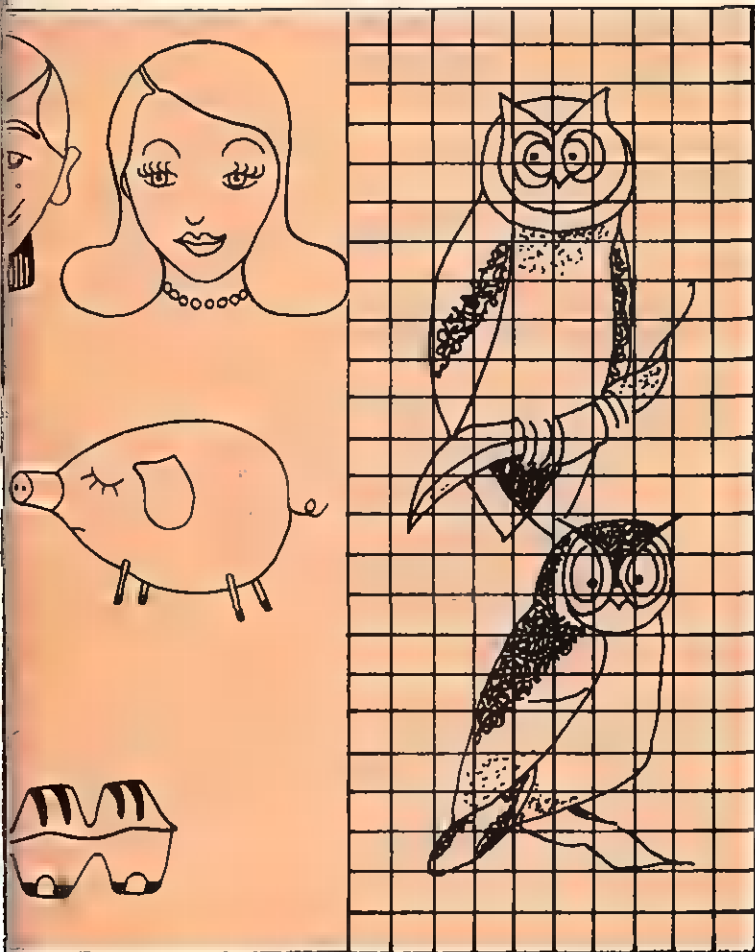
There is something especially magical in holding a tiny fragile work of art and then noticing it has an even tinier work of art inside.

An egg carton zoo

If the above sounds a bit too delicate for your current mob, here's a simple idea using all the egg cartons you can muster, especially the kind made from cardboard. You will also need poster paints, glue, coloured card and perhaps coloured gummed paper.

If you stop for a moment and really study an egg carton you will see that it lends itself to all kinds of animal shapes. The smooth top section, for instance, if hinged in the middle, might suggest a hippopotamus. Add another smooth lid for the underside, again with the head end hinged to form the jaws, and make four feet from individual sections from the moulded half of a box. Ears and a tail can be cut out from coloured card and attached and the eyes can either be simple dots or could be made from two more moulded single sections glued to the head end.

Turning a complete carton upsidedown and adding a head can make it into a turtle, or an alligator if a tapered



tail is added. Painted green, with black patches on the back "Myrtle the turtle" — or for that matter "Ali the 'gator" becomes a character to be reckoned with!

A long strip of the individual moulded sections suggests quite a realistic caterpillar, especially if a similar row of sections is attached underneath and some spots and stripes added along his back.

See what other ideas your boys can come up with, and then maybe arrange a conducted tour of your "zoo" complete with running commentary.

An owl mosaic

Finally, to use up all those egg shells that got broken creating earlier efforts, why not suggest egg shell mosaic to your boys? From our resource file comes *Crafts and More Crafts*, a booklet produced by S.C. Johnson & Son Ltd. (see our Resource File article in the August/September '79 issue of **The Leader**). In this booklet is an owl mosaic using the following materials:

12 white eggshells Food colouring
Two pumpkin seeds White glue
Two 24" lengths of picture molding
¼ yard adhesive-backed burlap
Cotton-tipped swabs or toothpicks (for spreading glue)
2 yards black soutache braid
4 paste-on eyes
Soft artist's brush
Future floor finish
Johnson Paste Wax
Masonite board (10" x 24")

Here's how to set about it:

1. Remove inner membrane from eggshells. Follow instructions on food colouring package to dye three shells yellow, three orange and three light brown. (Three shells will not be dyed.) Let shells dry thoroughly.
2. Use brown food colouring to stain picture molding a light walnut colour. Let dry. Apply several light coats of Johnson Paste Wax, buffing after each coat.
3. Glue molding to sides of Masonite board. Cut burlap wide enough to fit flush between moldings and two inches longer than the Masonite backing to allow a one inch overlap at both top and bottom. Remove protective backing from burlap and carefully apply it to Masonite board. Smooth out the burlap, folding over the ends and securing them to back of the board.
4. Lightly sketch owl outlines (see illustration) on burlap; then glue black and gold braids to form borders.
5. Crush eggshells. Beginning at top of owl, glue individual shell pieces to burlap, overlapping them to create a feathered effect. The shell chips will be shaded differently on their convex and concave sides, so arrange them to achieve the best blending of colours.
6. After all shells have been glued in place, attach eyes and pumpkin seed beaks. Allow to dry for 24 hours.
7. Finish the mosaic by carefully brushing several thin coats of Future floor finish over the eggshells using a soft artist's brush. Start with white shells and proceed to darker ones to avoid dye transfer from dark onto light. Allow to dry between applications of floor finish.

Note: It is important to have a stiff protective backing material and to plan the design and colour shading of materials to be used in advance. Skilled mosaic artists may work without a pattern but the novice will want to trace the desired forms on the background and work with a pattern.

So now is the time to start collecting used egg shells, cartons and other colourful odds and ends for a fun-filled and memorable Easter session. X



Operation: Rescue Akela

by Fred Fishell with the help of
Marion Knights and Marg McLeod

Do you have trouble arranging transportation for outings? Are you suffering from the end of winter blues and out of ideas? Here is an area event that requires no transportation and may help to stimulate everyone's imagination and sense of adventure. This event is run by you, in your own neighbourhood, on any day in May or June that is convenient for you. The outline is here; the story is here; all you need are the Cubs, *The Cub Book*, a little imagination and some willing parents, group committee members or friends.

During the event, the boys can work as a full pack or in sixes, depending on the number of separate circuits that you can arrange. The boys will start at any given meeting place. There they will be told that Akela is missing and how to find him/her. They will be given clues and will go from house to house as directed. They may use their handbook whenever necessary. Get the parents and group committee into the spirit of the hunt so they can continue the story as the boys appear at each house.

When they finally rescue Akela there should be a celebration. Hot chocolate and doughnuts or whatever you want. If you are planning a cookout, maybe this would be one way of working up to it.

Statement to the Pack

At 3.17 this morning a bright light, accompanied by an eerie high-pitched whine, was seen and heard by Akela's neighbours. They also heard some muffled shouts and sounds of a struggle. At 3.22 they heard something that sounded like a heavy door slamming, the whine increased in intensity, there was a loud bang which broke a number of windows and then all was quiet. When the neighbours investigated in Akela's backyard, they found a large circle of burned grass about 4.73 meters in diameter. They knocked on the door of Akela's house without getting any answer. They tried the door, found it unlocked and went in. Everything appeared in order except in the bedroom which showed signs of a struggle and of hurried packing. In the bathroom they found a note hastily scrawled in toothpaste on the mirror. It read: "THEY GOT ME. HELP. CALL OUT THE CUB PACK. ONLY THEY CAN RESCUE ME. HAVE THEM GO TO (address of first house) AND GET ON MY TRAIL. Signed AKELA." (Give the boys a copy of the message.)

First House: The person at this house should act suspicious. He, or she, should listen to the Cubs' story, carefully examine their uniforms and then declare that mysterious creatures from outer space could surely disguise themselves as Cubs.

"If you really are Cubs, let me hear you give the Cub Promise."

He then grudgingly concedes that he is somewhat satisfied and asks the Cubs to give the Grand Howl, just to be on the safe side. At this point, being satisfied with the pack's identity, they will receive a card certifying that they really are Cubs out to help the missing Akela and giving directions (see map A as an example) on how to get to the house of Professor Beutelgeuse, the great expert on outer space, its inhabitants and their customs, who just happens to live nearby.

Second House: The professor will listen to their story and will ask for the Cubs' help. He will tell them that he knows Akela and that Akela had told him of his/her suspicions about being under observation by alien creatures. All Akela has said is that their home constellation can be identified with the help of *The Cub Book*.

First, find the star chart of the northern summer sky, observer facing north. Now find the star Altair and the star Castor in the constellation Gemini and draw a line between them. Next find the star Vega in the constellation Lyra and draw a line from it to the middle star of the constellation Perseus. The Cubs will find that the two lines will cross at the middle star of the constellation CASSIOPEIA. The professor will quickly consult a reference text and tell them that the following is known about the inhabitants of this star:

1. They can assume any shape they want BUT they can always be identified by a large purple spot in the middle of their back, regardless of what shape they assume or clothes they may wear.
2. They will not shake hands with their left hand. Never. Also, when away from home they must spend part of each day lounging around in an open space such as a park or school yard.

The professor says "I will direct you to such a space nearby. First look at the back of anybody standing around. If you don't see any purple spots go and give a Cub handshake to anyone sitting down and hiding his back. If somebody refuses to shake but gets up and walks away, you know that he is one of them. Don't rush him. He will be armed and dangerous. Instead, follow him at a distance. We know that Cassiopeians, when disturbed in their daily airings, will leave a note somewhere near-

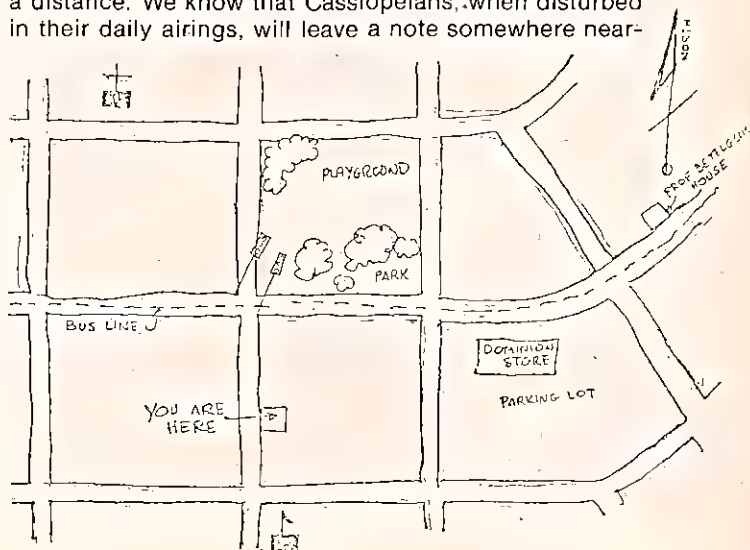


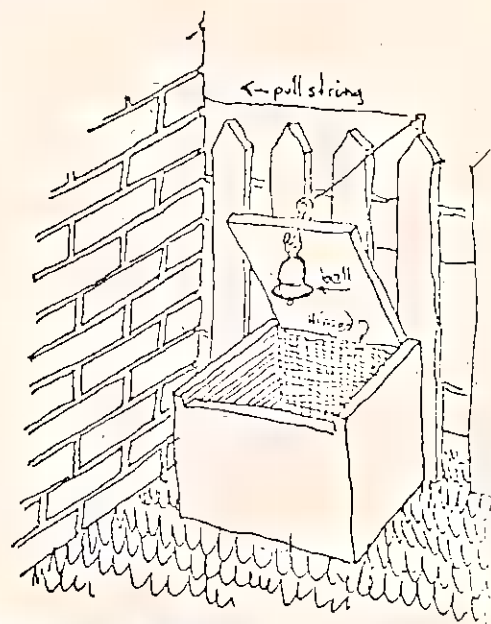
FIG. A

The boys should be given a written (block letter) summary of this to make sure they remember everything. The professor will also issue fake purple patches so that they can disguise themselves as aliens (cardboard circles and safety pins).

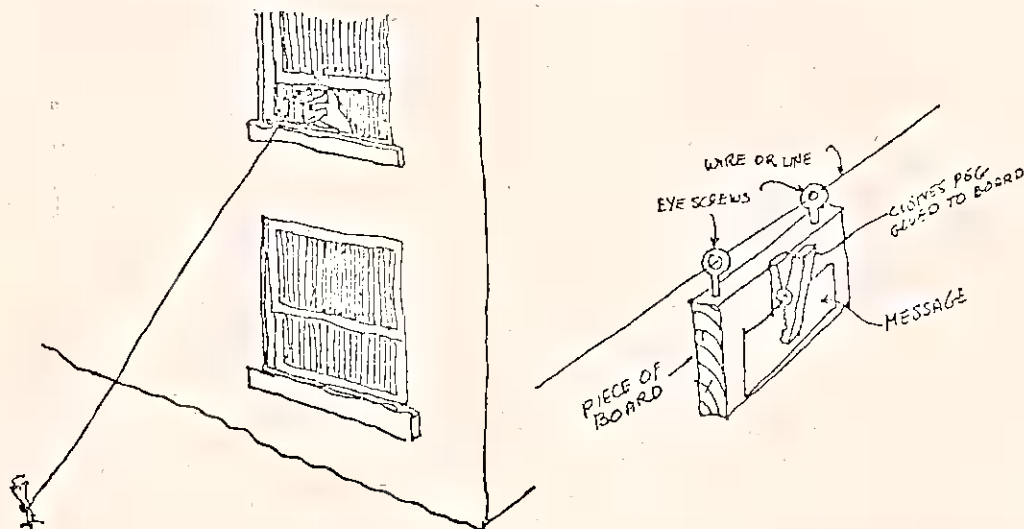
When they get to the park, make sure that there are several people around who are lying, sitting or standing and leaning so that their backs are hidden. The stranger with the purple spot should glare menacingly and keep reaching into purse or pocket as if for a weapon — maybe even draw one — to make sure that the Cubs keep their distance. He can even “shoot” one of the “innocent by-

The note will say: Around the next corner (the one around which the alien will have disappeared) I will lay a trail of arrows (preferably purple but in whatever coloured chalk or crayon is available) to one of our hide-outs. There will be a large X on the sidewalk in front of the house. In the front yard you will find a roped-off area. Whatever you do, don't climb over the ropes — there is a deadly ray trained on that spot. Inside the roped-off area there will be a garbage can or waste paper basket. Just outside there will be a chair with a stack of papers on it. Fold paper darts and launch them at the can BUT WITHOUT CROSSING THE ROPE. When a dart lands in the can, you will get a message with your next clue.

Third house: It is hoped that the occupants of the house can rig up some box with a hinged lid which is opened by means of a string or fishing line or can drop a weighted envelope from a second floor window, or can let it run down a line, as soon as the dart lands in the can. (See figure B for samples.)



BOX CONTAINING MESSAGE OPENS, BELL RINGS.



MESSAGE CAPSULE RUNS ALONG WIRE FROM 20 FLOOR WINDOW SASH TO PEG.

This message will tell them that the information they (the Cassiopeians) have been gathering about the planet Earth is required at the science headquarters of the Cassiopeian expedition. The Cubs, disguised as Cassiopeians, will be shown pictures of animals, birds and/or leaves, which they must identify. (See figure C.) The directions for finding the headquarters will be in the form of a compass trail. (See figure D.) The map will direct them to start at a large (purple) X on the sidewalk in front of the house, from where they will be given simple compass bearings to the next point: say north-east to a fire hydrant, due east to a mailbox, east-north-east to a telephone pole and from there due south to the front door of the headquarters.

Fourth house: After they complete the identification (figure C), they will be accepted as *bona-fide* aliens and will be given their next job. The Cubs will be told that there is a renegade Cassiopeian around who wants to help their prisoner (Akela) escape and whom they should capture before he can contact a group of Earthlings who the Cassiopeians know are trying to rescue Akela. The Cubs are given a description of this renegade — perhaps that he is wearing a Scout beret with a cardboard *fleur-de-lis* pinned to it, has an orange pack on his back and is carrying a cane with a red ribbon tied around the middle.

This man will be standing next to a mail box. They are told that he is a deaf-mute and cannot read or write. They will know that they have found him because, when someone taps him on the left shoulder, he answers by twiddling his thumbs. He must be found and destroyed because if the Earthlings were to find him first and spell "AKELA" out to him in deaf-mute language, he would let them have a note from their prisoner.

When the Cubs find him and establish contact with him, he will hand them a note in which Akela has written that before they moved him to a new hiding place, he managed to perforate the fuel tank of the Cassiopeian space ship, so that the fuel will spill out. The fuel cannot be replaced on Earth and the space-craft is helpless without it. If the Cubs will follow the trail and collect ALL the spilled fuel, Akela is sure that the aliens will release him in exchange for the fuel. If the Cubs spell out "PROPELLANT" in semaphore for the renegade, he will show them what the fuel looks like and where the trail starts. The trail can be laid with pieces of purple cardboard, painted wood or coloured wool tied to trees, fences, etc., the renegade even supplying green garbage bags or shopping bags for gathering the trail markers.

Fifth house: When they arrive at the house at the end of the trail WITH ENOUGH FUEL to satisfy the aliens, they negotiate Akela's release and the feast begins. X

FIG. C

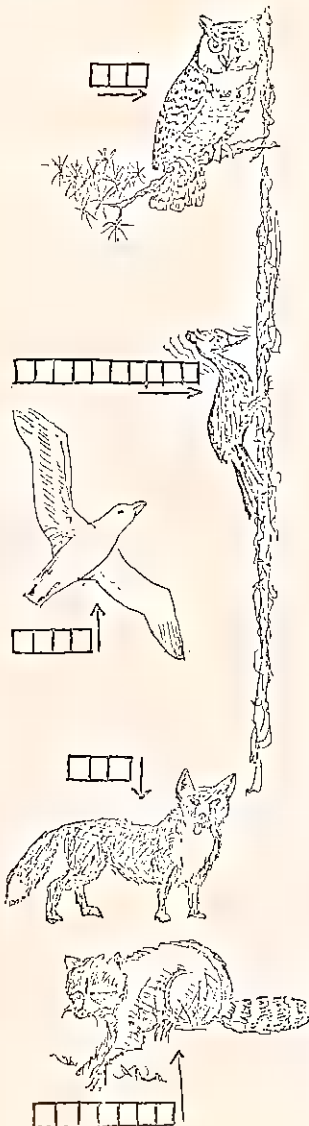
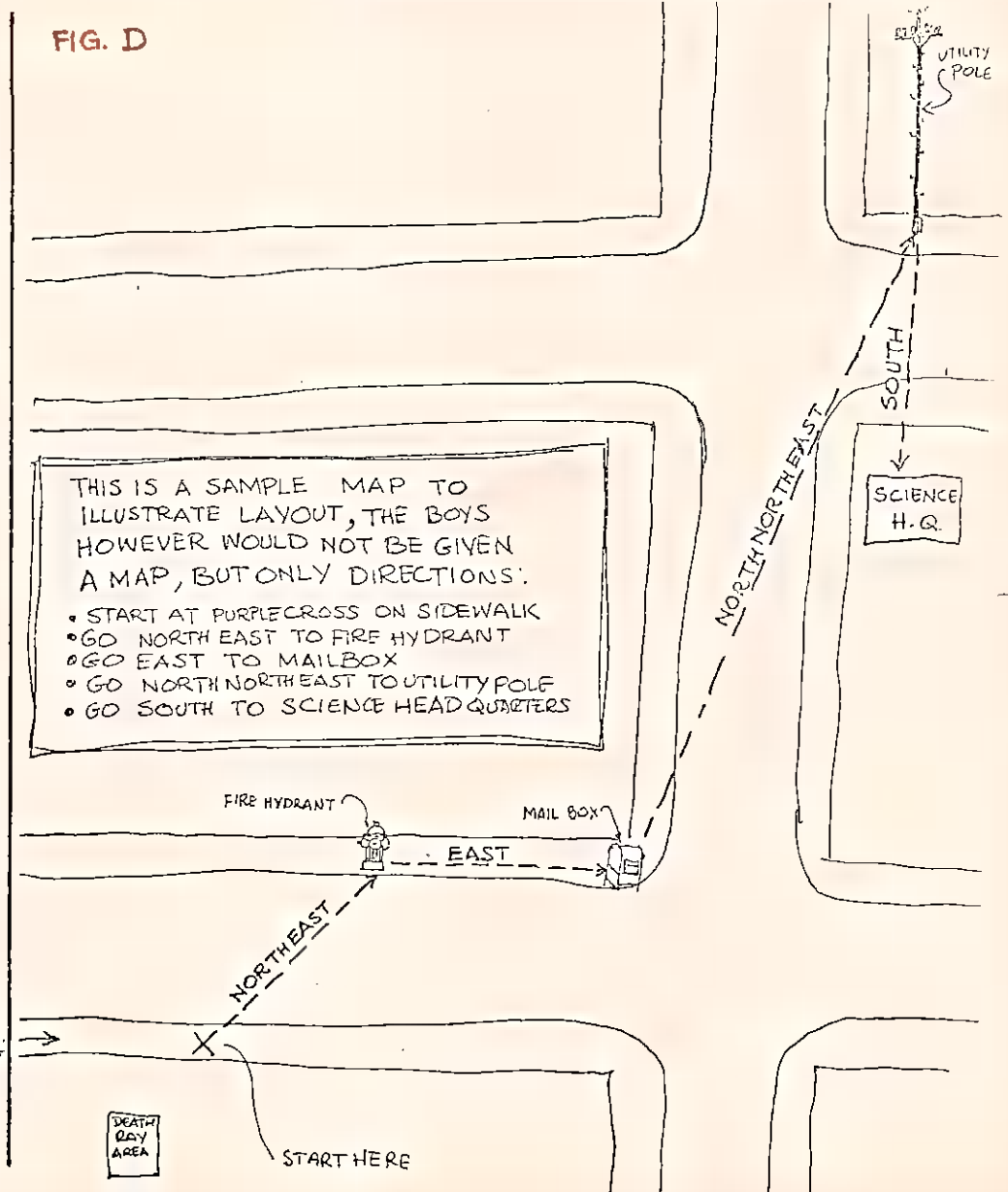


FIG. D



paksat

by Carl Lemieux

International Year of the Child came to an end on December 31, 1979; however, every year in Scouting is a year of the child. This past year has seen many projects dealing with this topic, and I would like to share an event that provided an opportunity for boys of Wolf Cub age to get to know their peers among our native Indian population.

"Quadrohicta" (Indian name for "get together") was the theme of a joint Cub camp conducted by the Niagara District at the Niagara Falls City Grassy Brook Park. The Indian Cultural Centre and local Scouters planned the event. On the Saturday morning Indian boys demonstrated their handicrafts to all Wolf Cubs, with the latter eventually making their own money pouches. This was followed by Cub crafts demonstrated to their counterparts.

The afternoon saw a "games exchange". The Indian boys demonstrated their traditional games and had our Wolf Cubs join them. The latter then invited the Indian guests to join them in their Cub games. Later on in the evening a joint campfire was held which included Indian dances presented by the adults and youths with our own boys and leaders eventually joining them in specific "friendship" dances.

The Saturday evening meal was Indian style: chicken, wild rice, corn and scones prepared by each Cub pack with guidance from one of the Indian team. The crest for the event was designed by one of their members of the Indian Cultural Centre. The result of this whole day was that the objective was achieved to the fullest. We were told that they had never before been invited to such a wonderful event. They wish to come back sometime this year when we plan another large camp.

This district also held a field and fun day in October where the theme was "Games From Around the World". 280 boys and 65 leaders from 17 Cub packs joined the event which had been planned by a team of Cub Scouters. The games, new to many, but delightful to all, were the following: Headwater Race from Arabia, Pelota En El Aire (Ball in the Air) from Argentina, Kangaroo Tie from Australia, Snowshoe Race from Canada, Pail and Wooden Spoon Race from England, Snatch Beret from France, Cheetah-Chetal from India, Chinese Mix-up from Korea, Hot Tamale from Mexico, War Canoeing Contest from Nigeria, What is the time Mr. Wolf? from South Africa, and Spoon and Marble Race from the U.S.A.

The events started at 1.00 p.m. and there was a short break that provided a rest for the boys and during which liquid refreshments were served. Supper was prepared by parents and the boys were hungry! The event ended with a campfire which included songs from other countries.

These two events helped others to understand their brothers of different races, creeds, colours and cultures. Consider using this type of approach for an event at your next district or regional camp. X



What are we going to do with that older Beaver? This is the question that is often raised by many leaders. Taking a look at what 7 year olds do in the outside world may help in planning part of the program for white tails. For example: have them write a story on sharing; it can be based on their own experiences or what they have seen other people do. Let them make up their own "newspaper" — drawings, pictures and stories on sharing. Have them sent to another colony or a children's hospital.

Discovering how paper is made is another activity that can be done. Get them involved with the other tail levels. Have them make clocks so that younger boys can learn how to tell time. Have a special program

set up for them; such as a short nature walk, where they can collect and observe bugs or take stones home and then make crafts with them. These things help make their stay more enjoyable.

Introduce them to the world of Cubbing; have Keos share a bit about the Five Star Program, the Six System, the Proficiency and Service Badges, and the leaders' names. This will help keep them involved and interested in continuing their stay in the world of Scouting. Here is a book review that may help with a nature theme.

Nature Activities For Early Childhood

Author: Janet Nickelsburg

Publisher: Addison-Wesley (Canada) Limited

This is an excellent book on how to bring children to nature. Indoor and outdoor activities such as a "feel walk", where they depend on their sense of touch to identify items, as well as sections dealing with the wind and rain, insects, reptiles, flies, moths, and larger animals such as the cat and dog. It is a book that is

simple to understand for the uninitiated with interesting projects for use with any age.

The introduction states exactly what the book is about. "This book is designed for teachers and parents to provide young children with experiences in observing nature so as to stimulate children to adventure into the unknown. It is planned to assist children to develop their senses, to sharpen their powers of observation, to improve their speech, and to expand their aesthetic appreciation".

Mrs. Nickelsburg states that, "Nature experiences presented to young children are not intended to be stepping stones to scientific concepts. They are meant to be enjoyed for their own sake. What children learn and later apply to their science courses has only a remote connection with what they are experiencing at the moment. To insist on anticipating the disciplines of tomorrow may spoil the joy of today's experience."

After each section there are a number of books listed for both the adult and the child to be used as references or for further reading. X

Leadership in Scouting

Part III

by Charles Stafford

If there is one thing in Scouting likely to cause lively discussion it is LEADERSHIP. In this and two recent issues we look at some of today's knowledge about leadership — especially leadership by adults — to 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.

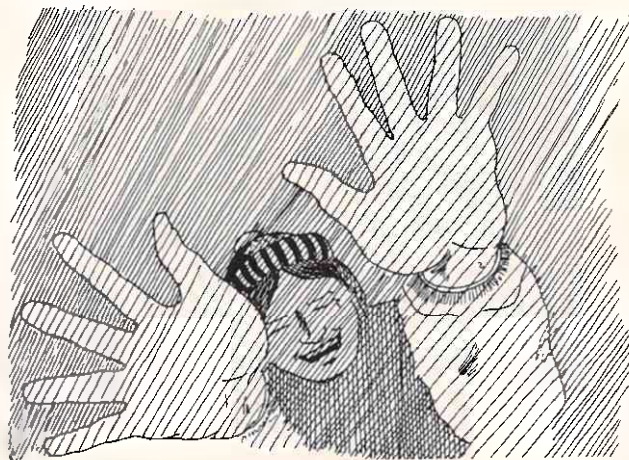
WHEN TO TELL AND WHEN NOT TO

I really enjoyed my boyhood Scouting from Cubs to Rovers, and I have since come to recognize what a tremendous contribution these experiences have made to me as a person and in the quality of my life. That it was so significant was largely due to a very wise and understanding Scouter who knew how to challenge and help us develop confidence in, and be responsible for, ourselves. Perhaps the most important thing he did was to demonstrate trust in us.

It was the troop's practice to conduct overnight hikes from summer camp. We had to submit our plans and route to Scouter and then three or four pairs would go off and return the next day. Later others would leave. In the mountains of Northern Wales my partner and I left on one of these hikes. We had set ourselves a tough trip to do in the time and we were slowed considerably the first afternoon out by heavy rain and poor visibility. The

The things that made Scouter angry were stupid behaviour — like fooling about with an axe or behaving unscoutlike — having a dirty campsite or being inconsiderate of others. But, I cannot remember any of our leaders ever putting us down, using sarcasm or blaming. If something was wrong they would ask a question or draw attention to it. If it was something we did they'd usually describe the behaviour and ask what we thought might be some possible consequences.

One Saturday afternoon we were up at our patrol dens (each patrol had a hut on some property owned by our troop Scouter), letting off a few fireworks, which was a no-no. Someone called — "Scouter's coming"! Fireworks quickly disappeared into pockets and by the time he arrived we were innocently doing something else. "Hi fellows," he greeted, sniffing the air — "You aren't letting off fireworks, are you?" "No, Scouter," we



next day we awoke to a fine day and a breathtaking view. We pressed on to our goal but realized we were not going to be back to camp by 5 p.m. At one stage we decided on a shortcut and landed in an area of bog, had to make a wider detour and, as so often happens with shortcuts, lost more time. As we approached camp we could hear the singing from the campfire, and we arrived to hear the troop pray for our safety. When they opened their eyes — there we were! We were warmly welcomed. Our patrol had saved us some dinner and it was keeping warm by the fire. Our apologies and explanations were cut short by Scouter saying "It's O.K., I knew you two could take care of yourselves. Distance in the mountains is deceiving, I'm sure you've had an experience you will not forget." That night as I snuggled into my sleeping bag, the world was a wonderful place and my friends a wonderful bunch of guys.



lied in unison. At that moment a half-extinguished banger caught fire in Lionel's jacket pocket — burned a hole through it and exploded. "I see," said Scouter and turned and walked off. You can imagine how we felt! If only he had stayed and berated us, we wouldn't have felt half so bad.

Only recently I came to understand how flexible had been his leadership style and how it had contributed to our learning-by-doing. I was thinking about a leadership model which clearly indicates the appropriate style to use in given situations and wondering how to illustrate it with living examples when I suddenly realized it was the same as my old Scouter had used. Not that he knew about the model or necessarily recognized that he varied his style according to the situation — it was just his way.

The model, called "Situational Leadership", I had in mind was recently developed by Hersey & Blanchard.*

*Footnote: See *Venturer Advisors' Handbook and Leadership in the Patrol*.

Many leaders in Scouting have already recognized its value in giving them a clear concrete way to decide which leadership style is most appropriate in different situations.

In this model, leadership style is determined by the skill a group has in any specific task in which it is engaged, and its ability to organize and work together. There are four levels of skill and four corresponding styles which I will illustrate through my own experience as a leader working with a new troop.

Some of the boys came up from the pack, and a few joined Scouting for the first time. Their ages ranged from 10½ to 12 years. Few had been far beyond their village and our goal and great adventure was to go far away to camp in Devonshire in the west of England. One of our major tasks to reach this goal was to learn to live and be comfortable in camp — and everyone was starting at the beginning.

We began with *direct instruction* and demonstration showing how to prepare, light and maintain a cooking fire. Discovering the right woods, where to look for dry wood and how to distinguish deadwood from live was all part of this learning. We did all this by *telling, showing* and then letting the boys do it. "Why do you lay a fire that way, Scouter?" We'd explain in detail. "Couldn't you do it this way?" "Try it and find out" we'd say. "If it works you'll then know two methods." I'd remembered that's how my Scouter often responded to that kind of question. "There are many ways to tackle a problem," he'd say, "find the ones that suit you."

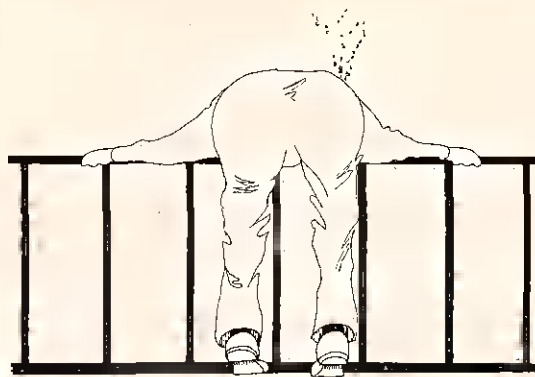
We used the same directive style to show them how and where to pitch a tent, and all the other skills required to camp in comfort.

These demonstration and practice sessions were followed by many patrol activities involving use of these skills.

In the spring, two weekend camps were held. By this time the boys were getting the hang of doing many of these tasks, so on arrival at camp they knew what to do. After we Scouters had settled ourselves in, we visited the patrols, encouraged their efforts, made a suggestion or two and asked some questions. In effect offering direction through some ideas: "Do you think those pegs will hold if the wind gets up?" "That flat rock might make a dandy table" — but leaving the boys to make the decision now they had some understanding. We also started to focus on how patrol members were organizing and working together. Since patrols always hosted a Scouter at meal times, this was a good occasion to talk about how things were going and how each member was feeling. In this way, the patrol members began to get ideas about organizing, dealing with their problems and taking care of one another.

Our camp was held near Hunter's Inn in north Devonshire. The first leg of the journey was by truck to the terminus in London for the train to the west. As we entered the outskirts of London I saw Jonah suddenly throw up over the tailgate. My heart went into my mouth as I saw dark red vomit. Internal bleeding flashed through my mind. What to do? Stop the truck or go on? Get a doctor — where? There is a hospital near the terminal, — so carry on. Jonah looked and said he was O.K. Strange? By this time, I realized the red was a bit purplish and I knew bleeding from the stomach was supposed to be brownish. Then, with a flood of relief, I remembered Jonah had been eating dark red cherries before we left! Phew! — it was just travel sickness.

At camp, the patrols selected their own sites well and we left them to settle in while we did the same. The two of us, each with two Scouts, set about establishing la-



trines, flag pole and medical tent. We had not done this before so again we went to directing and demonstrating as the boys worked with us.

After the evening meal, we walked around each patrol site with the patrol leader making sure that he was satisfied with the work so far and satisfying ourselves that tents and bedding were safe and snug for the night. Until this time all leadership had been virtually delegated to the patrol leader and the patrol. We had given no directives to the task of settling in nor to how the patrol worked together. The boys knew what to do, how to do it and their commitment was high.

The weather during that camp was poor. We spent most of the time in the clouds which rolled over the high ground where we camped. More time than would be usual was spent in housekeeping chores; making sure bedding and spare clothing was kept dry; keeping warm although wet; cooking, eating and cleaning up. Our leadership focus during this time was mainly on helping the boys organize to do the many tasks, look after themselves and keep up their spirits. We participated with the boys in working this through. Occasionally, we'd give some attention to task, slipping back to being more directive. I remember one evening during a heavy downpour, going over to our youngest member, huddled under a cape, frying chops over a fire. "This is going to be stew, Scouter, not fried chops," he commented as he swirled the rain around in the pan!



One of the projects we undertook was to build a footbridge over a small stream between us and the farm. While the boys had learned some lashings they had never built a bridge. So our leadership style became highly directive, showing them what we were going to build, how to set about it and checking that construction went properly. As the boys caught on, we were able to leave more and more of the task to them and we gave more attention to how they cooperated on the job and also kept the daily chores moving along.

So you will see that the focus of our leadership interventions changed according to the skill of the boys in their tasks and their ability and commitment to organ-

ize and work effectively together.

Of course I didn't understand that was what I was doing. I did it that way because that was the way I'd come to understand my role from my Troop Scouter. I would have felt much more confident had I had something concrete to which to refer to reassure myself. It can be lonely when the buck stops with you.

The leader's style varies in relationship to the group's skill or competence to manage a specific task. During a troop meeting, for instance, all four styles might be employed as patrols move from one task to another.

Groups that work together over a period of time and receive good guidance, begin to be well able to organize themselves and work out their relationship problems. While taking on a task in which they have little knowledge may put some strain on their cooperative ability, it will quickly get back to its normal level, once members begin to master the skills of the new task.

I have started two troops from scratch and I found the pattern in both cases similar. The boys grew in ability and responsibility and the patrols in unity, spirit and effectiveness until about the end of the third year. After that the problems around relationships, spirit and effectiveness in patrols seemed to increase. I used to think this was a cycle that probably occurred every three or four years. Now I believe I've found out why and, if I'm right, it doesn't have to occur.

One of my sons identified a possible cause. I was driving him home from a Venturer meeting when he said "I've resigned from the company tonight and I feel really pleased about the way I handled myself." He then went on to describe what had occurred, including three others of his age group expressing similar views. I asked what some of his reasons were and they included wanting to give more time to his studies which were moving into the area of his chosen career and not feeling a need to belong to a Venturer Company. "But", he said, "the major reason is, I can't go through all that again. We had new boys come up last year and it really set us back for a while, while they learned a lot about conducting meetings, planning and other things and now there is another lot coming up. It means the Company's maturity level will go right down and we'll have to go through all the telling stuff for the third time. Some of us want to go on to more challenging things." His company had explored and were using the Hersey-Blanchard model and it seemed to me he had identified a possible major factor underlying the "older boy problem" which seems to have plagued all sections for years and years and now also identified in Beavers. Is it because the older members have grown in maturity but have to keep going back to a lower general level as new boys join their group? Do they find challenge does not equal their abilities when this occurs?

You may wish to consider this and perhaps try working with groups of boys of about the same maturity. This is provided for in Beavers, by tail groups. Some troops put boys in patrols according to whether they are working on Pioneer, Voyageur or Pathfinder levels and find this is stimulating for all levels. Some Venturer companies are formed and go through the Venturer program together. Boys joining the next year start another company.

In addition to the effect on boys, it would seem that operating with groups of boys of similar levels of maturity is far less demanding of leaders. When members of a group are at widely different levels of maturity, what style does a leader use?

It is not important to learn the names we have used to illustrate the Hersey-Blanchard model but I believe you will find it useful to have an understanding of it; a feeling to help you choose a style most likely to produce the best

results. Let's face it, there is nothing worse than knowing how to do something and having a leader breathing down your neck telling you. Not only is it irritating but it denies you the opportunity to be responsible for yourself; it belittles you. By the same token, if you give someone a job to do when they do not have the required skills and you do not offer any guidance, it can be equally frustrating.

Next in our series we will deal with observing groups in action and how to help them learn from what they are doing. This will include the idea of shared leadership.

To recap the model: When a group has no skill in the task the leader has to tell and show it how to perform. Once the group begins to acquire some skill, the leader will give more attention to how group members organize and cooperate on the job while still giving some suggestions and direction to the task, and the leader pays attention to how members work together, helping them resolve relationship problems and to work more effectively together. When the group is competent in the task and able to cooperate well together it needs no further direction from the leader. Members may choose to consult him/her or, if the leader is with the group, he/she plays a shared role with any other member. So the amount of direction by a leader varies according to the skill of a group in any task. As skill improves, direction decreases, and ability and willingness to work together increases. When a group has skill and willingness it can be responsible for itself. If the leader lets it be responsible by not interfering, the group will grow and be accountable for its actions. If the leader keeps the responsibility, the group will be frustrated in its growth, not learn accountability and blame the leader when things go wrong. X

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While the matter is fresh in my mind, let me remind you that Chinese Egg Standing Day will occur this year, as usual, on the 21st March which, as you know, is the day of the Spring Equinox. Perhaps it would be as well if you made a note of it in your diary NOW — these things are so easily forgotten. There are only two such days in the year and if you miss this one you will have to wait until the 21st September, the day of the Autumn Equinox, to find out whether it is true, as the Chinese aver, that at 12.00 hrs. GMT and for a short time afterwards *on those days alone*, eggs can be balanced on their round ends and, if left undisturbed, will remain in that position until the spell wears off.

We are grateful to Mr. Roy Playfoot, warden of Dunham Park Scout Camp in Cheshire, England, for this fascinating information. It appears that last September he had occasion to telephone his daughter at her place of business and was kept waiting for quite some time while the dear girl picked her way carefully across the office, "so as not to upset the eggs". On further investigation, her dad discovered that she and her colleagues had no less than six of the things standing on their round ends on the office table.

Roy thinks your patrol leaders might well be interested in this phenomenon and I certainly concur. Anyhow, what we are hoping is that keen types in all parts of the Scout speaking world will arrange to get together with a few random eggs round about the noontide hour on the 21st March to carry out the research as described above. By a happy coincidence my own personal equinox occurs this year just a few days after Chinese Egg Day, which will enable you to save the cost of at least one postage stamp by enclosing your report in the same envelope as the customary birthday card. Nothing could be more convenient. We can hardly wait.

(Editor's Note: John celebrates his 75th birthday on March 29. I am sure his many admirers will not neglect to send him best wishes!)

Small Group Activities

- One man stands stiffly to attention while from outside a radius of two metres his two companions try to truss him like a chicken with a single three m length of rope. (Note: The trick, of course, is to destrand the rope and join the three strands together to provide a workable length. How the boys proceed from that point is up to them, of course, but in any event it should be made clear that they must restore the rope to its original condition when the activity is over.)
- Provide one egg, cooking fat, a wire clothes hanger, aluminum foil, three candles, matches and a sheet of newspaper. The task: To carry out an experiment to find out whether the heat generated by three candles is sufficient to fry an egg, sunny side up. If you find that it isn't, try to invent some other use for a warmed up, half-cooked egg.
- Each Scout is given a newspaper of the same size and number of pages and a small roll of brownpaper gummed tape. The task: Without cutting or tearing the newspaper, make the longest possible chain which will hold together when held clear of the ground by its extremities. Next, link all the chains together and try again. Let us know the result.
- From anything you can find and in any position in or out of doors, rig up a pendulum which, from the initial impulse, will swing through an arc of at least 2.5 m for at least 60 seconds.
- Each Scout learns a new knot from a book or magazine (e.g. Hunter's Bend, the Garrick Bend, the Hawser Bend, the Harvester's Hitch, the Triple Bow line) then teaches it to the others in the group.
- Each Scout in turn sits on a bottle with legs at full stretch, right heel resting on toe of left foot. While maintaining his balance, he must pick up a card and pencil from the floor alongside, and sign his own name.

13



"I see. Acute nervous tension. Sweating of the palms. Occasional delusions of grandeur. Anxiety neurosis. Of which District are you Commissioner, Mr. Crosby?"

For some time past the boys of the 1st Great Horwood Parish Scouts have been trying to find a way to raise themselves above the common herd by getting themselves certified as members of the Lunatic Fringe. Now I have to tell them — and you — that they have succeeded beyond their wildest dreams.

"The other night," writes their spokesman, Patrol Leader David York, "we — that is, Tony Campbell, Sean Green, Craig Stevenson, Andrew York, David York, Graham Dobson and Marcus Stevenson — got dressed up in drag and went round in a body to join the 1st Great Horwood Parish Guides. This event was so well received that the Guides have decided to play us at our own game. The only thing is, we haven't told Skip and are wondering how he'll take it when a shower of female girls turn up in their brothers' Sunday suits, demanding to be admitted to the troop."

Yes, that *will* be an interesting situation. We simply can't wait to hear what happens.

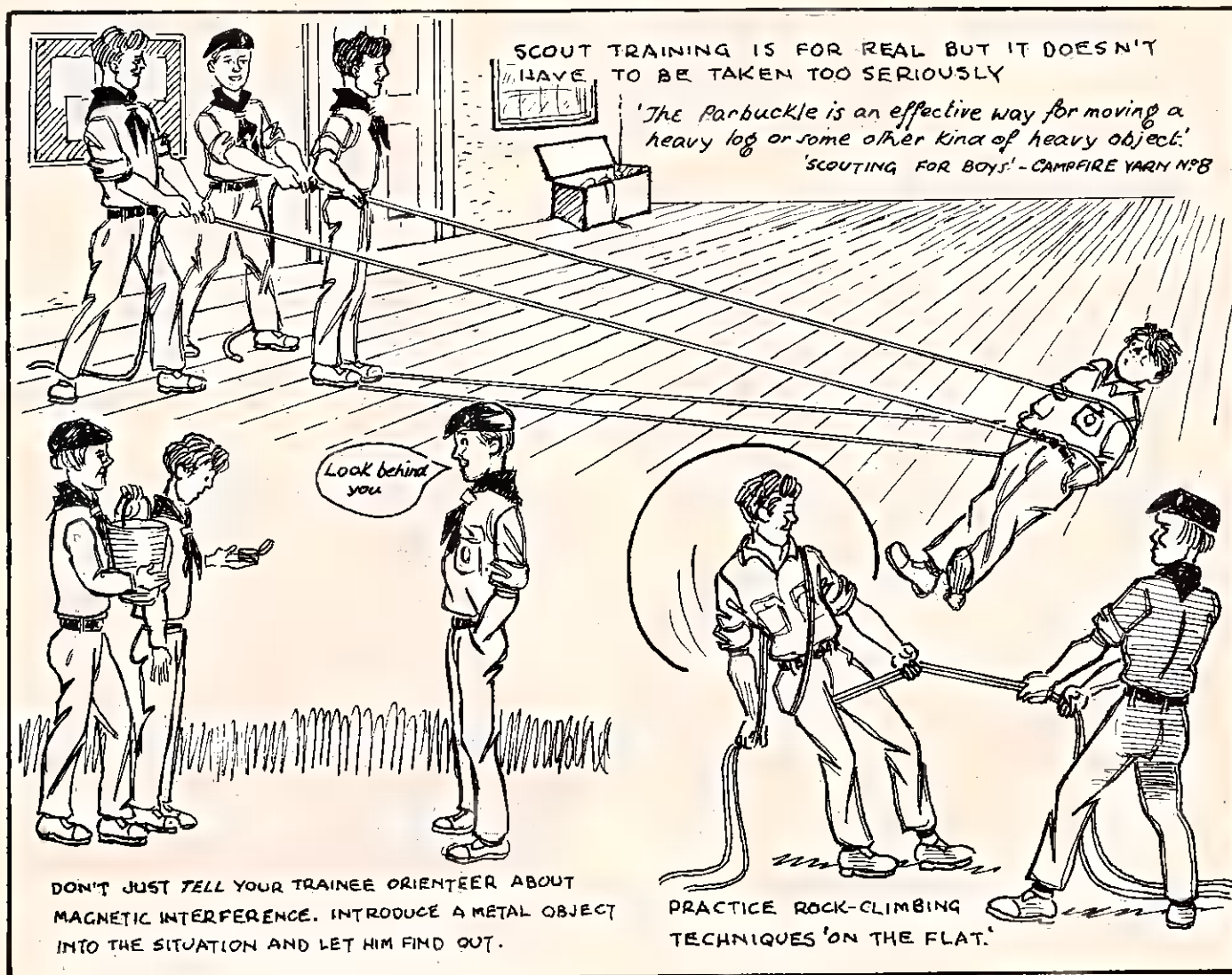
Meanwhile, the Registrar and I have had no hesitation in certifying the seven gentlemen named above and are reserving the next few numbers in the L.F. Register for the heroines of the 1st Great Horwood Girl Guides, if and when they strike.

It appears that in describing the activity called "Linear Levitation" in our October outburst, we missed out the best bit.

The idea, as you may recall, was to lift a sitting person on four stiff forefingers, having first conditioned him or her by placing the flat of four hands, one atop the other on the crown of the subject's head and pressing down hard before inserting the fingers under armpits and knees, and lifting.

According to Mr. David Tait (to whom many thanks) the trick is much more effective if you first try to lift the subject *without* the physical and psychological build-up. You will find, he says, that you can't budge him (or her) an inch. David himself, with the enthusiastic assistance of three children, tried it on his favourite aunt the other evening and all present were astonished and delighted when the good lady (*what a sport!*) soared ceilingwards like a VTO aircraft. "The actual lift is much more stunning and magical," David concludes, "if you have just proved to yourselves and the spectators that it can't be done."

(*Afterthought:* It occurs to us that there must be some logical explanation for this extraordinary feat. Anybody know what it is?)



"The Scouter," said B.-P. "is the patrol leader of his patrol leaders" and we have to admit that we couldn't have put it better ourselves.

Nevertheless, it needs to be said that unless the patrol leaders' patrol enjoys a life and identity of its own outside the confines of the Council Chamber, the Scouter, in his capacity as p.l., will never find the opportunity to demonstrate "leadership in action", which was obviously the Founder's intention. But it all takes time and, as we all know, time is the one thing that is always in short supply, especially if you happen to be a troop Scout leader, with a wife and family to support, a garden to maintain, a reasonable social life of one's own to live (preferably unconnected with Scouting), and a shoal of urgent household tasks crying out for attention.

A suggestion:

How would it be if the troop Scout leader and his patrol leaders withdrew from their normal responsibilities on one troop night per month and became, for the time being, the Dinosaur Patrol, leaving one of the assistant Scout leaders to conduct the meeting and the assistant patrol leaders to lead the patrols? Generally, these once-a-month meetings of the Dinosaurs would be held away from the rest of the troop, but every once in a while, without giving notice in advance to anybody, they would parade like an ordinary patrol with the hoi polloi and join merrily in all their activities under the leadership of their own patrol leader.

How about that?

It will not have escaped your notice that by this device nobody's Scouting time per month would be increased by as much as a minute. By the same token, every single one of the designated "assistants" in the troop, boys as well as men, would be given room to spread their wings without having their leaders breathing down their necks. For that reason alone the scheme would be worth a mint of anybody's money.

Well, it's an idea. You can't say we don't try.

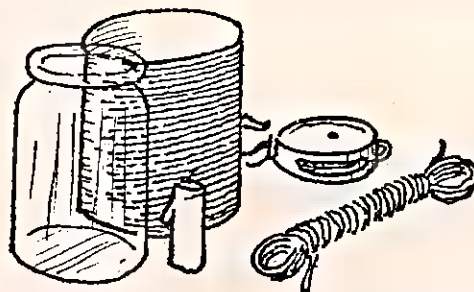
Court Circular: Shortly after calling on Elizabeth, the Queen Mother at her holiday home in Caithness to have a Queen's Scout certificate presented, and — by Royal invitation — to enjoy a slice of Her Majesty's 79th birthday cake, the 2nd Thurso travelled south in a body to explore London, meet the Arsenal football team at home and invest John Sweet as an Honorary Member of their illustrious troop in the precincts of Baden-Powell House.

I was privileged to be present at this last event only. The Renewal of Promise was made in the spacious foyer of the House to the strains of a Highland lament on the bagpipes, while in the Conference Room next door an orchestra was tuning up for a rehearsal. (When asked if he minded, the leader of the orchestra said that, as a fellow musician, he was always happy to listen to good music and suspended operations until our piper ran out of wind.) The Promise was accepted on behalf of the Chief Scout by Scout leader Clive Campbell, while the kilted men of Thurso, the flower of Caithness, stood round in the traditional horseshoe, looking like Moss Troopers who had just ditched their dirks on the heather and would shove them down their stockings again as soon as the ceremony was over.

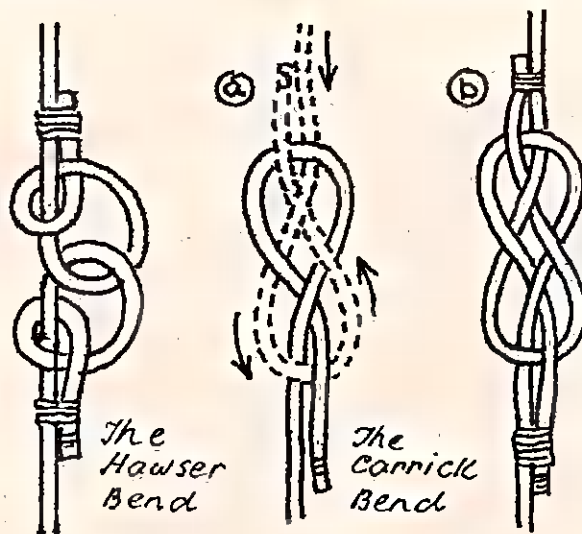
For me a memorable moment. The following day my dear wife and I took off for Canada. Life at Holton St. Peter will never be the same again.

A Prayer for Scouters

"O Lord, help us to be masters of ourselves that we may be the servants of others." A



GIVE EACH PATROL A GLASS JAM JAR, A BABY-FOOD TIN WITH TOP AND BOTTOM REMOVED, A CANDLE, A SMALL PULLEY BLOCK AND A GOOD HANK OF SISAL TWINE AND SEND THEM OUT INTO THE NIGHT TO RIG UP THE HIGHEST POSSIBLE MORSE SIGNALLING LAMP THAT CAN BE OPERATED FROM GROUND LEVEL.



TWO KNOTS USED TO BEND HEAVY ROPES TOGETHER WITHOUT CREATING 'NIPS', WHICH WEAKEN THE ROPES.

Trip to Philmont



by Dick Madeley and Danny Tisch

Philmont Scout Ranch and Explorer Base in New Mexico is owned and operated by the Boy Scouts of America as a camp for older Scouts and Explorers. In the summer of 1979 the 4th Don Mills troop made a visit there and here are the details of their trip, sent to us by Scouter Richard Madeley and including the impression it made on their youngest member, fourteen year old Danny Tisch. Apart from a standard group photograph, taken on arrival, pictures of the trip were taken by Derek McNell-Smith.

Tom Gledhill, a geophysicist and ardent bush man and camper, and John Cowan, an excellent man in the bush and great with the finances. Pat Shields was our Crew Leader and his ability to shoulder responsibility and delegate work was essential to the trip's success.

Danny Tisch, our youngest Scout in the crew was our journalist and has written the following narration giving his impressions of the adventure.

My Trip to Philmont — July 10-24, 1979

My Troop Scouter had been to Philmont Scout Ranch only once before, in 1976. He liked it very much and wanted to go again. Therefore, he offered to take any of us who would be 14 years of age before September of this year. Nine of us wanted to go and I was the youngest, being 14 on September 28.

The 137,493 acre territory is located near Cimarron, New Mexico, U.S.A. It was donated to the Boy Scouts of America by the late Mr. Waite Phillips. Our group, or any other foreigners, are allowed in if we agree to follow the rules made by the American Scouts.

In order to get there, we took a plane flight from Toronto to Chicago, and another one to Denver. At the airport in Denver, we rented a 10-seater van (for the twelve of us) and rode to Philmont. However, the trip took two days, since we visited a lot of interesting places on the way.

On the night of the 10th, we had dinner at the "Flying W Ranch" in Colorado Springs. It was just like a little western town, with a great many stores, a post office, and soda fountain, from which we bought postcards. After spending the night in our tents, we had an excellent breakfast at the Air Force Academy base. By lunch time we had reached the Royal gorge, where the world's highest suspension bridge is located. That night, we saw the Koshare Indian Dancers, a group of Scouts devoted to preserving the art of American Indian dancing. We slept in our sleeping bags on the upper floor of the Koshare museum. Late the next afternoon, we finally arrived at the Philmont base camp. We met our ranger, Brad Anderson, who showed us around the camp. He would travel out on the trail with us for two days, and teach us important things. Some of the things he taught us were: How to walk and pace yourself to get as little tired as possible; How to lead the crew on the trail using just a map and compass; What to do in case of illness

In addition to providing older Scouts and Explorers with a vigorous program of outdoor activities, Philmont offers a well-balanced training program for volunteer leaders and is maintained as a year-round working ranch. It is an unforgettable adventure in sky high back country.

A Philmont-adventure expedition lasts 12 days and during that time, the campers hike and camp along the rugged mountain trails. Activities emphasize hiking, mountain climbing, fishing, conservation, gold panning, archaeology, horse back riding and training in various Scouting skills.

Since Philmont is situated approximately 250 miles south of Denver, Colorado, and Denver is about 3,000 miles from Toronto, the transportation was a major consideration. If we were to go, experienced leaders with a desire for rugged adventure were the first criteria. Proper tents and patrol equipment would be required. Each Scout would need good boots, proper sleeping bag and a sturdy, serviceable backpack, as we would be hiking 68 miles in altitudes above 5,000 feet and, in many cases, trails leading to altitudes of 11,000 to 13,000 feet. We would be packing all personal gear plus patrol equipment and food for three-day intervals in temperatures ranging from 100°F down to 32°F; from arid days of 5% humidity to torrential downpours sprinkled with hail and snow.

We were able to arrange moderate priced air fare from Toronto to Denver via United Air Lines. At Denver we rented a van for our trip south to Cimarron, New Mexico.

The ingredients for success in an undertaking such as this are good leaders — called Crew Advisors — a good Crew leader and a group of Scouts willing to work together and pull as a team. My two Crew Advisors were

or rattlesnake bites; How to put up a bear bag (At night, all the food, film, toothpaste, etc., would be stored in a bag and slung between two trees on a rope, out of a bear's reach.); How to dump the dirty dishwater through a sump (a hole in the ground with a screen over it) without leaving a scent behind.

One of the things I liked best about Philmont was the trading post. That is the place in base camp where all the boys go to meet people and trade Scout patches. I traded patches with many boys from the United States and even a few from England, Scotland and Mexico!

Anyway, at about 1500 on July 13, our ranger and crew set out for "Lover's Leap" camp. You see, at each camp there is an activity to participate in. However, we arrived too late in the afternoon to do so.

We got up at 0600 the next morning (!) and had one hour to eat, re-pack, pull down our tents and GO. At about 1400, we arrived at our next camp, Urraca Mesa, so named because it was a flat-topped mountain, like the top of a table. The activity there was a simulated search and rescue. What happened was that each of the three groups was given a map of the area, a description of the "victim", and a walkie-talkie to communicate with our "base". When we found him, we did some first aid, and carried him back to the camp on a stretcher. Following the same routine, we arrived at Crater Lake camp the next afternoon. The activity there was lumberjacking. We climbed up a pole with spurs on, and learned how to use an axe and a two-man saw. The next morning we went over the first of our four high mountains — Trail Peak — which is 10,242 feet high. We were on our way back down after lunch when we encountered a severe hail storm. However, we finally got to our new camp, Beaubien, tired and soaking wet, despite our rain gear. Our two-day stay in Beaubien was spoiled somewhat by rain, but we still had enough dry weather to shower, wash our dirty clothes, pick up a new supply of food, and participate in the activities, roping with a lasso, riding, branding and a hearty chuckwagon dinner.

On the 18th we left for Crooked Creek, where we spent the time talking and resting. Although it was a long hike to Clear Creek, the next camp, we were not too tired to participate in the most exciting activity on the whole trip, black powder shooting! We got to load the guns oursel-

ves and, if we wished, we could each set out our hats or scarves to shoot a small hole through.

We got up at 0530 the next day and left without breakfast! This was so that we could get an early start at climbing our highest mountain, the 11,711 foot high Mt. Phillips. After eating breakfast on the top, we started the long downhill trek to Cypher's Mine.

Cypher's Mine was a real working gold mine once, and, as the scheduled activity there, they give you a tour of the mine and let you pan for gold in the stream. At the next camp, Cimarroncito, we picked up our final supply of food. There the activity was climbing up and down solid rock with a rope around your waist. We left Cimarroncito the next morning, much later than usual and, as a result, we didn't arrive at Shaefer's Pass until the late afternoon. In the morning, we left our campsite, hiked up 8,787 ft. high Shaefer's Peak. From there we traveled over Tooth Ridge to the Tooth of Time, where we did the three hours of conservation work required for the Philmont award. After eating our last lunch on the trail, we climbed over the famous Tooth, which is just about all rock. At 9,003 feet, the Tooth of Time has become the symbol of Philmont, although it is not the highest mountain.



With our spirits high, we headed towards the base camp once more. At the gate we saw the sign at last.

It said:

"WELCOME BACK — YOU'VE MET THE
PHILMONT CHALLENGE!" ^

17

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by
**David
Goss**

It's a long time from the Christmas craft program in most groups until the handcraft sessions at camp, so here is a project that might be appealing to fill in that gap.

Your boys will need several milk cartons and these should be saved up and stored so they are good and dry — because it's impossible to work with these if they have just been washed out before the meeting.

If your boys get some of these flying, why not send a picture to us, c/o **The Leader**, so we can see how you made out? The Editor might even find room to publish one of them in his *Editor's Notebook* some month. Here are the directions:

Materials needed

1 one litre (or 1 quart) milk container
2 500 ml (or 1 pint) milk containers
3 pieces of stiff cardboard about 12" x 12" of the type found backing children's doodle pads or pads of construction paper, which is usually thick enough. If not, glue two pieces or regular thickness cardboard together to achieve the required strength.

1 can of flat grey spray paint (or flat primer paint).

Model paints to include little bottles of light green, dark green, silver, red and black.

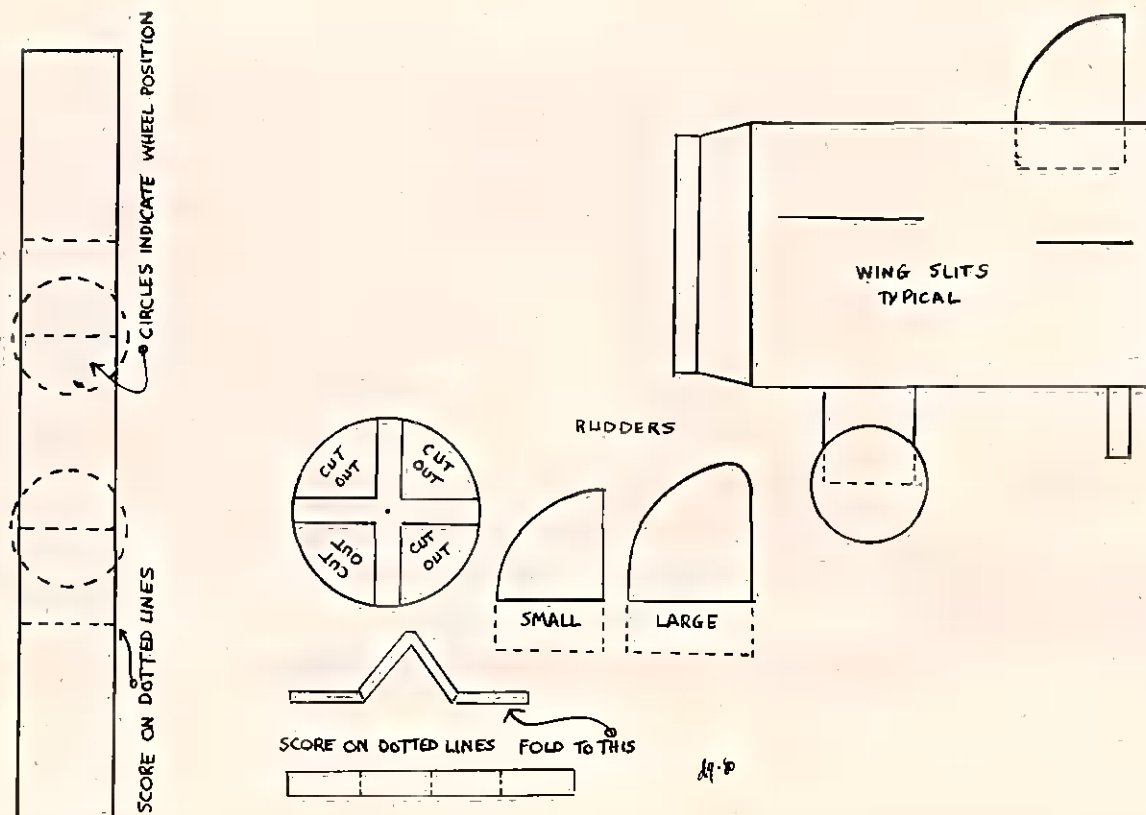
Masking tape and some electricians' black plastic tape
4 1" nails.

The Two-Man Plane

All three planes are very similar, so only the construction of the two-man plane is described in full detail. Begin by placing contact cement on the inside lips of the milk carton spout. Let it dry and then close the spout and wrap it with masking tape. Cut off any excess tape.

Using the heavy cardboard, cut out two wings 1½" wide by 10" long. Cut two strips for the rear wing, 1" by 6½" long. Copy the tailpiece (called the rudder on the diagram) onto the cardboard and cut it out. Make a propeller of a piece of cardboard 4" long by ½" wide, with the ends suitably rounded. Insert a 1" common nail at the centre point of the propeller, and when the entire plane is finished, this will be mounted on the front spout. Make the wheel support, and wheels. See the diagram which will show that you cut out a piece of cardboard 1" x 8". Partially cut through the cardboard at 2", 3", 5" and 6" in order to bend the cardboard into a rectangular wheel support piece. Place glue on the two pieces that come together, and hold these together with clothes pins until the glue sets. Cut two 1¼" cardboard circles for the wheels (use the diagram for size) and glue these to the ends of the wheel supports, again holding them in place with a clothes pin until the glue is dry.

As the pieces are drying, take the milk carton and cut a slit 1½" long in both sides, ¼" from the front and 1" from



the top. These are the front wing holes. Make a $\frac{1}{4}$ " vertical slit at the end of each $1\frac{1}{2}$ " slit to let the wings pass through easily. (See the diagram.) Cut the rear wing slits on both sides $\frac{1}{4}$ " from the back and $1\frac{1}{4}$ " from the top. The tail or rudder slit is cut into the top of the milk carton, $1\frac{3}{8}$ " from either side and $1\frac{1}{2}$ " long beginning at the back. Then place the wings into position through the wing slits cut into the sides, centering them so that the wings protrude equally from both sides of the milk carton. It is not necessary to glue these in, but you should glue the tail or rudder piece into the slit on top of the carton.

Finally, glue on the wheel support piece about $\frac{3}{4}$ " from the front on the bottom of the carton. Also on the bottom of this model is a rear support piece which is a $\frac{1}{4}$ " by 3" piece of cardboard folded into a "V" shape, and glued to the back, bottom of the plane. (See the diagram.)

To paint the plane, begin by spraying several coats of grey flat paint to cover all parts. When this is dry, paint the wings a contrasting colour such as red, and the wheels and propeller black. Airplane paints are good for this as they are quick drying and inexpensive. The final touch is the addition of two $\frac{3}{4}$ " lengths of plastic electric tape to the front to represent windows.

Old Fighter Plane

This is made exactly as the two-man plane except the wings are placed even with the front and rear edge — the front wing being down from the top by $\frac{1}{2}$ ", with the bottom wing being placed $\frac{1}{2}$ " up from the bottom. The rear wing is placed in a slit $1\frac{1}{4}$ " up from the bottom. There is no tail or rudder on this plane, and there is also no rear support piece needed. The wheel support and wheels are constructed and placed as described above. To finish this plane, again spray the entire surface with grey flat

paint, then cover it again with a light green enamel. When this is dry, add the camouflage by painting dark green splotches.

Passenger Plane

Basically, this isn't much different from the other two planes except for the longer body, rounded wing tips, and the different propeller. Use a one litre (or 1 quart) milk container as the basis of the plane's body. Make the front wings out of cardboard so they are $1\frac{3}{4}$ " wide by 12" long, and the rear wings are 1" by $6\frac{3}{4}$ ". Copy the rudder design from the diagram and cut this out. Make the front wing slits 1" from the front and 1" from the top. The rear wing slits are $\frac{1}{4}$ " from the back, and $1\frac{1}{4}$ " from the top. The rudder sits in a slit $1\frac{3}{8}$ " from either side and is $1\frac{3}{4}$ " long. The wheel support and wheels are made as described above. The propellers are cut out of a two inch circle. Copy the diagram onto the cardboard and cut out the portions marked "Cut out". The propellers are fastened to the plane by driving a 1" common nail through the centre piece, and sinking the nail between the two layers of cardboard making up the wing. (If only one layer of cardboard is being used, the nail can be taped to the underside of the wing.) This completes construction.

The entire plane is sprayed with flat grey paint as the other planes were. Once this is dry, add the windows by sticking $\frac{1}{2}$ " pieces of plastic electrical tape along both sides. The pilot's windows are made of a strip of tape about 1" long. Finally, run a length of blue tape from the bottom back of the plane, up the side and over the nose, and back to the rear of the plane on the other side. The body strip could be painted if you'd rather. The propellers should be painted silver and the wheels black to complete the passenger plane. \wedge

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IMPORTANT! We must know....

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

Venturer Log

by Phil Newsome

Tin Can Cooking

For many companies the winter months are a period set aside for planning the upcoming spring and summer camping activities, while others are active in learning new skills to make the winter as much fun as the traditional summer camps.

Just recently I came across a description of how to build stoves using tin cans, an activity that some companies may be interested in for future demonstrations at Venturer gatherings.

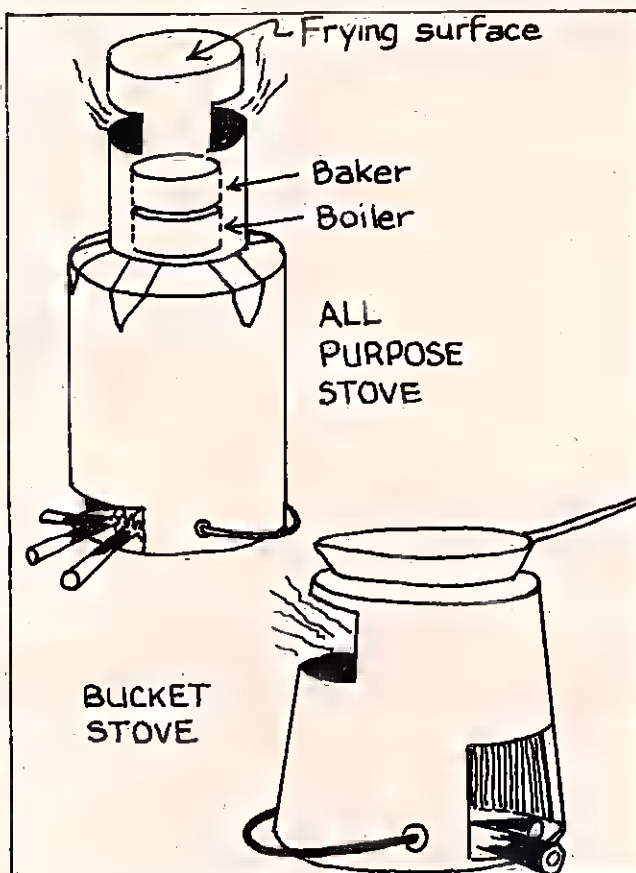
All Purpose Stove: This gadget will boil, bake and fry all at the same time, using a minimum of fuel.

The boiling is done in the lower can, and above the baker is the frying surface. The fuel consists of pencil sticks enough to fill the larger size can. This fuel is enough to boil four cups of hot chocolate, bake four biscuits, fry four strips of bacon and one piece of french toast.

Bucket Stove: Here is an idea to put that old water bucket to use after it has developed a leak.

A word of warning — do not use gasoline cans for these gadgets as they can be very dangerous. Shortening or vegetable oil cans properly cleaned, and clean paint cans may be put to good use.

How about putting your company's inventive powers together to design and construct other models of stoves for tin can cooking demonstrations? X



by Phil Newsome

It may seem strange to be reading about something that happened back at the end of August, but due to unforeseen events it is only now possible to put what is to follow into the *Rover Jottings* column.

During the weekend of August 31-September 3, the 4th Scarborough West Ashanti Rover Crew hosted "Rover-town 2", a Rover activity that provided a personal opportunity for me to experience a Rover happening. Although my attendance was a brief one, I did make contact with many of those attending the event and I was impressed by the enthusiasm of the Rovers and Rangers taking part.

A few months passed and then unexpectedly I had a "brick" delivered to me with a wooden plaque attached reading: *Rovertown 2*

August 31-September 3, 1979

National Council

Without any description or rationale available with the gift it certainly leaves me to wonder what the significance is behind such a gift.

A brick is a useful item if you wish to pass along a message without being seen. One simply ties a written message to the brick and throws it through the window. The brick in question had no letter attached and none of my windows have gaping holes. At present the strange gift is holding my office door open and upon reflection this

may be just the hidden message the sender is passing along. Any information about the significance of the brick would certainly be welcomed and in the interim it will continue to hold open the door.

Reading the latest copy of *Rovering* it would appear that Rovers in Ontario will be having an active spring with the following events taking place:

February 15-17: Snowball Moot, Burlington, Ontario;
 April 26: St. George's Day Dinner and Dance, Kitchener, Ontario;
 April 27: Ontario Rover Round Table meeting;
 May 16-19: Rover-Ranger Olympics, Greenwood, Ontario;
 May 16-19: Camelot Provincial Ranger-Rover Moot 80, Windsor, Ontario;
 May 30-31: Rover Woodbadge Part II, Blue Springs, Ontario;
 June 20-22: Rover Woodbadge Part II (second weekend);
 June 20-22: Canvas Moot, Oshawa, Ontario;
 September 28: Ontario Rover Round Table, Ontario Provincial Headquarters.

For all Rovers on the west coast I understand that plans are now complete for the 1980 Ro-Vent Freezerie to be held February 22-24. We will be watching the bag for an article or at least a few lines about the event.

From the other coast comes news that the Nova Scotia Rover Round Table has plans underway for a Rover Conference to be held March 22-23, open to all the Atlantic Provinces Rovers, Senior Venturers and Rangers over the age of 16.

The next edition of *Rover Jottings* will be in the April **Leader**. If there are other Rover activities, particularly those planned for the summer of 1980, drop us a line and we will pass the information along. X

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Outdoors

by Carl Lemieux

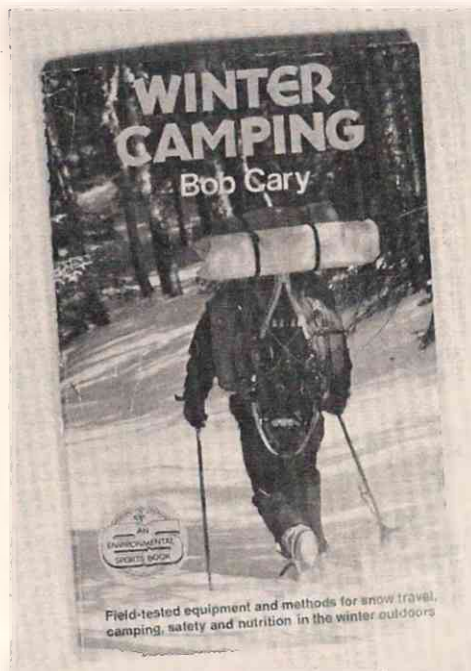
This month I would like to tell you about two books that are on the market that I feel should be part of your library.

Winter Safety Handbook published by World Publications and written by the World Editors. The publishers and editors of this book have compiled a series of essays that have been written on the topic of winter safety. This book does not attempt to cover all aspects of the subject, but offers practical safety information that every cross country ski tourer and winter camper should know. The majority of people who have contributed to the writing of this book are professionals and experts in outdoor skills. Their use of technical data is minimal and only to the extent that it helps in the understanding of the topic. This book deals with such topics as planning a trip, using map and compass, weather forecasting, and the dangers of being caught in a storm. It covers the danger of frostbite, hypothermia, and preventing dehydration. It also offers some useful information on basic medical aid, treatment for serious injuries and a simple method of evacuation. It also has an interesting section on safe winter motoring. This is a book that is recommended for anyone who ventures out into either winter camping or touring.



On the subject of winter camping, there is an excellent book available entitled *Winter Camping* by Bob Cary, and published by the Stephen Green Press, Vermont. This book helps make clear the difference between winter camping and winter survival. It is a compilation of

tested cold weather camping procedures for the growing number of skiers, snowshoers, and campers who seek to add another dimension to their sheer enjoyment of the outdoors. It is a simple, down to earth, approach to the whole subject of winter camping. An interesting piece of equipment that they introduce is the cross country sled which takes much of the weight off your back and enables you to pack more. It discusses many aspects of winter camping such as tenting, site selection, preparing the tent site, a discussion on winter tents, as well as how to build a snow shelter. It covers items such as sleeping bags, and what you should look for, clothing that would be required on a winter camp, equipment you would need, some planning kits, map reading, meals and nutrition, and some practical first aid. There is even a section on activities around the camp. This is also an excellent book for your group library or even your personal library.



If you are planning to do some boating instruction, the Canadian Red Cross Society has booklets available on the following topics: Canoeing, Rowing, Power Boating. They are both adult and youth oriented. Contact your local Red Cross Division office for more information.

The following was received from Scouter Ken Lee of the Pine Beach Nahani Troop in Dorval, Quebec. It is in reply to the last item in the October *Outdoors* column on P.F.D.'s.

"Several years back we got tired of canoe rental people supplying kapok cushions as flotation devices, usually wet and ready to sink you. We equipped our canoe crews with the 'solid block' type of approved flotation vest.

"This type offers good flotation but is almost impossible to wear all day and paddle as well.

"Partly because our canoe trip crews exceeded our supply and partly due to some of the boys who sail, we allowed for some of them to supply their own flotation gear this year. In almost every instance it was the lightweight air-cell vests (not permitted in motor boats). These are more comfortable, can be worn all day and do not obstruct paddling.

"I believe that the boys do tend to look after them better than 'troop issue'. One caution is that the 'canoe master' must check them in advance for M.O.T. approval. Water ski belts should not be accepted." A



training talk

by reg roberts

This month Reg
writes about ...

Recognition and Training Institutes

Every once in a while a *Training Talk* article prompts a whole lot of letters and the November '79 article on Recognition did just that. I wish I could say that people wrote to indicate that councils followed the suggestions I set out and that they were satisfied with the recognition they received, but such is not the case.

One letter in particular summed up the feelings of the others and I have decided to share it with you. The writer's name isn't important to know, neither is the council location. What is said, however, is very important, to councils, trainers, service personnel and Scouters working with boys and young people in the Scouting Movement. Here is the letter:

24

Dear Reg:

I read your article on Recognition and would like to say I agree with and endorse the importance of recognition in any organization but particularly in volunteer ones such as Scouting.

However, I have an example of a situation where all desirable aspects of your article have been violated.

I am referring to the Training Institute I attended earlier this year (1979). I will use my own situation as an example, but I have reason to believe that the "pre and post" course recognition did not occur for me and assume that other cases are similar to my own. Anyway here we go.

Pre-course Training Recognition

This was not badly handled, but the "What will take place" part was a bit of a mystery and people at the local council level were reluctant to discuss the course for some reason I fail to understand. As a result, the "How you will benefit" part was really guess work.

End of Training Recognition

The verbal recognition by the staff at the end of the course was great. However, that's where it stopped. No formal recognition was given either at that time or since, not even to the extent of having our Training Record Book signed. There is no wallet card, certificate, parchment, beads, badge or any other such token. As a result there is no "symbol of recognition" to either "wear with pride" or hang up "where it can be seen by others". That's a shame.

Recognition of Accomplishment

Almost all the points raised in your article have been neglected since my return to the council. I do not wish to criticize the council staff because they are dedicated people. However, the facts remain. Although the purpose of sending me on the course was given as preparation for

a new position, I still have no notification, even verbally, that such is the case.

In addition there has been no effort to allow me to share my new-found experience and skills with others in the council. And finally, and I must admit I was really perturbed, when the council published a list of people who attended Part I and Part II Wood Badge courses and other events, there was only one small line to the effect that one member from the council had attended the training institute and that didn't even mention my name.

The reason I am writing, Reg, is not to complain about my council or province, but rather I am writing to give examples of how the oversights that your article tries to correct are playing such a negative part in various areas; and these oversights are so easy to correct.

Recognition is as important for me as it is for others, however, I have many means of feedback to my ego and it is not that critical. But what about the other people for whom Scouting is the major source of recognition? We may lose such people if we don't take care of them.

Well, there it is Reg, no badge, no pins, no beads attached. I will remain enthusiastic and dedicated in spite of the situation. However, it would be nice if something could be done about our course and others in the future.

I agree with your article and would like to see some or all of your points implemented. For me the course was a digression of sorts, something of a pleasurable and educational experience set off on its own with no obvious purpose or meaning except that which I, alone, give to it. And that my friend is a real shame, because although isolated, it was one of the most meaningful courses that I have ever attended.

I told the staff that then, and I repeat the statement now. If the points you raise in your article had been met — even a few of them, it would have been immeasurably more meaningful, especially in the Scouting context where it presently holds little meaning primarily due to the lack of recognition for having attended it. Alas the essence of your article.

Yours in Scouting and in Friendship.

Because I know the writer, I also know that the concerns expressed in the letter are not made lightly and, as was stated above, the oversights are so easy to correct. The November article set out many of the ways in which we as council people or trainers can recognize those who do take training and leaders have many similar ways to recognize the members of colonies, packs, troops, companies and crews. Let's not overlook this area of Scouting, it's so important.

Training Institutes

In writing the November '79 article and the one this month and from past feedback, I am conscious of the fact that councils of participants who have attended national or provincial training institutes and indeed some participants themselves, seem to have difficulty in explaining what an institute is all about and that's unfortunate because the experience is such that more people need to be encouraged to attend.

Generally these courses tend to focus on relationship skills, and the skills of leadership. For most people these are areas in which they see themselves as generally effective and it isn't until they realize that communicating with people doesn't begin with "Hey you" and that leadership is not simply a matter of telling people what to do, that the significance of a better understanding of relationships and leadership skills becomes evident.

The content of training institutes varies somewhat from province to province and tends to be a little more in depth at the national level. However essentially it covers such areas as communicating effectively through understanding and use of listening, questioning and speaking techniques and many exercises are used to become familiar with and practise the techniques.

It deals with problem solving and decision making skills and participants are shown at least one method to help them solve problems and make effective decisions, and again opportunities to try out these skills are made available.

Participants are helped to identify the roles members have in group situations and learn to recognize when, in meetings, and other group situations, people are doing a good job of helping the group complete its task and when members are really holding things up.

Ways to run better meetings are explored and opportunities abound to examine one's own contribution to the proceedings and how one can improve. Hidden agendas and standards of behaviour in groups of people are examined and role plays and case studies are used to demonstrate effective group membership. The entire area of leadership is looked at; what leadership is, its many styles and types and what style of leadership is effective under certain situations and why it would not be effective at other times.

Evaluating progress, setting objectives, assessing needs are also dealt with, all in very practical ways and, since conflict among group members is inevitable, training institutes look at the healthy aspects of conflict and help people make it work for themselves rather than against them.

The foregoing is a brief outline of major content items and all of them are dealt with in such a way as to help participants be more effective in their Scouting job back home.

There isn't any mystique around training institutes any more than a Part II Wood Badge course. The problem in explaining what the course is all about usually comes when someone tries to put into words that intangible feeling one gets for the people with whom one has spent a week of intensive study and activity.

On a Wood Badge course one would call it Scouting spirit, or *esprit-de-corps*, or brotherhood and it's all those things, but because the content of an institute is different from knots and games or ceremonies and uniforms or outdoor skills and crafts; because the content deals with how we relate to others and how to lead people or be a member of a leadership team; because to understand how to work effectively with others one must really understand one's self, a very strong bond is forged between all of those who participate.

It's this intangible spirit that is hard to share with others. After a week of ten hour days, people come to know each other pretty well and when the time comes to leave these newly developed friends one realizes that it's a little like a family breakup. One also realizes however, how all the "stuff" that one has been learning about really makes sense and that a whole lot of new skills have been absorbed and one usually has to exert some restraint so as not to rush out and try it all out at once.

Training institutes allow people to look at themselves in a new light, to examine habits of a lifetime and see if they are effective for their work with people, and to learn new skills which can help them be even more effective.

But, as I said, there is no mystery, no magic and no reason for participants or councils to hesitate in answering those who ask what a training institute is all about.

If you get a chance to attend — I hope you jump at it. It could be the most meaningful experience you have ever had and, who knows, I might just see you there. A

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Ventrek



The 2nd Nelson Venturer Company has, for the past two years, been holding Ventrek for the Kootenay Boundary Region. Ventrek is an expedition for Venturers, requiring high level skills in the fields of lightweight winter camping, snowshoeing, canoeing and mountaineering.

The following is an account of the Second Annual Ventrek which was sent to us, together with photographs taken on the trek, by the 2nd Nelson Venturers.

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Ventrek began in the fall of 1976, as a dream in the eyes of the 2nd Nelson Venturer Company. We were looking for an event which could involve all Venturers in the West Kootenays, using such skills as canoeing, snowshoeing, lightweight winter camping and mountaineering.

On Friday May 20th, Ventrek '77 became a reality; 24 Venturers and eight Advisors gathered, 15 miles up Lemon Creek at the Kokanee Glacier Provincial Park boundary. During the following three days, Ventrek '77 took us through snowstorms and sunshine, over two mountains, up onto Kokanee Glacier and out through Enterprise Creek. Once out through Enterprise Creek, our party of travel weary hikers, having covered 35 miles of rugged terrain, were met by car to be transported ten miles to Slocan City and to the outlet of Slocan Lake. From here the Venturers and Advisors canoed six miles down the winding river to the confluence of Lemon Creek and the Slocan River. We then portaged our canoes one mile to Highway #6 and, with satisfaction and a sense of accomplishment, headed for home and a much needed hot shower.

In spite of all the hard slog and the blisters we had many pleasant memories of the trip and it was felt to have been such a success that the 2nd Nelson Venturer Company were prompted to hold Ventrek as an annual event. And so began the search for the location of Ventrek '78. With the Kokanee Glacier Provincial Park so conveniently located and offering the best quality in mountainous terrain and snow conditions for the time of year, the decision was made to choose another area of the same park for 1978.

In anticipation of the journey ahead, the first hardy

souls were up at 6.30 a.m. on Saturday, May 20th. The other Venturers, influenced no doubt by the peaceful stillness of the mountains, were more reluctant to leave the warm cocoon of their sleeping bags. But eventually the remaining members of the party clambered out of their cramped tents.

After a hot breakfast of porridge, the tents were packed up and our company joined the 1st Warfield and 1st Trail Venturer Companies for a brief planning session before the trek began. Leaving in sub-zero temperatures and before the morning sun was shining directly upon us, we started the steep ascent towards Sunset Lake. But by mid-morning the sun shone down and our muscles limbered, as we rose from the towering spruce and balsam firs of the coniferous forest to the dwarfed and stunted spruce and alpine firs of the sub-alpine terrain. As we approached Sunset Lake we were awestruck by the mass of rock forming Pontiac Peak, which loomed 2,200 feet into a cloudless blue sky, at the south end of Sunset Lake.

Rising body and atmospheric temperatures called for a stop on the banks of the ice-bound lake to discard some no longer needed clothing. A few brave souls went so far as to discard all but shorts and Tee shirts.

By noon we had gained the north ridge of Pontiac Peak. Now some 1,500 feet above Sunset Lake we were able to see the lake behind and below us and, in the distance to the west, the mass of Woodbury Glacier glistening in royal hues. Seemingly insignificant and overshadowed by the majestic Woodbury Glacier and towering Pontiac Peak lay Grey Eagle Pass, our destination.

With such a panoramic viewpoint, the north ridge made an opportune site for lunch and further study of our proposed route to Grey Eagle Pass. A closer look at our map and the vast basin that lay ahead of us revealed that the warm weather and the steepness of the terrain had created extreme avalanche conditions. With our initial route insurmountable, an alternate but safer route was chosen.

This route, rather than taking us on a horizontal side-hill traverse as planned, around the basin, dropped us 3,000 feet into Nellis Cascade. Once at the bottom, we would have to regain our lost altitude to achieve Grey Eagle Pass.

Our bodies replenished, and our new route firmly in our minds, we began our slow descent into Nellis Cascade. At one point, while hiking in single file, one member of our party was standing on the snow when suddenly it gave way, sending him sliding down the steep mountainside. Fifty feet below, he managed to grab hold of one of the last trees, thus preventing himself from tumbling over a 150 foot cliff. After such a potentially disastrous situation, the decision was made for each member of the party to proceed approximately 100 yards apart for the remainder of the descent.

Reaching the bottom of Nellis Cascade, snowshoes were donned as a faster mode of travel up the open slope to regain our lost elevation. But the steepness of the terrain heading into Grey Eagle Pass did not lend itself to the use of snowshoes and they had to be removed and strapped back onto our packs. Without their use, members trudged their way around the mountain towards the pass, sinking up to their thighs at every step. It was only the anticipation of our goal and our grim determination to reach it that drew each member, close to total exhaustion, gradually closer to the pass.

Elation! Grey Eagle Pass — the summit of our trek!

On any other day of the year, and to the casual eye, this pass might seem no more significant than any other in the mountains. But on this day at 5.00 p.m., May 20th, 1978, Grey Eagle Pass was conquered by 19 Venturers and four Advisors. Spanning the radial views of the world around us, a quiet sense of accomplishment overcame the entire group.

After sighting Mount Olson and Lendrum Valley, we knew Grey Eagle Lake lay only a few minutes ahead and that it was all downhill. With a resurgence of energy, we donned snowshoes once again and headed off down into Lendrum Valley to Grey Eagle Lake and our first night camp.

After a stormy night, we arose to an overcast sky and sub-zero temperatures. Anticipating snow later in the day, we took the opportunity to hang sleeping bags and foams out to dry. We made the best of this leisure time; a few lit fires to dry out their personal gear, while others ventured off to explore the basin in which we were encamped.

Shortly after lunch we broke camp and, with the use of our snowshoes, we began the descent down Lendrum Creek to Lendrum Lake and on to our third night's camp at Nalmet Lake.

Encountering the steep terrain between Lendrum and Nalmet Lakes, the skiers of the group jumped at the chance to try out their skills at snowshoe skiing. The first to try his luck at this new form of skiing was, surprisingly enough, a Venturer Advisor! With a well distributed 45 pound pack on his back and two or three steps to work up some momentum he was off. Sliding on the snow with our feet planted firmly in front of us and leaning back on our walking sticks for balance and braking, we descended the 1,500 feet between the two lakes in a matter of minutes.

Dropping back down into the coniferous forests, we noticed that signs of spring were beginning to appear. The mountain streams were no longer frozen over and we were able to see the bountiful Eastern Brook trout swimming in the streams.

Reaching Nalmet Lake, we stopped for a well earned drink of ice-cold mountain water. As we headed off for the far end of Nalmet Lake we noticed that the overcast sky was beginning to darken. Up to this point we had excellent sunny weather but the visions of rain and a wet camp were beginning to grow in our minds.

Rounding the far end of the lake, just before reaching the heavily forested areas ahead of us, the black, thun-

derous clouds showed no mercy. With the deluge of rain upon us, we ran for shelter under the large balsam firs, to dig out our rain gear. Taking note of the dwindling daylight hours and the convenient location for a camp, we decided to make this our third night's camp. With a steady wind in the air, the storm passed almost as quickly as it had struck, letting the sun shine through while we were setting up camp. Heavy raindrops, left on the green boughs of the trees, shimmered in prism form showing all the colours of the rainbow.

As this was our final night in the mountains together, we gathered around a fire to reminisce about the trek so far. Tired from another long and strenuous day, the companies hit the sack at an early hour.

Being now well into the routine of rising early and breaking camp, we were ready to move out by 9 a.m. A quick inspection of the campsite to make sure no-one had inadvertently left any litter or possessions behind, we then set off on the last day of our trek.

Dropping further into the coniferous forest, we encountered numerous windfalls and poor snow conditions, making this portion of the trek slow and hazardous. At any moment, a person might fall through, up to his waist in brush and snow. Wheeler Lake, 3/4 of a mile long and by far the longest of the lakes encountered on our journey, was the site for a brief stop for refreshments and pictures, before continuing on the last two miles of the trek.

For the first time in three days our feet were walking on solid earth. After three days of strenuous hiking we had unconsciously become in top physical shape and, in our eagerness to reach the end of our journey, we increased our pace. In what seemed only a matter of minutes we reached our destination, the Kokanee Glacier Park boundary and our ride to a hot shower — and away from a trek not to be forgotten as long as the pictures and memories would last. X

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Kananaskis Country is comprised of four distinct zones, Foothills, Montane, Alpine Meadows and Alpine Barren.

The Foothills area in the eastern part of Kananaskis Country is the most heavily and uniformly forested of the four areas and is inhabited by many different wild-life species.

The Montane, Alpine Meadows and Alpine Barren zones are found in the western two-thirds of Kananaskis Country in the Rocky Mountain front ranges. These mountain ranges were formed by cataclysmic forces millions of years ago. Subsequent erosion by glaciers, running water and frost action has sculptured the rock into isolated peaks, valleys, lake basins and gorges which form some of the most spectacular scenery to be found anywhere in the world.



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The Foothills

Sandstone and shale outcrops are found along the eastern section of Kananaskis Country. The area is dry woodland with lodgepole and limber pine, white spruce and a few Douglas fir. Grassy meadows with mats of bearberry and juniper are interspersed throughout the area. Along the lower slopes are lush aspen forests with a diversity of plants. Violets, roses, fairy-bells, Solomon's-seal, pea vine, wild vetch, cow parsnip, wild geraniums, bedstraw, meadow-rue and snowberries all grow here. This region is the home of the mule and whitetail deer, snowshoe hare, coyote, chipmunk, porcupine, moose and black bear. The bird population includes ruffed grouse, red-tailed hawk, black capped chickadee, and warbling vireo.

The higher foothills are characterized by a strongly rolling landscape formed by the grinding action of glaciers during the last ice age. This, too, is dry woodland with extensive stands of lodgepole pine and spruce.

Common plants in this area are, Canada buffaloberry, western wood lily, twinflower and blueberry. In the spring, showy clusters of pink calypso orchids brighten

the pine woods. Red squirrels, long-tailed weasels, spruce grouse, mountain chickadees, and grey jays frequent these woods along with yellow-rumped warblers, pine siskins, tiny ruby-crowned kinglets, sparrows and juncos.

Montane

The Montane zone forms a relatively restricted belt just below the Alpine level. Its upper limits define the timberline, while the lower limits blend into the Foothills zone. The Indians called this zone "the land of little sticks". High subalpine forests of mature spruce and fir are found about 1800 m up the mountain slopes. The environment here is cooler and wetter than in the foothills and pale green, yellow and black lichen festoon the lower branches of trees. The forest floor is covered with a spring carpet of moss, decaying logs and a dense undergrowth of false azalea, blueberry, rhododendron and wintergreen. Townsend's warblers, thrushes, golden-crowned kinglets, winter wrens and a few species of sparrows are typical birds that populate the area.

Alpine Meadows

Higher up the mountains, stunted tree islands open into alpine meadows. Whitebark pine grows in isolated windswept forms and there are groves of Alpine larch. Unlike other conifers, the larch loses its needles in winter. In the fall its soft green appearance is transformed into blazes of yellow and orange, creating brilliant patches of colour in the high country. Between the tree islands are lush meadows with dense carpets of wildflowers including paintbrushes, hedsyrum, asters, globe flowers, fleabanes, mountain heathers, buttercups and everlasting. White-tailed ptarmigan can often be seen and Clark's nutcracker, a member of the crow family, is also common to this area.

Dryer Alpine meadows are found still higher up the mountain and are dominated by grasses, sedges and low mats of mountain avens, moss campion, white heather, alpine forget-me-not, saxifrage, cinquefoil, and lichen. One of the few birds found in these meadows is the horned lark. In the rockier areas there are grey-crowned rosy finches and these areas are also the home of the pika and hoary marmot.

With binoculars there are opportunities to safely view elk, sheep, goats and bears feeding in the alpine meadows.

Alpine Barren

This zone is found at the highest reaches of the mountains from 1830 and 2440 m above sea level, and supports a few scattered rock lichens and the occasional patch of purple saxifrage. This part of Kananaskis Country is the eternal domain of ice, snow and rock. Glaciers and permanent snowfields are found along the Continental Divide in the Kananaskis Provincial Park portion of Kananaskis Country.

Special Opportunities

Within the four major zones of Kananaskis Country, there are many special things to look for. Avalanches periodically sweep through the forested regions leaving meadows and shrubby thickets where heliotrope, massive patches of glacier lilies and berry bushes bloom. Rare ferns grow along some of the dry rock outcrops while streams and wetlands provide habitat for some rarer species of plants and animals. ^

Information reprinted from the Government of Alberta publication "This is Kananaskis Country 1979".

John Sweet's CRAFTS FOR CUBS

A LEMON SHOOTER

You will Need:

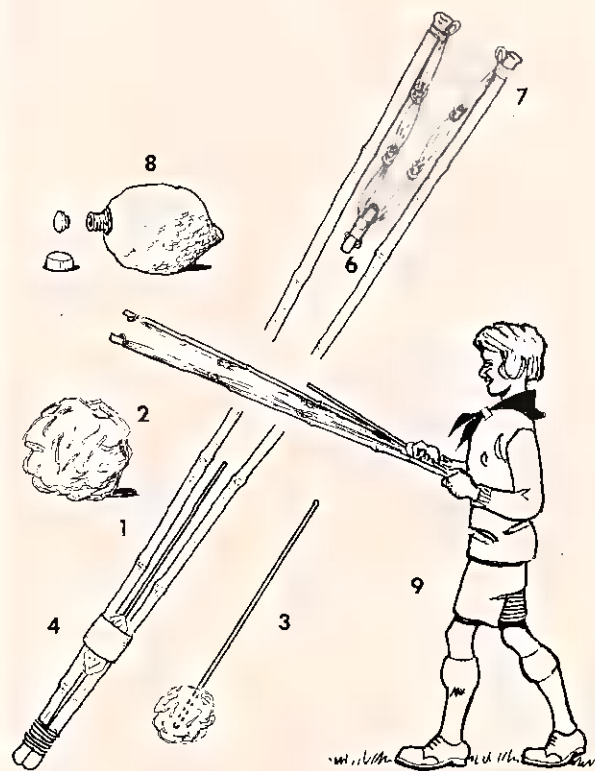
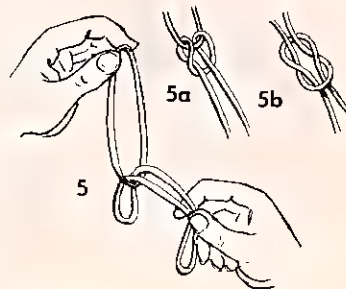
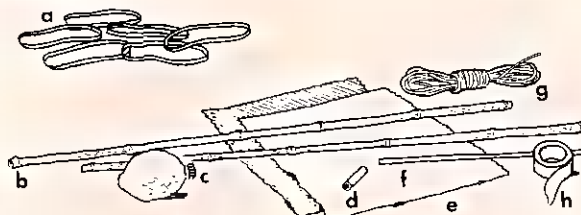
- a. Six elastic "packet" bands
- b. two long garden canes
- c. a plastic lemon
- d. a section, open at both ends, cut from an old plastic pen
- e. several sheets of soft kitchen paper
- f. a short split cane
- g. a hank of string
- h. sticky tape

1. Lash the two long canes together near the thin ends. To do this, just start with a series of tight overhand knots (half reefs) topped off with a reef. This is called "The West-country Whipping" so you are already on your way to being a Scout Pioneer!
2. Make a tight wad of soft kitchen paper.
3. Push one end of your split cane into the wad of paper.
4. Wedge the wad of paper (and the split cane) between the two long canes as close to the lashing as possible and bind it tightly with several turns of sticky tape.
5. Join three elastic bands together by slipping one through the other and then back through itself (5a and 5b). You will see that the result is just — a reef knot! You will need two of these strings of bands.
6. Bind one end of each string of bands to opposite sides of your plastic tube — with sticky tape.
7. Lash the other ends of the two strings of bands to the tops of the canes with string, again using the west-country whipping.
8. Unscrew the cap of the plastic lemon and, with the end of a sharp knife, lever off the thin disc with the small hole in the centre which covers the top of the lemon. Cut off the nipple at the other end with a bread saw.

You are now ready for action.

Pull the plastic tube down onto the split cane as far as it will go and load the lemon onto it. Pull the lemon down. Rest the butt-end of the shooter on your tum, take aim, FIRE! X

Gear List



PATROL CORNER

by Phil Newsome

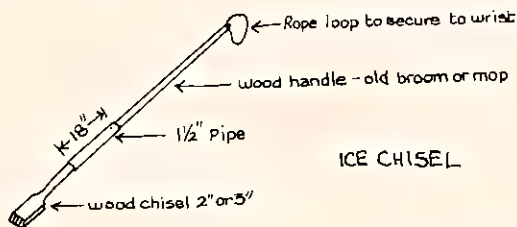
Ice Fishing

There is a special thrill to ice fishing. It is really different from fishing at other times of the year, and the catch is often better than in spring or summer.

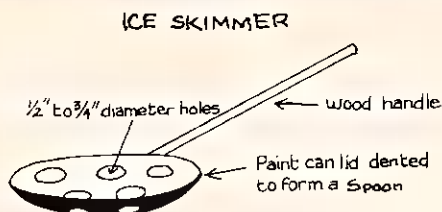
You can use a rod and line for fishing through a hole cut in the ice, but real winter fishermen use "tip-ups" — a gadget that signals when a fish is playing with the hook or is already on the line. In areas where ice fishing is a popular sport you will probably be able to buy tip-ups at a sports store, however, your patrol may enjoy making their own as part of the build-up to a day on the ice. With this simple gadget your Scouts will be able to catch such species of fish as perch, pickerel, pike, grayling or whatever fish your province permits taking by ice fishing.

Be sure to check your provincial fish laws and have the boys obtain a license where required:

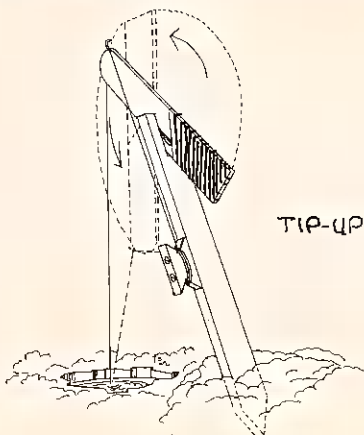
Other items you will find handy to have for your fish trip are as follows:



Ice chisel — this tool is used to open a hole in the ice if you are unable to borrow an ice auger (drill).

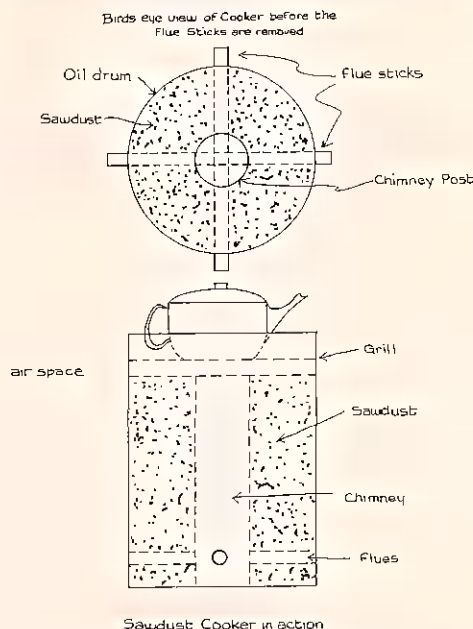


Ice skimmer — used to keep the hole open and free of ice chips and snow. This tool can easily be made out of an old 1 gallon paint can lid, dented to form a large spoon with large holes cut into it and a simple pole handle attached.



Tip-ups — each Scout can have more than one tip-up to watch when out fishing. The patrol may want to make two or three tip-ups for each member. It is suggested that the end of the wig wag opposite the eye for the fishing line be painted a bright colour so the signal can be distinguished from a distance.

To keep the patrol warm as they wait for the fish to bite you may want to provide gallons of hot chocolate. As the patrol's part in the conservation of petroleum products, they may wish to attempt the construction of a sawdust cooker and take it along on the ice fishing trip.



To make a sawdust cooker, take a 5 gallon drum and remove the top. In the side at the bottom cut four holes north, south, east and west about one inch in diameter. Take a straight pole, pipe, post etc. about 3-4 inches in diameter and stand it on end up the centre of the drum. Into the side holes pass four sticks about one inch in diameter so that they meet the centre post.

Now pack dry sawdust into the drum pressing it down as hard as you can, until the drum is filled to within four to six inches from the top. Carefully twist and withdraw first the centre post and then the side sticks. This will leave you with four draft flues and a central chimney. Do not withdraw the sticks and centre post until you are ready to light the burner.

To light, take a small piece of rag soaked in paraffin, light it, and drop it down the chimney to the bottom of the drum. A fierce draught will develop up the chimney and the sawdust will become nearly white hot on the inside. As it burns, the chimney will get larger. A cooker of this size will burn for at least two hours without any attention. The heat can be regulated by closing the draught flues, but care must be taken not to knock the drum as it may cause the sawdust to cave in. To put the cooker out, kick the drum and the sawdust will cave in, cutting off the draught and this will put out the fire.

Cooking pots should be partly suspended into the drum for maximum heat.

Smaller versions of the cooker can be made by using coffee cans, paint cans, etc.; pencils can be used to make the flues and a small chimney is required.

All cookers should be placed on heat resistant material; you will also notice that the cookers do not produce any smoke.

Good luck on your ice fishing outing. X

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EDITOR'S NOTEBOOK



"And they're off!" At the sound of the klaxon horn, the chuckwagons burst away from the starting line in a flurry of excitement and energy. Arms swinging and legs pumping to the loud cries of the drivers and out-riders, the four rampaging "horses" pull their rig like mad, and the teams speed down the ice toward the distant finish line. The crowd of 6,000 feels the electrifying tension mount and they join in the shouting — urging on their favourite teams until the whole Arena is rocking to the sounds and thrills of The Calgary Region Boy Scouts Ice Stampede.

Every year since 1945 those same wonderful sounds have filled the Stampede Corral in Calgary. And this year, 1980, marks 36 years of Ice Stampede action. In 1944, a Scouter, Glyn Nelles, conceived the idea of chuckwagon races on the ice, using rules laid down for the Calgary Exhibition and Stampede.

Take the thrills and action of the dust-filled corrals, its cowboys and chuckwagons, and transfer them to an ice surface. Add to it the colour and pomp of the opening ceremonies and hundreds of Boy Scout flags.

The first show, for Scouts only, was held in Victoria Arena in 1945, containing about 10 program items. It was an instant success. In 1946 the chuckwagon races were open to the Cubs. In 1960 the Cosmopolitan Club dropped their participation, leaving the Scout Association to handle the show on its own. In 1949 the Guide Movement joined for a few years, and then again became full-time participants in 1972. 1973 saw the introduction of Beavers to the program. In 1974, the Ice Stampede expanded to three shows. And 1977 saw the introduction of Stampeder Sam, the mascot of the Ice Stampede.

This year, 36 years-in-action later, the Ice Stampede gets off on February 22 and 23 at the Stampede Corral in Calgary. Scout-Guide togetherness is the unifying theme for the event, which celebrates the birthday of our Founder, Lord Baden-Powell.

Chuckwagon races are but one of the events slated for the program. The Grand Opening Ceremonies include hundreds of flag-bearers from all sections of every group in Calgary Scouting and Guiding. The chuckwagon races are open to Cubs, Scouts and Rangers. There are "canoe" races for Guides and Pathfinders; "ski" races for Cubs and Brownies; "chariot" races for Venturers, Rovers and leaders; and special acts put on by local groups. A further attraction will be "Monster-Mania", an event especially made for Beavers, who will be dressed as their favourite monster.

The chuckwagon, like its real wheeled counterpart, is a sled which is manned by one driver. Four participants who act as horses-on-skates provide the pulling power. Like real races, four "out-riders", who are part of the team, throw a camp stove in the back of the wagon and charge off after their rig. Each racing time is clocked, but penalties are added, the winner having the shortest time. Every participant in this and every event must be in costume, either Western dress or some other novel array. And, in the interest of safety, every participant must wear a safety helmet.

The Chariot Races consist of three "horses", a driver and a "tailman". Their own kind of excitement brings us back to the days of the Roman Legions. The Ski Races are tremendous fun for participants and fans alike. A team of six skiers put on one set of seven-foot-long skis, pass a volleyball or basketball between their legs and gallop for the finish line. And who says you can't canoe on ice? Canoes consist of a plywood board on runners which slip easily on ice, and paddles are made by hockey stick handles with an attachment having quarter-inch studs on the end for furious paddling power.

The youngest of our sections is not left out. Each Beaver, dressed in his scariest monster costume, will participate in an event in which he runs out from his haunted house to collect as many creepy-crawlies (actually 8,000 ping-pong balls) as he can. If this is not the most exciting viewer event, it certainly is the most fun.

Naturally, fun has been the key to the Ice Stampede's success. While it is primarily a boy (and girl) event, it is also the principal means of capital support to Camp Gardner, the local Scout Camp. The Ice Stampede, therefore, fulfills two very significant roles related directly to boy program support. It has also been a tremendous Public Relations activity with which to obtain support from the business community.



If the shoe fits.....



At its November meeting the National Council of Boy Scouts of Canada passed a number of motions which may be of interest to many leaders. Because it will likely be some time before *Bylaws, Policies and Procedures* will be revised, we are sharing these policy changes in **The Leader**. The subjects and the carried motions are as follows:

1. Rover Promise

"That the following Rover Promise be added to Bylaws, Policies and Procedures as an alternative to that which is already stated:

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

2. Venturer Motto

"That 'Challenge' be the motto of the Venturer Section and the Bylaws, Policies and Procedures be amended accordingly."

3. Beaver Leader Age

"That leaders in a Beaver colony are called Beaver Leaders and are members of a leadership team. A colony has a leader responsible for the colony who must be at least 21 years of age, and one or more other leaders who must be at least 18 years of age.

"In addition, activity leaders and Scouters-in-training are to be encouraged to work with and be part of the Beaver colony leadership team. Keo is also a member of the leadership team."

4. Beaver Camping

(b) "Beaver camping normally takes the form of day camping. If an over-

night camp is held, it takes place in the form of family camping, and the leadership must consist of a minimum of two Beaver leaders, and one of whom must be at least 21 years, plus one additional adult for every three Beavers."

(c) "Minimum facilities for Beaver camping must include tents for sleeping and some form of additional weather resistant shelter suitable for games, crafts, dining and cooking."

5. Translations

"Be it resolved that Boy Scouts of Canada will provide program support materials in whatever language is necessary to meet the needs of a significant number of its members as agreed to by National Council, subject always to the financial implications being satisfactorily resolved."

6. Recognition

"That a system of recognition for training taken by non-uniform members of Boy Scouts of Canada be approved in accordance with the following criteria:

1. Recognition will be awarded to group/section committee members who have successfully completed:

a) An "Introduction to Scouting" session

b) A course of "Group/Section Committee Training".

2. Recognition will be awarded to council members who have successfully completed:

a) An "Introduction to Scouting" session

b) A course of "Council Member Training".

3. Recognition will take the form of a parchment certificate and colour-coded lapel pin.

I want to draw attention to two names that have recently appeared in **The Leader**. In last month's issue we saw **Carl Lemieux** take over the responsibility for writing the *Paksak, Beaver Happenings* and *Outdoors* columns. Carl was appointed to my former position in Program Services at Boy Scouts of Canada in late October. Carl came to National Headquarters from the Quebec Provincial Council where he was a field executive for 3½ years.

This month **Pat Horan** becomes the writer of our new column, *A Word to Chairmen*. Pat is no stranger to **The Leader** having authored a number of articles in past years and in particular a series of columns in 1976 titled *Partners — Working Together to Serve Youth*. Pat works in Relationships Services at National Headquarters and is responsible for working in cooperation with our partner organizations at the national level.

I take pleasure in welcoming both of these gentlemen as regular contributors to **The Leader**.

The photo below was shared with us by **Major Bill Whitehead**, Senior Information Officer in the D.N.D. Office of Information, Canadian Forces, Europe. It shows Scouts of the Maple Leaf Region stationed with their families in Lahr, West Germany, placing a wreath during Remembrance Day ceremonies on November 11. Clockwise from the left are: **Cub Pierre Labreque**, **Sea Scout Kevin Walsh**, **Venturer Chris Purdy** and **Beaver Chris Carpenter**. X



Canadian Forces photo by Sgt. J.C. Rodger.

Government House Investiture...

a recognition
of courage
... and service!

by Bob Milks



As a ceremony, it is easily described. Each recipient stands as his name is called. He moves in front of the Chief Scout and bows. Then a citation is read, a medal is pinned on the uniform, a handshake, perhaps a few words are exchanged, a bow and the recipient returns to his chair. That is the actual ceremony!

NO — NOT REALLY!

This simple description is technically correct but it is much too cold and casual to accurately reflect what happens at such a ceremony. It omits the real essence of the investiture — the feelings that are engendered in both the audience and the recipients.

No one can speak for the recipients and, despite quotes in newspapers, it is not intended to try to cover their feelings in this article. Instead I have chosen to reflect my own personal feelings — feelings that have been confirmed by my attendance at many investitures but particularly the one held in November 1979.

The Setting

The investiture is held at Rideau Hall — the residence of the Governor General of Canada, our Chief Scout. Your feeling of anticipation begins from the time you enter the gate and drive up the long sweeping drive. Once inside, guests are escorted by Scouts and Venturers from the massive hall to the ballroom. That is where the ceremony takes place. This year there were over two hundred guests in attendance — friends and relatives of the recipients, members of the National Council and representatives of each of the five sections in Scouting.

In the background, a military band plays quietly. On a given signal, everyone rises and His Excellency moves to the front of the ballroom. The National Commissioner, Lt.-General Chester Hull presents the recipients to His Excellency.

The Recipients

As the presentations begin, I am once again aware that, for me, this is an impressive and moving experience. As each recipient moves up and receives his medal, I am aware of the fact that courage comes in many forms and that the awards reflect this. As can be seen from the list, two Scouts received the Jack Cornwell Decoration for their courage and determination to do their best, despite suffering physical and emotional pain and severe health handicaps.

A few minutes with Venturer William Wallace after the investiture ceremony made me aware of how much he enjoys Venturers. His participation in their canoe and

rubber raft trips, despite his health handicaps, is but one example of the inner courage of this Venturer.

Then there are the Scouts whose courage has been demonstrated by their acts of gallantry — even when it meant exposing themselves to considerable risk. Whether the award was given for gallantry or meritorious conduct, many in the audience shared my pride as these young men were recognized for their proven concern for their fellowmen.

The Silver Fox recipient, Mr. Bruce Garnsey, impressed me with his warm and friendly personality. It was easy to see how this man could have made so significant a contribution to World Scouting during his period as Chairman of the World Scout Committee.

I was tempted to try to calculate the number of years of service to Scouting that was represented by the recipients of the Silver Wolf Award. That stopped when I realized that Dr. Leatherbarrow had been an active Scouter for close to seventy years. Instead of looking at years of service, I wondered how many thousands of boys enjoyed Scouting because of the contributions made by these Scouters.

During a brief chat with Dr. Leatherbarrow after the ceremony, he showed me his warrant of appointment as a Scouter. It was dated 1910 and was personally signed by B.-P. He was justifiably proud of it.

The Chief Scout, at the end of the award presentations, reflected many of our feelings in his statement to the recipients. After the ceremony he met and chatted with each recipient and their families during the reception that he hosted.

Postscript

While there were many indications from the Scouts and their families that they had enjoyed their visit to Ottawa, the investiture and all of the activities around it, there was at least one indicator that they would not let it go to their head.

Scout David Frank Aklok of Coppermine was asked how he enjoyed his visit to Ottawa. He noted that the city was too big — too busy — and that he was looking forward to getting back to Coppermine so that he could get out and check his trap lines.

Yes, we in Scouting can be justifiably proud of these Scouts and Scouters. I am sure that I echo the feelings of every member of Scouting in Canada when I say to them "Congratulations on your award, you are an example to each of us".

Recipients, November 16, 1979

The Jack Cornwell Decoration — for having undergone great suffering in an heroic manner — to:

Second Kenneth Frederick Argue, aged 10, Marshall, Saskatchewan.

Venturer William Raymond Wallace, aged 18, Kamloops, B.C.

The Silver Cross — for gallantry with considerable risk — to:

Richard Jensen, aged 14, Burnaby, B.C.

Scout Paul J.A. Worsfold, aged 13, Burnaby, B.C.

The Bronze Cross — for gallantry, with moderate risk — to:

Patrol Leader Glen Ian Holm, aged 13, Picton, Ont.

Medal for Meritorious Conduct — for especially meritorious acts not involving heroism or risk of life — to:

Cub Michael Waddell, aged 11, Queensville, Ont.

Robert Douglas Reid, aged 12, Garden Bay, B.C.

Scout David Frank Aklok, aged 16, Coppermine, N.W.T.

The Silver Fox — for service of an exceptional character to Scouting in the international field, performed by persons who are NOT members of Boy Scouts of Canada — to:

Bruce H. Garnsey, Sydney, N.S.W., Australia

The Silver Wolf — for service of the most exceptional character to Scouting — to:

Frank L. Greaves, Grimsby, Ont.

Reginald K. Groome, Montreal, Que.

Leslie C. Holdsworth, Ottawa, Ont.

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

Rt. Hon. Jules Leger, Ottawa, Ont.

Geoffrey W. Wheatley, Pointe Claire, Que.

Chief Scout's Message — Government House Investiture

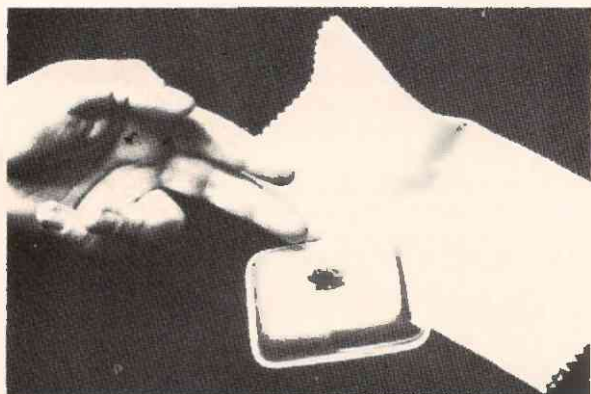
Today's Investiture was, in my opinion, a very touching ceremony because, in a world which spends much of its time berating the indifference and egotism of its youth, it is encouraging to see shining examples of selflessness and caring for others. The young people we salute today are living proof that the qualities of forbearance, courage, initiative, fortitude, which we admired in our ancestors are still flourishing in our present society.

A mon avis, le Scoutisme revêt une importance particulière pour notre pays parce qu'il contribue à rapprocher nos deux peuples fondateurs et à consolider la mosaïque culturelle du Canada.

The Scout Movement is perhaps the most effective antidote to the defeatism which affects the world in these troubled times. Through Scouting, our young people learn to respect and value their environment, to participate in group activities, to become aware of the needs of others. Best of all, they learn to care; this is the best legacy we can leave our children because it ensures they will have the sensitivity of the soul which will lead them towards the ideals we want to preserve. They really will "Be Prepared" to meet the increasing complexities of an ever-changing world and to meet their responsibilities with quiet confidence.

To the adults who devote their time and energies to the Scout Movement, I say thank you. To the Boy Scouts of Canada — as your Chief Scout — I say you do your country proud, and to today's recipients, I offer my sincere congratulations and best wishes for the future. X

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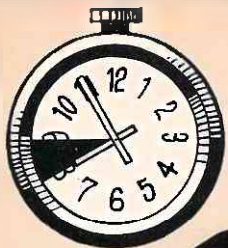
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SCOUTER'S 5 MINUTES & GAMES



B.-P. SAID . . .

To Scouters:

1. Are we in as close touch as we ought to be with the parents of our Scouts and Cubs? Do we try to interest them in the doings of our packs and troops? Do we get them to help us as examiners, instructors, members of group committee, and in a dozen other ways?

2. Are we narrow-minded in our outlook? Do we keep ourselves to ourselves too much? Do we try to do everything ourselves, and keep everything in our own hands? Do we sometimes forget that there are plenty of people willing to help us if we will only give them the chance?

3. Do we delegate responsibility? And see that the same principle is carried out all along the line — especially bearing in mind that the patrol system is the secret of success in the troop?

4. Do we fully realize that SCOUTING is a game and not a school? And that being a game we must not only test our success by how much our Scouts and Cubs know, but by how much they enjoy their life in the troop or pack?

5. Further, do we realize that Scouting is first and foremost an *outdoor* game? And that every effort should be made even in the winter to arrange outdoor activities — practical work?

6. Does camping occupy a sufficiently prominent place in the year's program of the

Who Sir? Me Sir?

Start the boys off in a circle, squatting "Cub squat" on the floor. Number them off and make sure they remember their number. Explain to boys that they must establish their innocence in a case of local petty theft. (But keep it light-hearted!)

Leader: "The priest of the parish has lost his hat. Some say this and some say that. But I say — Number 5!"

Number 5 quickly jumps to his feet.

Cub: "Who sir? Me sir?"

Leader: "Yes boy, you boy!"

Cub: "No sir, not I sir!"

Leader: "Then WHO, boy?"

Cub: "Number 8."

This new boy jumps up and says "Who sir? Me sir?" and the same procedure is followed. If a boy calls out his own number, fails to jump up instantly or gets the procedure wrong he is sent out of the circle. Another leader might get him to recite the Cub Law and Promise in order to be allowed back.

The pace must be quick, the interrogator must ham it up fiercely and the boys must be all innocence. If two boys keep on calling each other's number, send them both out. Enjoyed by all with a little acting talent.

— *Sent in to us by Cub Leader Al Lowe, of the 18th Southview Cub Pack, Alberta.*

Anything Wrong?

A sense training game for Cubs in parade circle. Read the following out to them and then have them go to their lairs and their sixer write down as many mistakes as they can all remember.

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**Have you
 helped
 Amigo?**

The night was dark and stormy,
 The stars they shone like glass,
 And a barefoot boy with shoes on
 Stood sitting on the grass.

Her dog meowed beside him;
 Her cat barked at the moon;
 The sun it shone so brightly
 There was rain in every room!

A horse flew by the window;
 A robin galloped by,
 And the barefoot boy with shoes on
 Drank another piece of pie.

— Sent to us by Alice L. Beals, CM 1st
 Coldstream "B" Pack, ADC (Cubs) North
 Okanagan District.

Back to Back

Players pair off. One player is odd man out. Leader gives commands which others must follow, such as "knee to knee", "nose to nose", "thumb to thumb". Sooner or later he calls "back to back" at which all must find a new partner and stand back to back with him. This gives odd boy out a chance and creates a new extra man. A good way to help new boys get acquainted if, when leader calls out "hand to hand" boys shake hands, swop names and get acquainted. Odd person out could be the caller if preferred.

Blindman's Bluff

An old favourite to end with. Players march round blindfolded boy singing verses of a song. "Blindman" in middle points stick at someone and says "Bark like a dog" or "Snort like a pig" or whatever. If blindman can guess who it is they change places.

troop, remembering that in a week's camp we can find out more about the character and qualities of each individual boy than in six months' training in the club room — and that camp is the best possible place to bring before the boys the glory of nature and the reality of God?

7. In trying to solve the problems which confront us in our work as Scouters, do we always ask ourselves, first and foremost, what is best for the boy? — not what is most convenient or the easiest path to ourselves?

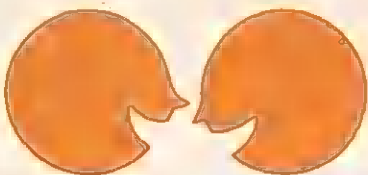
8. Do we spoon-feed our Rovers, or do we encourage them to be pioneers in service and open-air activities, and to shoulder responsibility — to show initiative, resource and sound thinking?

To Commissioners:

9. Do we visit all the groups in our district at least twice a year — once informally and once with notice? Or do we wait till we are asked? And do we see that through the group committees and group council there is the closest possible cooperation between the three sections of each group?

10. Do we encourage our Scouters to take full advantage of the training and help offered by the training team?

11. Finally, do we try and select as commissioners and Scouters, men who are boys at heart, and who have the love of the boy in their hearts — or do we think mainly of their technical Scout knowledge?



A WORD TO CHAIRMEN

... About the role of Chairman

by Pat Horan

In reply to a request from the field, we are introducing this new column for chairmen of group/section committees to assist them in their work. The writer is Pat Horan, Director of Sponsor Relations at the National Office. In this, his first, column he replies to a query he received on the role of chairman.

Dear Murray,

After your call the other afternoon, I jotted down the following ideas about your role as the chairman of a group committee.

It seems to me that the head of the chairman must be double jointed. You have to look back to be sure you are meeting the needs of your sponsor; you have to look forward to see that the needs of your Scouters and boys are also being met; you have to look about to see that the members of your team — secretary, treasurer, PR member, chaplain, etc. — are with you; and now and then you may have to hang your head in despair or throw it back in praise as things go really well.

Your major task, of course, is to unleash and guide and stimulate the ideas and energy and enthusiasm of your sponsor, your colleagues on the committee and the parents and others of your group in order to enthuse and assist your Scouters **to develop and provide the best program possible for your boys.** To help you in the overall process, key section Scouters attend your meetings and keep you and your colleagues informed of their plans and expectations. Hopefully each section leader will have developed and provided a program outline chart for the year so that your committee may plan ahead as well.

To make your task more enjoyable and likely more effective, do what you can to develop a "team spirit" not only within the group committee but also with the whole adult group working for the boys, i.e. your chaplain, ladies auxiliary and group council. This can be done through effective use of JOB CARDS (these are available from your council office); well defined agendas reflecting the concerns of all; firm but good natured control at meetings; timing meetings to fit the wishes of the majority; expecting each committee member and Scouter to report concisely on activities and plans; having light refreshments served as a break and an opportunity to review, on a one-to-one basis, any outstanding personal concerns.

But keep in mind that meetings need not all be formal. Often routine matters can be handled by a sort of steering committee including a Scouter. And don't overlook the telephone to clear up a small matter, to get a feeling about a matter of concern and generally to keep in touch and show your interest between meetings.

In addition to the JOB CARDS, other resources such as *Ladies Auxiliary Handbook*, *Role of the Chaplain* and *Sponsoring and Administering Scouting* are available for your use.

So really you are "the man in the middle" at the very crucial administrative centre of the local group. Working together with your colleagues and Scouters, making effective use of the time, expertise and resources available to you, doing it in an enthusiastic way will add that rare sparkle to your proceedings which will sift over to your leaders, boys and often parents and thus help to continue to hold and attract other adults and boys to your group.

Best regards,

Pat

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In future columns, Pat would like to comment on topics such as group (parent) banquets, role of the chaplain, role of the recruiter, a place for boys with handicaps, involvement of families, annual charter renewal, group funding, council support. If you have areas of special concern or queries about your role, drop a line to the Editor.

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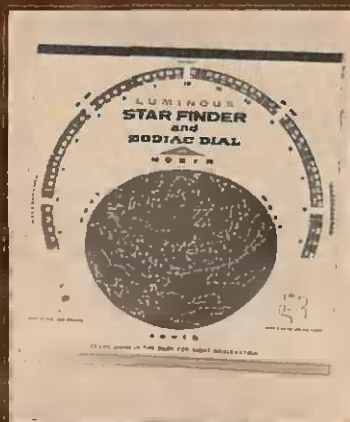
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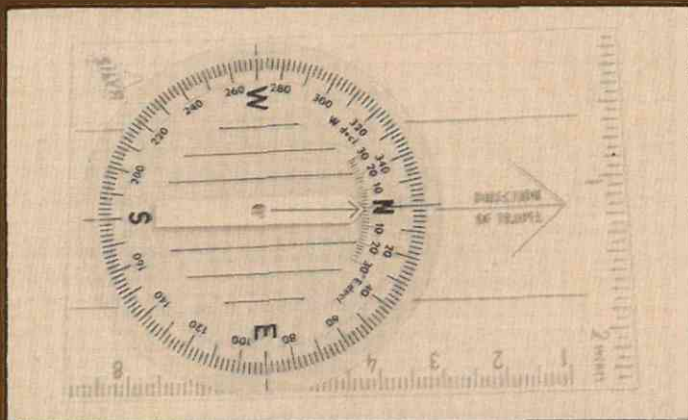


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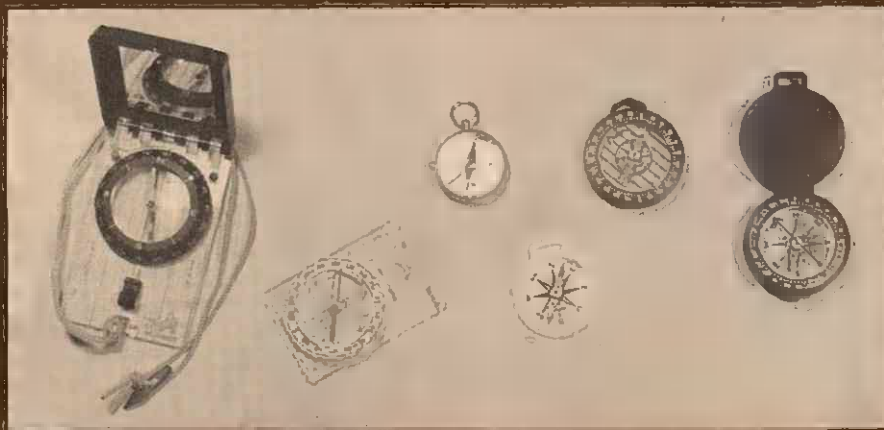
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