

JANUARY 1980 VOLUME 10, NUMBER 5

the

# leader



# packs

by Carl Lemieux

## A TRIP TO ST. JOHN'S

The following tale of a trip to St. John's was sent to us by Cubmaster Eliot Humby of the 3rd United Cub Pack, Gander, Newfoundland. It points out some of the pleasures — and delays — of an exchange visit.

We started planning in January for an exchange trip to St. John's. The first thing was to find a pack to host us and we, in turn, would do the same for them. Arrangements were made with Eastern Provincial Airlines to supply transportation. We were to travel on the early morning flight and return on the late night flight.

We were to leave on Saturday, March 4. At 9 p.m. March 3, we were informed that, due to the weather in St. John's, planes were not able to land. So it was to the telephone to tell some very disappointed Cubs the news. After a few calls to St. John's, it was agreed to go the following Saturday.

On Saturday morning the weather was good. Everyone arrived by 5:30 a.m. After saying goodbye to their parents, the Cubs boarded the plane for the flight. Little did they know that it would be 6:00 p.m. the following night before they would return.

After a twenty minute flight we were met at the airport by members of the First McDonald Cub Pack who were to act as our escorts. From the airport we went to McDonald's restaurant where we were served breakfast, "on the house".

Our first stop was at the Marine Dry Dock and then on board an Ice Breaker. Other places visited were Signal Hill Information Centre, Art & Culture Centre and Museum, City Hall, CJON-TV Station and the Scout shop.

It had started to snow earlier and was now getting quite slippery. Everyone headed to McDonald High School for lunch; the Ladies' Auxiliary had hot dogs and drinks waiting.

After lunch it appeared as if we were really in for a snow-storm. It was decided to cancel all activities for the afternoon and go to a movie.

After returning to the Cub hall we checked with EPA for our return flight. A very polite recording informed us that all flights in and out of St. John's had been cancelled for the day. Bill Bemister and his leaders were busy making arrangements for accommodations.

Our return flight was at 1:30 p.m. the following day, the Cubs were given instructions to be at the airport by 1:00 p.m. The last thing to do was to notify the boys' parents about what had happened.

During the night, the storm blew itself out. After checking with EPA, on our arrival at the airport, we were informed by a ticket agent that we had another delay. Instead of 1:30 p.m., we would be departing at 5:40 p.m. Some Cubs arrived before we could contact them by phone. Most of them however, did not arrive until flight time. By 5 p.m. all had mustered.

The Cubs were told by a stewardess to sit up in the front seats. The crew opened the door to the cockpit and invited the Cubs to come up front and look around.

The parents were all at the airport waiting for the boys, who were tired but very excited. For some, it was their first time away from their parents overnight and their first airplane ride. They had lots to talk about for the next few days. A

2



If I come and share with you  
And you come and share with me,  
WE can have a SHARING SESSION.

Sharing is one of the basic concepts of Beavering, it is not only the Eager Beaver in the colony who shares; sharing is important for leaders also. The main objective of a sharing session is to provide an opportunity for leaders to get together:

- To discuss problems.
- To exchange experiences; whether good or bad.
- To exchange new ideas.
- To swap game and craft ideas.
- To further explore program methods of approaching the same program.
- To hear a presentation and then discuss it.
- To help Beavering grow.

Sharing sessions can also take the form of training for specific areas; for example — an evening can be devoted to program planning, crafts or games.

These sessions help avoid the problem of a repetitious program; the more ideas you have to work with, the easier it is to have a varied program. It is also a good place where you can recharge your batteries and meet new and interesting people. These sessions help you discover that your problems are not unique, and perhaps other leaders have solutions to them. Program ideas sound more exciting; details of upcoming events and procedures can be understood and ideas can be developed more fully by talking amongst yourselves.

Sharing Sessions are not locked to any particular grouping in the Scouting structure. Sharing between leaders in the same colony, helps discover new talents and skills. Once these new features are discovered, you can plan programs around them, and exploit these talents and skills for the maximum enjoyment of the Beavers. Expanding and sharing to include other colonies helps broad-

en ones attitudes and thinking. This type of sharing can be organized at the District level. It can include specific topic speakers or information sharing evenings.

The planning of a sharing session is quite simple; arrange for a suitable meeting place, the availability of refreshments (if desired) and the announcing of the date, time and place of the session. If the decision is reached to run the evening on a specific topic, announce this also, as this will allow leaders to prepare for the topic beforehand.

Sharing Sessions should have an end time. This time limit should be adhered to, so that the level of credibility is established, and, in the long run, will help with the attendance. When people know how much time is involved, they then can plan for it.

What new and exciting program events or topics have you discussed at your last Sharing Session? Why not send them along so that we can share them across Canada.

Here is an idea for Valentine's Day that comes to us from an old edition of *Slaptail* from Quebec.

Ask the boys to make as many things as they can with the shape of a heart. A



# the leader

The Canadian Leader Magazine

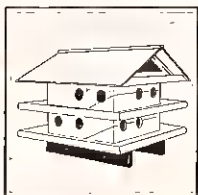
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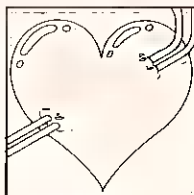
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## supply services news

by Bill Johnson

Now that we have Christmas and New Year's out of the way, it is time to face the inevitable. Like everything else in our day to day existence, we are forced to increase the prices of some products. Every attempt has been made to keep prices down, but the following items must be increased, effective January 1, 1980.

71-620 Troop Flag Toggle	\$60.00
50-119 Stag Handle Knife	17.95
39-198 Cub National Necker.	3.25
39-199 Scout " "	3.25
55-914 Chuckwagon Cook Kit	45.95
20-668 Field Book, B.S.A.	5.25
35-410 Loden Sash	4.50
20-266 Jungle Book	2.75
71-252 Cub Money Moc Purse	2.75
71-250 Beaver " "	2.75
71-253 Scout " "	2.75
32-424 Cub Jersey x small	11.25
32-426 " " small	11.25
32-430 " " medium	11.25
32-432 " " large	11.25
60-351 to 356 Charms	8.45
60-358 Logo Necklace	14.50
61-502 to 61-505 Thermometer Pen Sets	28.95
20-555 Canadian Scout Handbook	3.65
25-102 Colony Record Book	1.85
25-303 Pack Annual Record	1.85
25-446 Stamp Pad	2.50
71-223 Pocket Magnifier	3.00
20-501 Games for Cub Scouts	2.00
46-460 Whistle Scout	2.75
46-461 Bosun's Pipe	7.00
46-462 Whistle Leader	3.50
25-441 B.-P. Picture small	2.95
71-100 Kub Kar kits	1.10
20-811 Window on My Heart	6.50

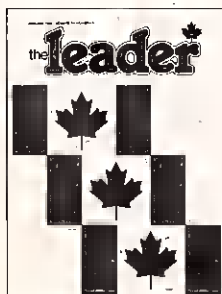
While over 400,000 **Scout Calendars 1980** are in circulation, we still have a supply on hand, so, if you have run out and require more, or still need to raise funds for your group, contact your council office. It is not too late.

By now, we should all have donned our ear muffs and parkas and headed out into the great white outdoors. Don't forget Scout shops and Dealers when looking for **loques, snowshoes** and other **winter camping aids.** 

**R.C. BUTCHER**  
Editor

**BETTY RAPKINS**  
Assistant Editor

**KAY HOTHAM,**  
Editorial and Advertising



### Cover

Our cover this month and our article on pages 4 and 5 draw attention to the Canadian Flag and its correct usage. With the coming of Scout Week, this seems an appropriate time to be bringing our flags out of storage and brushing up on the rules for flying and displaying them at banquets, ceremonies and church parades.

**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





# The CANADIAN FLAG

With the coming of Scout Week and its related banquets, ceremonies and church parades, groups will no doubt be bringing out and dusting off their section and Canadian flags. It therefore occurred to us that this might be a very good time to print the official rules for flying and displaying the Canadian Flag and other flags in Canada.

## General rules for flying and displaying the Canadian Flag and other flags in Canada:

The Canadian Flag was approved by Parliament and on February 15, 1965 proclaimed by Her Majesty The Queen. It is described as a red flag of the proportions two by length and one by width, containing in its centre a white square the width of the flag, bearing a single red maple leaf.

### General

1. It is appropriate for the Canadian Flag to be flown or displayed by individuals and organizations; but at all times the Flag should be treated with dignity and respect and flown or displayed properly.
2. When possible the Flag is flown daily from sunrise to sunset at all federal government buildings, airports, and military bases and establishments within and outside Canada. It is not contrary to etiquette to have the Flag flying at night.
3. The Flag may be displayed flat or flown on a staff. If flat, it may be hung horizontally or vertically. If it hangs vertically against a wall, the Flag should be placed so that the upper part of the leaf is to the left and the stem is to the right as seen by spectators.
4. The Flag may be flown or displayed in a church, auditorium, or other meeting place. When used in the chancel of a church or on a speaker's platform the Flag should be flown to the right of the clergyman or speaker. When used in the body of a church or auditorium the Flag should be flown to the right of the audience or congregation. The Flag should not be used to cover a speaker's table or be draped in front of the platform; nor should it be allowed to touch the floor. If displayed flat against the wall at the back of a platform, the Flag should be above and behind the speaker.
5. When used on the occasion of unveiling a monument, tablet, picture, etc., the Flag should be properly draped

and prevented from falling to the ground or floor.

6. In a procession, where several flags are carried, the Canadian Flag should be in the position of honour at the marching right or at the centre front.

7. The Flag should not be used for commercial advertising purposes. It is quite appropriate to fly it at business establishments or to display it to identify Canadian exhibits at fairs. Its use in such cases, as in all others, should reflect respect for the Flag.

### Flown with other Flags

8. No flag, banner or pennant should be flown or displayed above the Canadian Flag.
9. Flags flown together should be approximately the same size and flown from separate staffs at the same height.
10. The Canadian Flag should be given the place of honour when flown or displayed with other flags:
  - (a) When two or more than three flags are flown together, the Canadian Flag should be on the left as seen by spectators in front of the flags; if a number of countries are represented, the Canadian Flag may be flown at each end of a line of flags.
  - (b) When three flags are flown together, the Canadian Flag should occupy the central position, with the next ranking flag to the left and third ranking flag to the right, as seen by spectators in front of the flags.
  - (c) Where more than one flag is flown and it is impossible to hoist or lower them at the same time, the Canadian Flag(s) should be hoisted first and lowered last.

### Destruction

11. When a flag becomes worn, noticeably faded or otherwise unfit for service, it should be disposed of privately by burning.

### Half-masting

12. The position of the Flag when flying at half-mast will depend on its size, the length of the flagstaff and its location; but as a general rule, the centre of a flag should be exactly half-way down the staff. When hoisted to or lowered from half-mast position, a flag should first be raised to the masthead.
13. (a) Subject to (c) and (e), or special instructions issued under (d), the Flag on the Peace Tower of the Parliament Buildings, Ottawa, is flown at half-mast on the death of the Sovereign or a member of the Royal Family related in the first degree to the Sovereign (that is to say, husband or wife, son or daughter, father, mother or brother or sister), the Governor General, a Lieutenant-Governor, a Canadian Privy Councillor, a Senator, or a Member of the House of Commons.
  - (b) Subject to (c) and (e) or special instructions issued under (d), the Flag on other federal government buildings, airports, and military bases and establishments is flown at half-mast
    - (i) throughout Canada, on the death of the Sovereign or a member of the Royal Family related in the first degree to the Sovereign, the Governor General, the Prime Minister of Canada, a former Governor General, a former Prime Minister of Canada, or a federal Cabinet Minister;
    - (ii) within a province, on the death of the Lieutenant-Governor, the Provincial Premier, or another person similarly honoured by that province;
    - (iii) within his own riding, on the death of the Member of the House of Commons, or the Member of the Provincial Legislature;

- (iv) at his place of residence, on the death of a Senator, a Canadian Privy Councillor, or a Mayor.
- (c) "Death" for the purpose of (a) and (b) may be taken to include the day of death and up to and including the day of the funeral.
- (d) Flags at federal buildings and other locations are also half-masted *subject to special instructions* on the death of members of the Royal Family other than the Sovereign or those related in the first degree to the Sovereign, a Head of a Foreign State, or some other person whom it is desired to honour.
- (e) During periods of half-masting, the Flag is raised to full-mast on all federal buildings, airports and military bases and establishments on statutory holidays, and also on the Peace Tower while a Head of State is visiting Parliament Hill, but this procedure does *not* apply while flags are half-masted for the death of the Sovereign when they are only raised to full-mast for the day on which the accession of the new Monarch is proclaimed.
- (f) On Remembrance Day, November 11th, the Flag is flown at half-mast at 11:00 a.m. on the Peace Tower of the Parliament Buildings.

#### Flown on Ships and Boats

14. The Canadian Flag is the proper national colours for all Canadian ships and boats including *pleasure craft*. The Canada Shipping Act provides that a Canadian ship shall hoist the Flag on a signal being made to her by one of Her Majesty's ships, or any ship in the service of and belonging to the Government of Canada; on entering or leaving any foreign port; and if of 50 tons gross tonnage or upwards, on entering or leaving any Commonwealth port.

15. Foreign vessels may wear the Canadian Flag as a "courtesy flag" when in a Canadian port. The Flag is customarily flown from the foremast.

16. The following rules govern merchant vessels and pleasure craft as a matter of custom:

- (a) The Flag should be worn in harbour and in territorial waters but need not be worn while under way on the high seas unless the vessel wishes to identify her nationality to another ship.
- (b) Wherever possible, the proper place for a vessel to display the national colours is at the stern, except that when at sea, the Flag may be flown from a gaff.
- (c) When in harbour the Flag should be hoisted at 0800 hours and lowered at sunset.
- (d) When a merchant ship passes, or is passed by a navy vessel of any nationality, the merchant ship should dip the Flag as a courtesy. If on a staff, the lowest corner of the Flag should be brought to the level of the rail and kept there until the salutation is acknowledged by the naval vessel; if flown from a gaff, the Flag should be lowered to six feet above the level of the deck, until the salute is acknowledged.
- (e) In times of mourning the Flag may be flown at half-mast, which places the upper corner of the Flag next to the staff at approximately three-quarters of full-hoist. As on land, a flag hoisted to, or lowered from, half-mast position must first be hauled close-up.

17. The Union Flag will, where physical arrangements make it possible, be flown along with the Canadian Flag at federal buildings, airports, and military bases and establishments within Canada on the date of the official observance of the Queen's birthday, the Anniversary of the Statute of Westminster (December 11th), and on the occasions of Royal Visits and certain Commonwealth gatherings in Canada.

18. The Union Flag may be flown with the Canadian Flag at the National War Memorial (1914-1918) and at similarly appropriate federal locations in Canada, in connection with ceremonies marking anniversaries of events in which Canadian forces participated with other Commonwealth forces.

19. It is a matter of judgment for individuals and organizations in Canada to fly the Union Flag as seems appropriate to them, having regard to the form of approval given by Parliament to that Flag.

20. The United Nations Flag is flown with the Canadian Flag on Parliament Hill, Ottawa, on United Nations Day, October 24th, and by special arrangement on other occasions including visits to the Capital by the Secretary-General or his representative.

21. When the Queen is in Canada, Her Majesty's Personal Canadian Flag is flown, day and night, at any building in which she is in residence or in which she is attending a state or public function. Generally the Flag is also flown behind the saluting base when she conducts troop inspections and on Her Majesty's ships when the Queen is aboard.

22. Similar provision is made for the use of the Governor General's Flag when His Excellency is present.

23. These Flags, like all personal flags or standards, may not be used by others.

#### Design of the Canadian Flag

##### 1. Technical description

A red flag of the proportions two by length and one by width (or 64 units in length and 32 units in width (depth) containing in its centre a white square the width of the flag, with a single red maple leaf centred therein.

##### 2. Colours

The colours red and white in the Canadian Flag are the same as those that were used in the Canadian Red Ensign and are found in the Union Jack.

##### 3. Heraldic Description

Gules (red) on a Canadian pale argent (white) a maple leaf of the first.

##### Flagpoles and Flags

What follows is illustrative of standards used for flags flown at federal government buildings:

Length of Flag Pole	Size of Flag
17 to 20 ft./ 5.5 to 6.5 m	3 x 6 ft./1 x 2 m
30 to 35 ft./ 9.75 to 11.5 m	4½ x 9 ft./1.5 x 3 m
40 to 45 ft./ 13 to 14.75 m	6 x 12 ft./2 x 4 m
50 ft./16.25 m	7½ x 15 ft./2.5 x 5 m

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# Wolf Cub Badge Changes

At the beginning of the new Scouting year in September, 1980, a number of changes will be made to the Wolf Cub badges. Some will have modified requirements and some will have new designs or names. The Life Saver badge will disappear because the new recommended minimum requirements of the Royal Life Saving Society were seen to be beyond the capabilities of boys of Cub age. On the other hand, a new Winter Cubbing badge will be introduced.

These changes result from a careful study of the badge scheme which has taken several years to complete. Scores of leaders across Canada were questioned and many others voluntarily sent in their views. A task group ana-

lyzed all the data and prepared a list of recommendations for review by the Program Committee. What follows on these pages is what was finally agreed to by the National Council.

Beginning this month, new badges and revised books, charts and other record keeping items will become available as stocks of old material run out.

Leaders wishing to make use of these changes before September may do so as new materials become available. It is expected that leaders will exercise some degree of flexibility in dealing with Cubs who have partially completed the requirements for these badges. (Reprints available from Scout shops, dealers and offices.)



**FISHERMAN BADGE**  
(replaces Angler Badge)

**To earn your Fisherman Badge, do the following:**

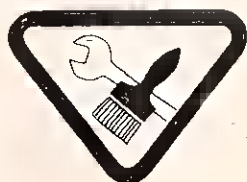
1. Show how to assemble and use an angling outfit or a handline outfit or an icefishing outfit.
2. Name and identify six major sport fish of Canada.
3. Explain the most suitable technique to catch one of the following fish:
  - (a) Largemouth Black Bass
  - (b) Pike
  - (c) Trout
  - (d) Cod
  - (e) Salmon.
4. Catch, unaided (except for the actual landing), three separate species of local fish. Name them correctly and describe what family they belong to, and their status in fishing such as game fish, minnow, coarse, etc.



**HANDICRAFT BADGE**  
(replaces Toymaker Badge)

**To earn your Handicraft Badge, choose and do any four of the following:**

1. Make a toy from odds and ends.
2. Make a toy of some reasonable size, such as a boat, engine, car, airplane, animal, etc.
3. As a six or group, make a worthwhile toy made of different parts such as a farmyard, Indian village, ark with animals, cottage with furniture, railroad station, etc.
4. Recondition two toys approved by your Scouter.
5. Make two useful or decorative articles from cane, raffia, wool, leather, wood, string or other suitable material, approved by your Scouter.
6. Select and build a model that requires time and effort to complete.
7. Make a puppet.
8. Make and fly a kite.



**HANDYMAN BADGE**

**To earn your Handyman Badge, choose and do any seven of the following:**

1. Show how to turn "on" and "off" electric power supply, water supply, and if used, gas supply, in the home.
2. Show how to replace a light bulb in a socket.
3. Show how to replace a tap washer.
4. Show how to lubricate a door hinge and lock.
5. Show how to finish wood with cloth and stain.
6. Help keep storage areas such as the garage and basement clean and tidy.
7. Wash the family car.
8. Show how to take care of garden and working tools.
9. Show how to keep driveway and sidewalk clear of ice and snow.
10. Show how to care for the lawn.



**SKIER BADGE**

**To earn your Skier Badge, do the following:**

1. Show how to carry poles and skis properly.
2. Show how to take proper care of your ski equipment including off-season storage.
3. Show a knowledge of the rules of courtesy when skiing.
4. Show a knowledge of safety rules when using a rope tow, T-bar, chair lift (if available in the community) or, when cross-country skiing, show a knowledge of what emergency kit equipment and supplies should be carried on a cross-country ski trip.
5. Show how to put on your own skis and adjust bindings.
6. Climb a hill using side step, traverse and herringbone.
7. Snowplow straight down a hill in complete control.
8. Linked snowplow turns, right and left.
9. Know how to procure aid in case of accident.
10. Know how to dress for various types of weather.





### WINTER CUBBING BADGE

**To earn your Winter Cubbing Badge, do the following:**

1. Know how to avoid and how to deal with:
  - (a) Frost bite.
  - (b) Skin on cold metal.
  - (c) Snow blindness.
  - (d) Breaking through ice.
2. Know how to dress for winter weather.
3. Know and identify three common winter birds and three common trees or shrubs.
4. Point out the North Star and three constellations in the winter sky.
5. With your pack participate in two of the following:
  - (a) A winter camp.
  - (b) A winter ramble.
  - (c) Two winter outdoor meetings.
  - (d) Light a fire and cook a simple meal under winter conditions.

### ATHLETE BADGE

**To earn your Athlete Badge, do the following:**

1. Demonstrate the proper method of sitting, standing, walking and running.
2. Show a knowledge of the importance of diet, sleep and exercise in developing strong bodies.
3. Choose and do any five of the following:
  - (a) Running — 50 metres in 10 seconds.
  - (b) Running — 200 metres in 60 seconds.
  - (c) Running high jump — 1 metre.
  - (d) Running broad jump — 2 metres.
  - (e) Standing broad jump — 1.2 metres.
  - (f) Sit-ups — 30 times.
  - (g) Push-ups — 12 times.
  - (h) Climbing rope/pole — 3 metres.
  - (i) Throwing baseball — 20 metres.
  - (j) Complete a kilometre run.

### PERSONAL FITNESS BADGE

**To earn your Personal Fitness Badge, do the following:**

1. Have a recent medical examination to certify your ability to take part in sports.
2. Through discussion with a leader or others show an understanding of the need for and how to maintain personal health and hygiene.
3. Show an understanding of general public health measures such as pasteurization of milk and treatment of water.
4. Participate in an ongoing personal fitness program.
5. Show ability in the following fitness tests and meet the standard in at least four of them:
  - (a) Speed sit-ups — 32 times.
  - (b) Standing broad-jump — 1.5 metres.
  - (c) Shuttle-run — 12 seconds.
  - (d) Flexed-arm hang — 38 seconds.
  - (e) 50 metre run — 9 seconds.
  - (f) 300 metre run — 75 seconds.

**SKATER BADGE** — Requirement 2. Speed skating (d). Glide on one skate using the flat part of the blade (not the edges) for at least 10 feet.

### FIRST AIDER BADGE

**To earn your First Aider Badge, do the following:**

1. Explain:
  - (a) What is First Aid?
  - (b) What is Medical Aid?
  - (c) What are the three most important measures you must learn to save a life?
2. Do all of the following:
  - (a) Carry out mouth-to-mouth artificial respiration.
  - (b) Demonstrate the treatment for a severe wound.
  - (c) Show how to care for an unconscious person.
  - (d) Show how to treat a burn or scald.
  - (e) Show how to treat a wound that is bleeding.
  - (f) Show how to stop a nosebleed.
  - (g) Show what to do if your clothes or another person's clothes catch fire.
  - (h) Know the signs of frost bite and how to treat it.
  - (i) Know what to do if bitten by an animal.

### SWIMMER BADGE

**To earn your Swimmer Badge, do the following:**

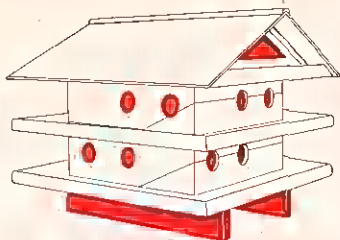
1. Answer questions about your own safety in, on, and around water, showing that you understand why you obey safety rules.
  2. Perform a number of simple reaching assists.
  3. Perform rescue breathing on land and in shallow water.
  4. Front dive into deep water from a crouch or standing position. The order of entry must be hands, head and feet.
  5. Non-stop swim 100 metres, 50 metres on front or side, followed by 50 metres elementary back stroke.
  6. Tread water one minute, drownproof three minutes in deep water.
- Cubs who have already earned the Red Cross Society's award for Junior Water Safety have also earned the Swimmer Badge. You may wear the Swimmer Badge after passing an examination by Scout examiners, but to get both awards you must be taught and examined by Red Cross Society Water Safety instructors.

### WOODSMAN BADGE

**To earn your Woodsman Badge, do No. 1 or 2 and any five of Nos. 3 to 9, during either the winter or the summer.**

1. Complete ten days (not necessarily consecutive) of family camping.
2. Take part in a recognized Cub camp.
3. Lay and light a fire in the open and put it out when you are finished.
4. Cook a simple meal over an open fire or a portable stove.
5. Demonstrate how to use a compass.
6. Point out the North Star and three constellations.
7. Erect a simple outdoor shelter or tent.
8. Know what to do if lost in the woods.
9. Find your way to an unknown spot, not more than 300 yards away, by following directions given (compass directions, signs made on the ground, landmarks, or a combination of these). X

# NEST BOXES FOR BIRDS



Throughout the years man has tried to attract birds to his lawn and garden to photograph or study them or simply to enjoy their colour, movements and song. Building and setting out nest boxes is an effective way of achieving this end. At the same time cavity-nesting birds are given "artificial" nest sites to replace natural cavities which are rapidly decreasing in numbers.

In Canada about two dozen species of birds, ranging in size from wrens to ducks, nest in cavities. Normally, woodpeckers and chickadees excavate these cavities in the softened wood fibres of decayed trees or stumps. Each year these birds make new holes, leaving the old ones for other cavity-nesting birds. Fewer and fewer natural nest sites, however, are now available to the birds because these weakened or dying trees are ideal sources for firewood or are considered a hazard and are removed. Cavities that do remain are often occupied by starlings or sparrows, species which nest early in the spring. As a result, the population levels of many of the native cavity-nesting birds have declined in recent years. But we can help reverse this trend by providing nest boxes to offset the shortage in natural nest sites.

Although elaborate designs for boxes are available, builders, including children, should be able to construct the box shown here without difficulty in a very short time. Expense is kept to a minimum by using waste ends of lumber. Whatever the design or material, the box should be weather-proof and fastened securely.

Single compartment nest boxes are the easiest to build and the most frequently used by birds. Build the box with an easily removed roof to allow for annual cleaning and for occasional careful observations on nesting progress if photography or record keeping are parts of the project. Thoroughly clean the box and discard used nesting material after the birds have left the box in the fall. This eliminates parasites which collect in the nests while the birds are there. Do not attempt to help the birds by putting nest material into the box in the spring. Most birds prefer a clean empty box; they are well adapted by natural instinct to prepare and line their nests. For birds of the woodpecker, owl and duck families, a layer of wood chips or shavings about one inch deep may be placed in the bottom of the box. Do not use sawdust.

Protect your boxes from predators. Do not attach a platform or perch on the outside of the box near the entrance. This creates a convenient perch for enemies raiding the nest and a temptation for young birds to venture out of the box before they can fly. Protect boxes which are placed on poles by a guard, e.g. an inverted cone or a two-foot strip of metal wrapped around the pole. A plastic milk bottle or chlorine bleach bottle, with the bottom cut out and nailed to the pole at the neck, would serve the same purpose. This will prevent cats, squirrels or raccoons from reaching the entrance and taking eggs or young from the nest box. Squirrels will sometimes use nest boxes as a home for their own families. Place boxes for birds on poles well away from trees and shrubs to stop squirrels from jumping to the roof of the box. To prevent raccoons from raiding nest boxes for

ducks, make the entrance hole oval in shape and erect the pole in water at the edge of a pond, lake or river. These precautions are in addition to the cone or sleeve on the pole itself. Starlings and sparrows, early nesters, often take over boxes intended for other species. Covering the entrances until desired species are ready to nest or placing extra boxes in your garden will usually take care of this problem.

Make sure your box will be a comfortable dry home. Drill a few small holes on the sides near the top of the box, just below the roof overhang. These will provide needed ventilation, particularly on hot summer days, as well as allow light to filter in, making the dark cavity a little more inviting. Also, drill a few holes in the floor of the house, near the walls, to allow for drainage.

Although the basic design for nest boxes is standard, the size and location of the box will vary depending on which species of birds you wish to attract. Table 1 gives the dimensions of nest boxes for common species of birds. These measurements are based on the length of the bird. It is most important to make the entrance hole the correct size for each bird. Otherwise, although you may wish to attract wrens, you will most likely be watching a pair of house sparrows nest in your box if you make the entrance hole 1.5 inches in diameter instead of 1 inch. A box is most likely to be used if placed on a pole. A general rule is to place the box as many feet above the ground as the depth of the box in inches. If tall trees are available, hang the box against the trunk or from a branch by means of a hook screwed into the roof of the box. It's a good idea to put a guard around the tree trunk to prevent unwanted visitors from reaching the box. Or place your boxes on clothesline poles (above the flapping clothes), or on the side of buildings, a few feet below the roof. Try to find a location which is in the sun at least part of the day and turn the entrance away from the usual direction of wind and rain.

For wrens, build two or more boxes for each pair. One box will be used for nesting, the other will be filled with twigs and grasses. A pair will defend a territory of about one acre, driving away other wrens and occasionally trying to force out other species. As they will be busy filling the extra boxes with nesting materials, the wrens are less likely to interfere with other birds nesting nearby, such as tree swallows.

Tree swallows are gregarious and will nest in boxes placed as close together as 10 feet. These boxes must be in open areas. These birds prefer boxes within sight of open water.

Chickadees prefer their nest boxes set close to shrubs or bushes. Unlike the tree swallows, each pair will defend an acre of territory against intrusion from other chickadees. They move so quickly and quietly during the nesting season that you often do not realize these birds are occupying your nest box.

With bluebirds, robins and other species which may attempt a second nesting, you must make a special effort to avoid an excessive number of parasites in the boxes. Parasites are common in most young birds, increasing rapidly in number as the season progresses. Young birds grow rapidly and leave the nest usually before parasites become a major problem. If, however, weather and food conditions allow the adult pair to start a second clutch and if this clutch is started in the same box, already heavily infested with parasites, the young seldom survive. Give the female an opportunity to lay her second clutch in a clean nest by providing a second box. Attach the second box to a pole about 20 feet away from the first box. Do not set out this box until about nine days after the first young have hatched. This will mini-



**Table 1**  
Dimensions for boxes for various species of birds with information on nesting

Species	Entrance hole diameter		Inside floor area		Height of wall panels		Min. height above ground		On pole or tree near shrubs	On pole or tree in open areas	Average territory no. of pairs per acre	No. of eggs in a clutch	Incubation period in days	Age when young leave the nest in days
	inches	cm*	inches	cm*	inches	cm*	feet	m*						
House Wren	1	2.5	2½ x 2½	6.3 x 6.3	6	15	6	1.8	•		1	6-8	13	12-18
Chickadee	1¼	3.1	3¼ x 3¼	8.1 x 8.1	8	20	6	1.8	•		1-2	6-8	12	16
Nuthatch												5-9	12	18
Downy Woodpecker												4-5	12	24
Bluebird	1½	3.8	4 x 4	10 x 10	10	25	7	2.1		•	1	4-5	12	15-18
Tree Swallow											8	4-6	14	16-20
English Sparrow											4	4-6	12	12-14
Red-headed Woodpecker	1¾	4.4	4½ x 4½	11.3 x 11.3	12½	31.3	10	3		•	2	4-7	14	25-28
Hairy Woodpecker	2	5.0	5 x 5	12.5 x 12.5	12½	31.3	10	3		•	1	3-6	14	24-26
Crested Flycatcher											1	4-8	15	13-15
Starling											4	4-6	12-14	16-18
Common Flicker	2½	6.3	6 x 6	15 x 15	15	37.5	10	3		•	2	6-8	14-16	25-28
Bufflehead											1	6-11	29	1-2
Screech Owl	3	7.5	7½ x 7½	18.8 x 18.8	17	42.5	15	4.5		•	1	4-5	26	24-26
American Kestrel												4-5	28	24-26
Wood Duck	3 x 4	7.5 x 10	10 x 10	25 x 25	20	50	8	2.4	•	•	2	10-15	29	1-2
Hooded Merganser	oval	oval										10-12	31	1-2
Common Goldeneye												10-12	31	1-2
Purple Martin	2	5	5 x 5	12.5 x 12.5	6	15	8	2.4		•	50	4-5	12-12	15-18

\*Metric equivalents are straight conversions. You will, however, have to use the foot-inch measurements when buying wood from retailers until such time as they convert

**Diagram 1**  
Four-sided box assembly

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Figure 1

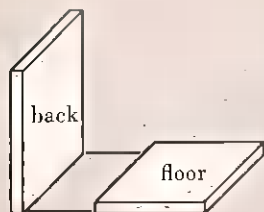


Figure 2

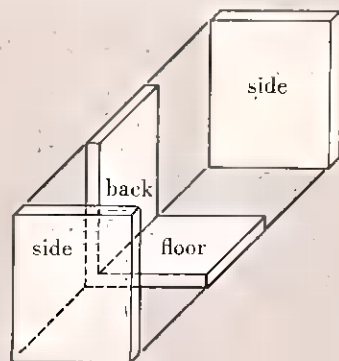


Figure 3

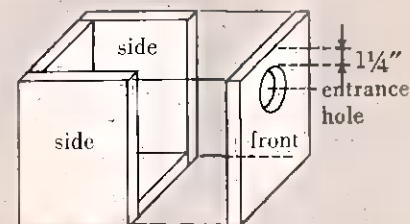


Figure 4

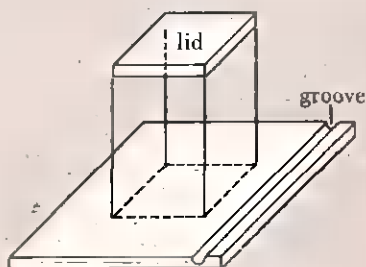
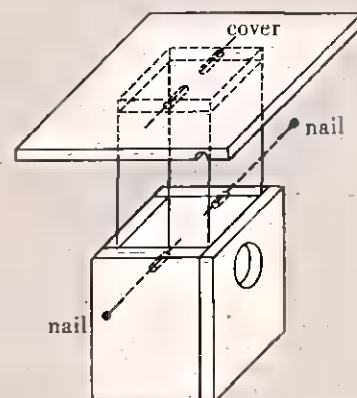


Figure 5



mize the chance of other birds using the box before the female is ready to lay, about one or two days before her first brood leaves the nest.

*Common Flickers* can be attracted to a nest box very easily provided the box is placed above any immediate surrounding foliage. Be sure to cover the bottom with wood chips so the birds may shape a cavity for the eggs. Otherwise, the flickers are likely to peck away at and damage the box itself in order to make their own supply of chips. In western Canada, where both Buffleheads and flickers are found, there is some competition for the nest-cavities as both species use boxes of the same size.

### Materials

Use any wood which resists weathering for building nest boxes. Softwoods, particularly pines, are easy to work with, won't seriously split when nails are driven in and are very weather resistant. Avoid hardwoods, poplar and basswood as they have a poor resistance to weather. Normally one-inch lumber stock will do. A natural log effect can be achieved by using bits and pieces of wood with bark still intact. These mill-slabs can be found in most sawmills, lumber yards and firewood lots. Slabs are usually cheaper than rough or dressed lumber, which can also be used. Boxes made of dressed lumber must be stained with waterproof varnish if they are to last for many seasons. If you wish to paint your boxes, avoid bright colours; use natural and subdued browns and greens. Two-inch coated nails are recommended. Your box will last longer if sections are glued together with bond fast glue as well as nailed.

### Four-sided box

Using the measurements given in Table 1, cut two identical squares of board for the floor and part of the lid. Cut a piece for the back panel the same width as the floor and the height given in the table. Cut two pieces for the sides. The width should measure the width of the floor plus the thickness of the back panel; the height is the same as that of the back panel given in the table. Cut the front panel as wide as the floor plus the thickness of the two side panels and the same height as the back and sides.

Thus, if all your dressed lumber is 3/4" thick and you wish to build a house for chickadees, you must cut your floor and lid 3 3/4" wide and 3 3/4" long. Your back panel will be 3 3/4" wide and 8" high. The two side panels are 4" wide (the width of the floor, 3 3/4", plus the thickness of the back panel, 3/4") and 8" high. The front panel is 4 3/4" wide (3 3/4" plus the thickness of the two side panels combined, 1 1/2") and 8" high.

You are now ready to assemble your nest box (see diagram). To avoid splitting the wood, it is advisable to drill all holes before nailing. Nail the back panel to one edge of the floor (Figure 1). Nail the sides to both the floor and the back panel, keeping the front edges of the sides flush with the front edge of the floor (Figure 2). Drill the entrance hole in the front panel to the size recommended in Table 1. Leave about 1 1/4" between the top edge of the front panel and the top of the entrance hole. If the box is intended for ducks, nail a piece of wire screen or cut horizontal marks on the inside of the front panel between the floor and the bottom of the entrance hole. Nail the front panel to the floor and both sides (Figure 3).

Cut a board slightly larger than the outside dimensions of the box. Make one groove along the underside, just in from one edge of the board. Nail the lid in the centre of this piece. These two pieces form the cover of the box (Figure 4) and the grooved section will form the overhang on the entrance side. This will prevent water dripping

off the roof and into the box through the entrance hole. To secure this cover to the box in a way that it can be easily removed, drill a hole through the top centre of each side panel into the lower or lid part of the cover. Push a nail or peg into each hole to hold the cover in place (Figure 5). To remove the cover, remove the nails. Fasten the box to the pole, side of building or wherever it is to be located by a screw through the back or use square brackets.

### Maintenance

Occasional and careful inspection of the boxes during the nesting season will add to your enjoyment of your project and enable you to control conditions in the nest. Do not inspect the box during the first five days of incubation, when the parent birds are attending the eggs. The adults seem quite susceptible to disturbances during this period and may readily abandon the nest. After this period, inspect the nest no more than once a day. Carry out the inspection as quickly as possible, preferably when the adults are away feeding. If any young have died in the nest, it is best to remove them as they will attract insects which may also attack the live young.

### Records

For maximum enjoyment of your project, keep records of arrival and nesting and departure dates. This will allow you to compare records from year to year as well as provide useful information for the national Nest Record Card Program, if recorded on the appropriate cards. These cards can be obtained by writing to the addresses provided for your particular area. The information from these cards is used by biologists and students to study population trends for birds in relation to environmental changes and pollution. You might extend your nest records to all species of birds which nest in your garden and not just those using your boxes.

Purchase one of the field guides for the identification of birds. Learn to recognize the different species by appearance and by song. Study their habits. A home-study course in ornithology is also available. Write to Cornell Laboratory of Ornithology, Cornell University, Ithaca, New York for information.

### Addresses for obtaining nest record cards

<b>B.C. and Yukon:</b> Bird and Mammal Division B.C. Provincial Museum Victoria, B.C. V8W 1A1	<b>Quebec:</b> Ornithology Section National Museum of Natural Sciences Metcalfe and MacLeod Streets Ottawa, Ont. K1A 0M8
<b>Alta., Sask., Man. and Mackenzie Dist.:</b> Manitoba Museum of Man and Nature 190 Rupert Ave. Winnipeg, Man. R3B 0N2	<b>N.B., N.S. and P.E.I.:</b> Canadian Wildlife Service P.O. Box 1590 Sackville, N.B. E0A 3C0
<b>Ontario:</b> Department of Ornithology Royal Ontario Museum 100 Queen's Park Toronto, Ontario M5S 2C6	<b>Nfld.:</b> Canadian Wildlife Service Room 611 Sir Humphrey Gilbert Building St. John's, Nfld. A1C 1G4

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# Outdoors

Carl Lemieux

## BOOTS

**This month I would like to talk about an important part of everyone's outfitting — the boots that protect and support our feet. The leader's role in guiding the camper towards the proper selection is not something to be overlooked. So that you can lead them in the right direction, here are some notes to acquaint you with the basics. More detailed information can be found in one of the many books available on the market.**

Before entering a store to purchase your boots, you have to decide what type of boot you require. They have to be durable enough to stand up to the roughest terrain you expect to encounter. There are generally four types: *Lightweight*: These are for one day outings or walking around town. Some are designed for hikes with a pack weighing less than 18 kg (40 lbs.). The uppers should be of supple leather and not go too high on the leg. The lug sole should be flexible.

*Medium Weight*: These are designed for more rugged terrain. Included in this is a lot of mountain climbing with heavy packs. Ankle support should be adequately supplied by the uppers. A stiff sole is present for protection against the rocks.

*Heavyweight and Winter*: These boots are not really what most people would use unless you had a special purpose like mountain climbing. They are too heavy for summer use.

*Klettershuhs*: These are the high performance type of rock shoes, which are designed almost exclusively for use on rocks. They have a very special purpose and, unless you intend to do a lot of rock climbing, these would not be suggested as a good buy.

The most important consideration that must be given to any selection of boots is — fit. This alone can ruin a beautiful day; it can also disable you. A boot must be long enough, so that when it is correctly laced, your toes will not hit the front of the boot while hiking downhill. The advice that is most often given is that the boots should be approximately 1.9 cm (3/4 inch) longer than your stockinged feet, give or take .7 cm (1/2 inch). Knowing that the majority of people have one foot larger than the other, it is very wise to try on both boots wearing the socks you would wear on a hike.

The weight of the boot is very important. There is a saying that is a good guide — every pound of boot, equals five pounds in your pack. If you discover two boots that fit equally well, it is wise to consider the weight factor. However, make sure that the lighter one seems durable.

A medium weight hiking boot, that is well made, can weigh between 1.4 kg (3 lbs.) — 2 kg (4 1/2 lbs.) a pair. A trail boot usually weighs less than this. Anything that weighs more than 3 kg is utilized in climbing and mountaineering; these are not generally suitable for hiking.

Flexibility is another aspect of purchasing boots. You cannot tell how flexible a boot sole is by bending it in your hands. The feet are the best indicators for this. Try them and find out! Most manufacturers recommend a flexible-soled boot for the backpacker. These are more comfortable.

The most commonly known boot soles in North America are Vibram and Galibier. There are a few other manufacturers that have a competitive rubber sole; however, the difference between them is negligible. Remember, you have a firmer footing with a softer sole, but it will

wear out quicker. Mud will not gather up as much if there is more space between the lugs — but this will help wear them out faster.

Consideration should be given to the replacement of the sole, once it has worn out. If the uppers and the lug sole are molded as one piece, the whole boot can be considered as disposable, once the sole is worn out. This can be a bit expensive!

The decision to purchase boots that have eyelets or speed laces and hooks is one of personal preference. Speed laces and hooks are more apt to damage than eyelets. Eyelets are more difficult to pull, but grip the laces better.

Breaking in boots is very important. You should remember that it takes between 50-100 km (30-60 miles) to break in a new pair of boots completely. Once you have purchased a pair of boots, try them on inside your home only. This enables you to find out if you are really satisfied with them. Once they have been worn outside, you can consider them yours.

Once you have narrowed your search on the basis of what type of boot you require, the knowledge of the construction and materials is important in making your selection. In the boot business, boots are also classified by the way the upper boot and the soles are fastened to each other. The four main methods are as follows:

*Cemented*: There is no mid-sole. The leather of the upper boot is folded under a light inner sole and a single rubber sole is glued on. There is little protection or support. There is no stitching or mid-sole. This is found only in the trail shoe category because of its inexpensive type of construction.

*Inside Stitched*: These have the leather of the upper boot turned under in between a stiff inner sole and mid-sole. There is usually a double row of lock stitching hidden inside the boot. This protects it from drying and dampness. This type of construction allows for easy replacement of the outer and mid-soles; flexibility and molding to the foot are quite difficult because of the rigidity caused by the stitching. This is found on many trail shoes; klettershuhs have this and some hiking and mountain-climbing boots.

*Welted Construction*: The Norwegian welt is the most popular. It has proven itself over the years. There can be up to three lines of stitching visible along the narrow lip where the sole meets the upper boot. The first stitching securely fastens the leather upper boot to the bottom of the inner sole. The second fastens the upper boot to the mid-sole. Mountaineering boots are usually the only ones that carry the third line of stitching. Flexibility is easier in these because of a cork liner between the inner and mid-soles. The lug and mid-soles can be replaced.

*Injection Molded*: A relatively new process. They are practically impossible to resole when the lug sole and the upper boot are molded directly to each other. Some have a separate mid-sole which is between the molded section and the outer sole; these can be resoled.

To keep your boots in shape when you are storing them follow these simple procedures.

- Make sure they are clean — mud, etc. must be removed.
- Apply a light coat of waterproofing.
- Store them in a cool, dry place.
- If wet, here is a trick — newspaper stuffed inside will help the drying.
- For longer storage — when the boots are completely dry — waterproof them and wrap them in plastic.

So, in summary, the general purpose of the backpacking boot is that it is fairly lightweight, has good flexibility and is made of top quality leather. Check the *Canadian Venturer Handbook's* section on boots. X



# Venturer Log

by Phil Newsome

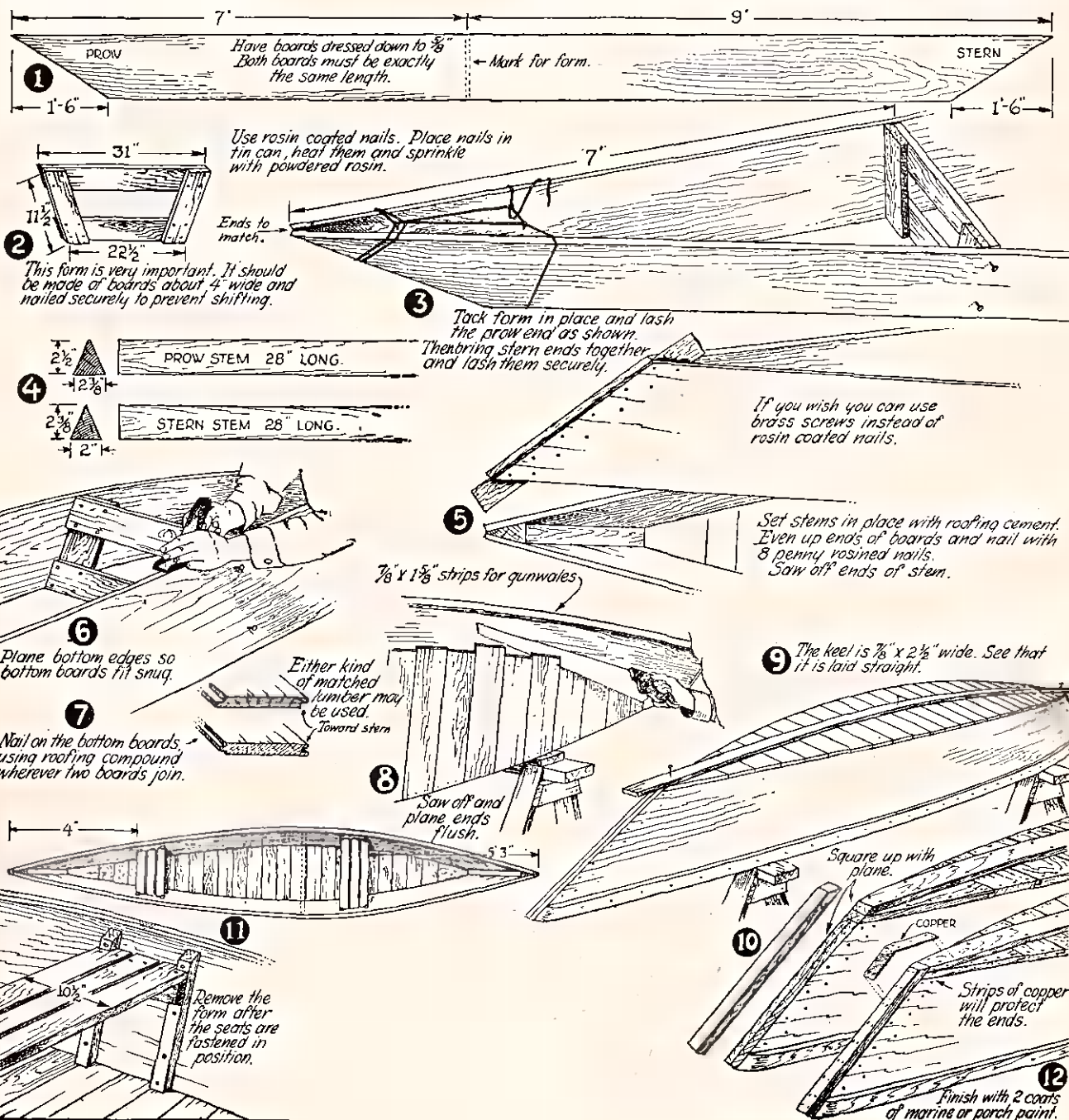
## Le Bateau

Les bateaux, of French Canadian origin, were used in the old logging days to transport men and supplies. They were usually made of two inch white pine and were sometimes as long as thirty feet or more. They were built to stand a lot of abuse and were especially adapted for running white water in the spring. This small version may be ideal for a Venturer Company project in preparation for the coming summer activities.

## Description of Project

The method of construction was provided by Ben Hunt. White pine or cedar are ideal woods for the bateau construction.

Buy three, 12 inch boards, 16 feet long and have two of them dressed down to 5/8 inch thick. Rip the third board into two 1-5/8 inch strips for the gunwales and one 2-1/2 inch strip for the keel. The rest will be used for seats. Also buy about 60 feet of 6 inch matched lumber for the bottom and a can of roofing compound for caulking. X



And now, with every good wish for your continued happiness and success in the New Year, just a handful of simple ideas for indoor activities as you lead your boys confidently into the Eighties:

- Patrols in the corners. Scouter stands in centre of room with arms full stretch like an animated signpost. As he switches from point to point, the patrols concerned change places at top speed — sometimes in mid-flight.

- Call up the patrol leaders and ask them to put this problem to their men and send their assistant back with the answer: Two old friends have met on a sandy beach. They are both in a tearing hurry and have time only for a quick greeting before pressing on. Later, before the rising tide has covered the sand, you discover that the two men were either Scouts, Old Scouts or exponents of the art of fencing. How did you find out?

- Troop room in complete darkness. Everybody out, except for one Scout from each patrol who is found lying in any patrol corner other than his own. At the signal, patrols enter, grope their way to their own man and deal with the situation on the assumption that the floor of the troop room is sagging dangerously in the middle, smoke is pouring through gaps in the floorboards, the boy is unconscious and is losing blood at an alarming rate from a deep cut in his left fore-arm.

- Provide each patrol with a small plastic bag full of sand, a sheet of newspaper, a single piece of firewood, a blunt knife, a small whetstone, a box of matches, an eggshell and a large safety pin. The task: to produce boiling water first, and then clear up, leaving no trace of activity — not so much as a wood chip or a grain of sand. (Yes, yes, we know that this has been done before, but not, perhaps, by the boys you have with you at the moment.)

- For each patrol, two Scout staves (or equal) and 24 - 3m. lengths of sisal twine. The task: to produce a net of maximum size without using a single knot, other than those needed to attach the ends to the staves.

The solution to the Sandy Beach Problem, of course, would be found in the footprints. Obviously the two old friends, having shaken hands with no time to spare, would pass each other on the most convenient side, which, if they'd used their left hands, would be to the right of the other. (Try it and see.) But Scouts, of course, are not the only people who use the left. (Come! Confess! You didn't know that swordsmen use it too, did you? And where but in an erudite column like this would you expect to find such useless but interesting information?)

As for the troop room rescue, priority would have to be given to arresting the flow of blood from that deep cut in the left fore-arm, while in the water-boiling caper — speed of performance being of the essence — the boys could have used part of their newspaper and the bulk of their matches as instant fuel, while one of their number got to work with the whetstone on that blunt knife and someone else fed woodshavings on to the fire.

A letter was passed to us the other day from our man in London.

"Dear Sir," it ran, "The 12th Newham West are lunatics. In a fit of madness they rashly invited their A.D.C. (Scouts)

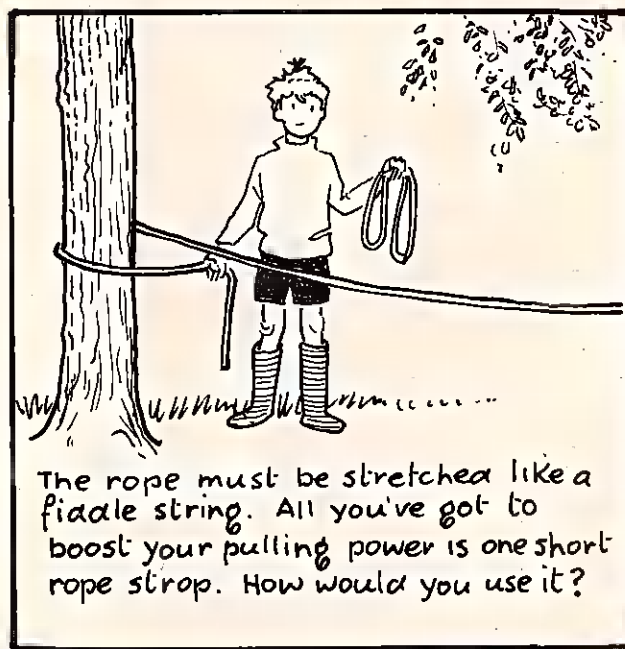


to come along and take over an hour of their troop meeting.

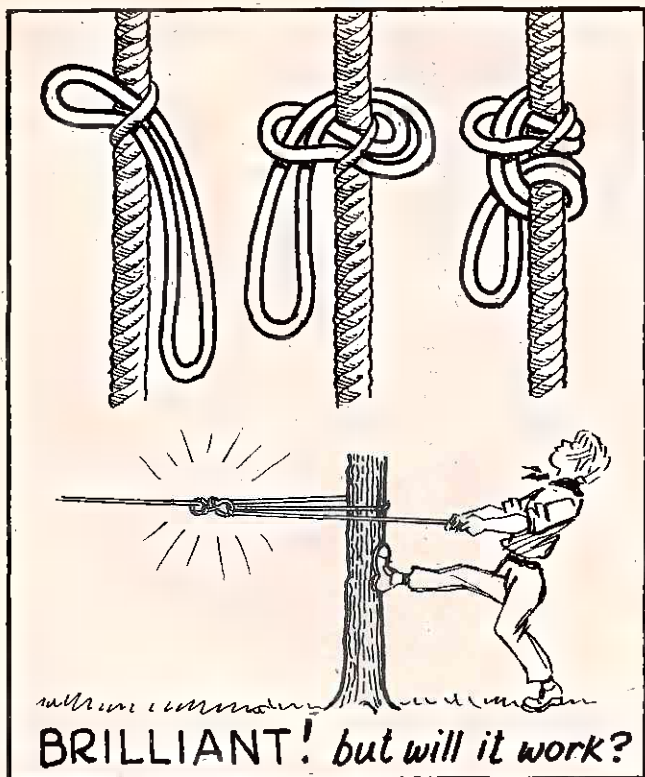
"Arising from that visit, I wish to certify that each patrol attempted to blow up and burst a jumbo size garbage bag. One patrol actually succeeded in doing so in 3 minutes 25 seconds; another blew a gusset and were disqualified; but the third, alas, suffered a blowback, as a result of which their patrol leader will never be the same again. (Not a pretty sight.)

"May I respectfully nominate them for certification on two counts: (a) for inviting me in the first place and (b) for actually rising to the bait. Yours sincerely, Malcolm Wetherell, A.D.C. (Scouts.)"

The certificates, I need hardly say, have been awarded without a moment's hesitation.







#### Observation Stunt

One man goes through the motions of arriving at the church door on a wet day, carrying an umbrella and smoking a cigarette. He opens one wing of the heavy door, lowers his umbrella, shakes off the drops, steps into the porch, parks his umbrella, draws the bolts on the second wing of the door at top and bottom, nips out his cigarette and puts it behind his ear before entering the church. He then goes through the motions of ringing the bell, giving out the hymn books as the parishioners arrive, joining in the singing of the hymn, "nodding off" during the sermon and finally taking the collection and carrying the plate ceremonially up the aisle — at which point he would "make his exit". All this in dumb show at top speed, of course.

The audience are then invited to say who he was and to catalogue his every action in chronological order.



One way of solving the rope and strop problem on the previous page would be to use the strop to set up a Harvester's Hitch on the tree. Simply carry the free end of the rope round the tree and handstrain it to determine the amount of slack you have to play with. Release the strain and attach the strop to the rope by the following (highly unorthodox) process: 1. Open the lay and thread one end of the strop through it (*against* the lay, of course). 2. Carry the other end of the strop round the rope and feed it through the loop to make a larkshead. 3. Finish with a half-hitch round the rope with the strop. Now carry the free end of the rope round the tree and dog it back through the strop on the same principle as the orthodox Harvester's Hitch.

If the theory holds water (as to which no guarantee can be given, as I have not yet tried it out myself), that initial tuck through the lay should discourage the strop from sliding when under strain, without however weakening the rope to any appreciable extent.

Good thinking, as I think all present will agree — *but will it work?*

That, as they say, is the sixty-four thousand dollar question.

Scouter Ian Cox of R.R.1 Osoyoos, British Columbia, has responded promptly and courteously to our request for a name for that excellent native Indian eyesplice which, as you remember, gave Eric Franklin and me such an interesting problem to solve some time ago. (See our November outburst.)

"The local Indian band," Ian tells us, "go by the name of the Inkaneep, so why not call it the 'Inkaneep Eyesplice'?"

Why not indeed.

Let the record show that the Inkaneep Eyesplice has now been absorbed into the technology of Scouting and for all time will be known by that name.

All we want now are a few suggestions for the use of this unique (adjustable) eyesplice. Mr Cox has already told us that it works quite well as a guyline hitch. Any other ideas?

The chances are that you have already given the illustration on the next page a cursory glance and are wondering what on earth is going on.

Actually, the two characters in the picture have just finished making themselves the new (1980) model OTL Self-discharging Spool and are in process of loading it with a 60m. length of 6mm. diam. line so that they can test it for action. I should explain that the outstanding feature of this spool, apart from the fact that it is built almost entirely from corrugated cardboard, is that unless it is handled in a seamanlike fashion, it will reject the rope entirely and with great speed and determination will spill it on to the deck at your feet before you can say Jack Robinson. Indeed, half the fun in making the thing is to watch it doing just that — particularly when some unsuspecting Q.M. has just finished loading the rope painstakingly on to the spool.

To make it you will need a few sheets of corrugated cardboard cut from a discarded packing case, plus one wire coathanger, a garden cane and a tube of quick-drying household glue. Tools should include a pair of compasses, a sharp Scout knife, a hack saw and a twist drill.

In the master model (seen in the illustration) we used four 30cm. cardboard discs, two 20cm. and ten 15cm. The



discs were first glued and clamped together in pairs with the corrugations running at right-angles to each other, then bound round the rims with brown paper sticky tape and assembled and glued together to make a complete unit as shown in Figs. 1 and 2. A length of garden cane, *free from joints*, was then selected to make the axle (Fig. 3) and a hole of the right diameter to ensure a tight fit was drilled through the exact centre of the entire unit.

The crossbar of the clothes hanger was cut in the middle with the hack saw (Fig. 4) so that the ends of the wire could be pushed into the cane, which was then reinforced with a few turns of insulation tape to prevent splitting when the spool was working under pressure. The wire was manipulated with pliers to give the spool the right amount of clearance.

The small flange on one side serves two purposes: first to take the strop which is used when loading the line on to the spool and, second, to take the free end when loading is complete and so baulk the natural tendency of the spool to start turning when the end is hanging free. To do this, simply bring the free end over the rim of the spool and put a turn round the flange. Release the turn and the spool will at once start spinning into action, with the line pouring off it like water from a tap.

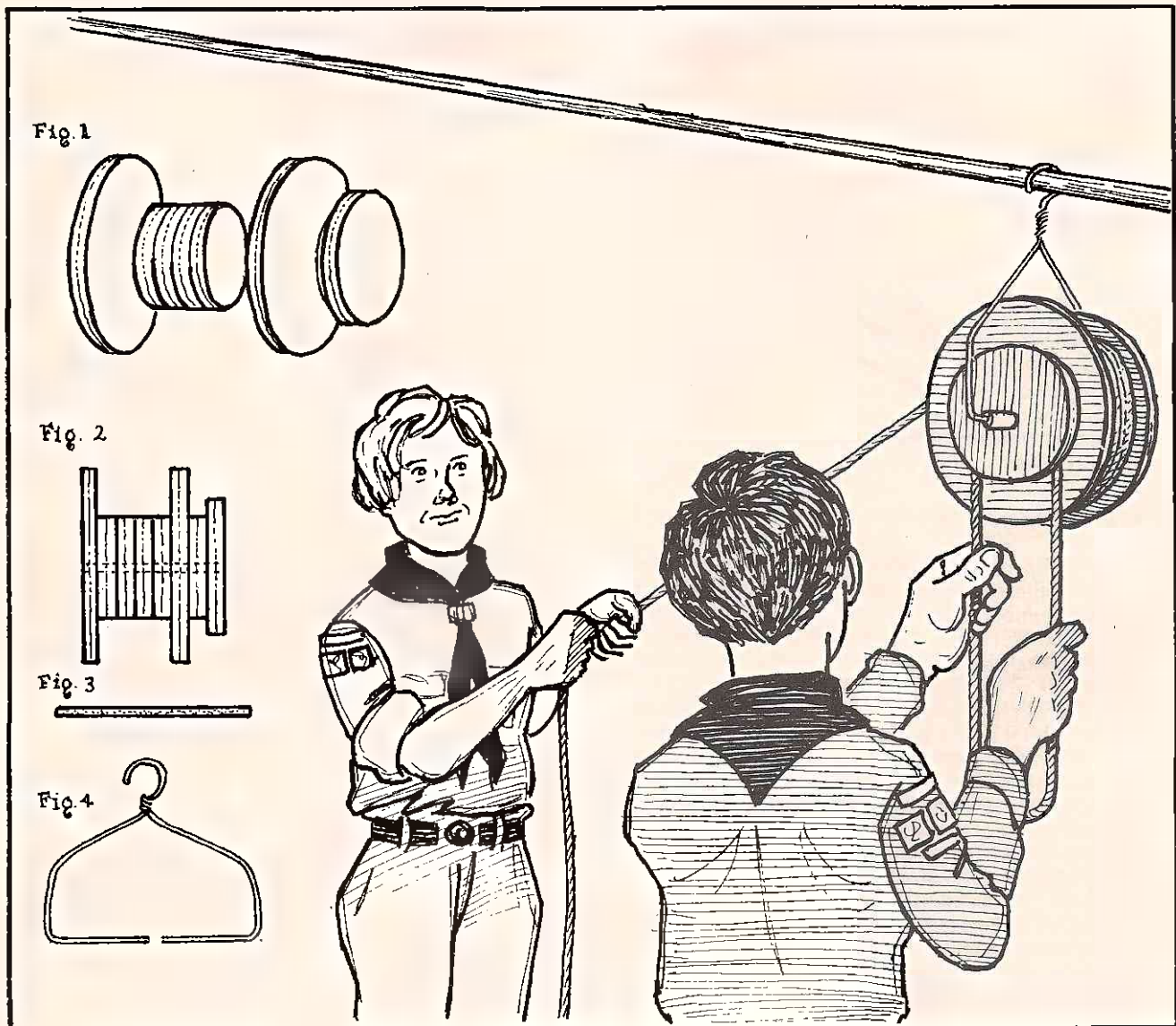
A few tips:

Use a pair of compasses to make your circles so that the exact centre of each disc is easily identified when you drill the hole for the axle.

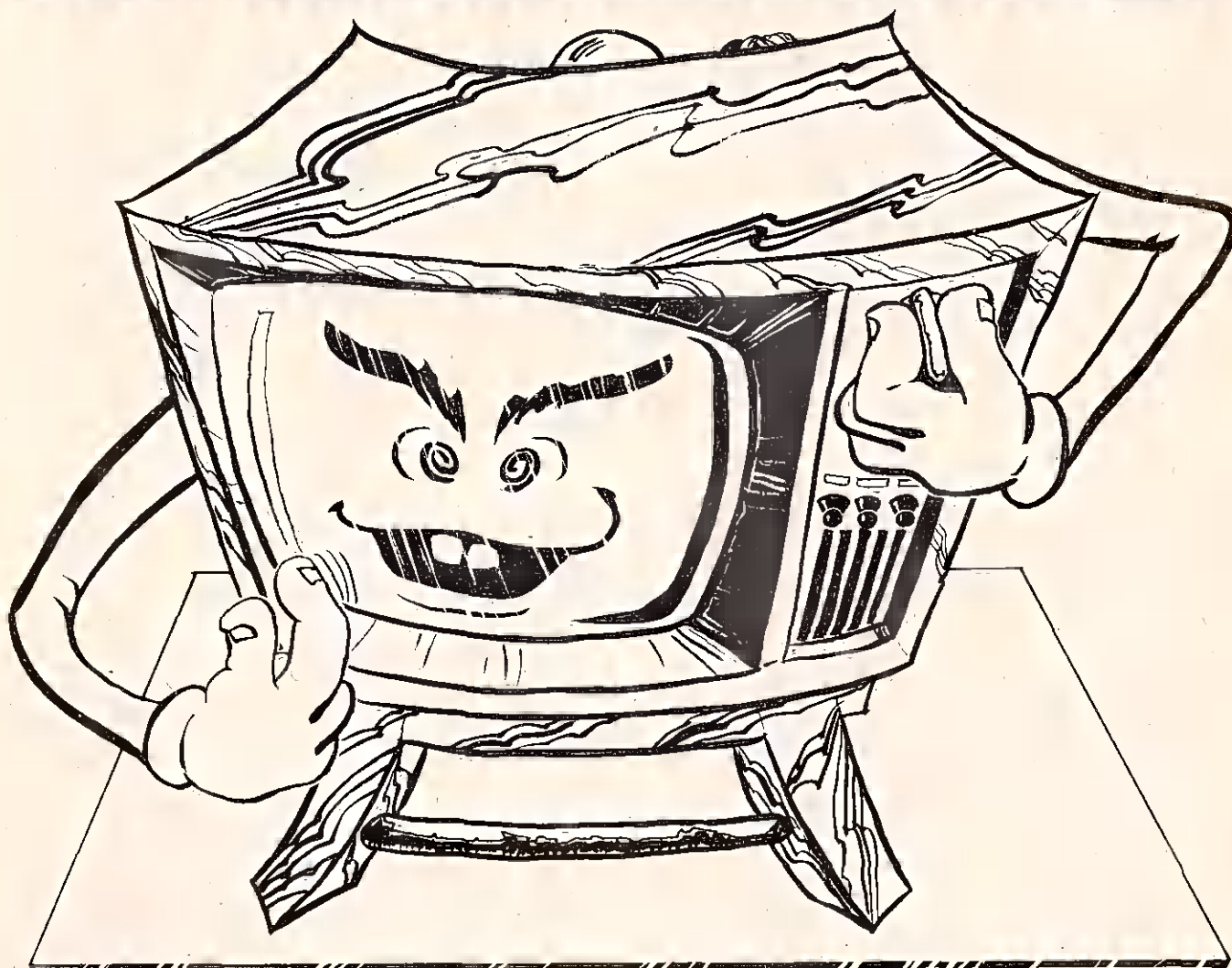
When cutting out the discs, place the card on a flat bench with the cutting edge overlapping the bench. Hold it down with your flat hand while you use your knife like a saw, with a straight up and down movement. (Otherwise the underside of the card will be inclined to tear.) Keep adjusting the card to avoid cutting the edge of the bench.

You will very greatly increase the strength of your cardboard discs if, when glueing them together, you vary the angles of the corrugations. The reason for this is obvious.

The loading strop should be a neat fit between the flanges. You will find that traditional type splices create a bulge which will jam or cause the strop to ride up over the outside flange. Try butt-jointing the ends of the strop together by cutting the rope with a red-hot knife, welding them together while still hot (do remember to work with wet fingers!) and then smoothing round the weld with the flat of your hot knife. Such a device is certainly not to be regarded as a substitute splice, but a welded joint of this sort should be proof against any strain put upon it in this situation. Well worth trying, and especially so if you keep us informed so that we can pass on the fruit of your experience to others less competent than yourselves. ^



# -TV- HOW MUCH IS TOO MUCH?



16

by Virginia Edwards

A new no-no has been added to the shrinking list of questions polite people are not supposed to ask each other — the number of hours spent watching TV. It is tacitly understood that most of us watch many more and far worse shows than we care to admit, and that we are sensitive about our weakness.

In light of our national addiction, professionals concerned about TV's effects on children should probably change their tactics. Instead of contemptuously equating TV-watching with sloth and bloat, they might simply tell us what's worrying them. You don't win cooperation by humiliating your potential partner.

Essentially, the experts' message to us is that kids are watching so much television that strange things are happening to their intellectual, psychological and neurological development. Reports from adults working with children in schools, libraries, guidance clinics, social agencies, Scouting, and sports groups reveal a common bewilderment. These youngsters are different from the ones we've known, in subtle and unsettling ways.

The paths leading to maturity take a U-turn in many of these children. The signposts that have always told us where a child is, emotionally and mentally, aren't appearing at the expected times or in the familiar places. It's kind of spooky.

Consider the attention span, once a reliable gauge of a child's progress and readiness. Disconcerting numbers of kids from all kinds of backgrounds are now unable to focus on ideas or tasks long enough to absorb or complete them. This flightiness is persisting years after it would ordinarily have been outgrown.

We have to adjust to dealing with big kids who live like babies in the "me" and "now". Complete self-absorption and the inability to postpone present pleasures for future rewards have always been associated with the very young. Now the expectation of instant-everything characterizes an alarming percentage of upper elementary and high school pupils. It isn't surprising, therefore, that the awesome, intensely human capacity for abstract thinking — the basis for intellectual activity — seems curiously stunted in so many youngsters.

Then there's the passivity that marks kids of all ages,



the "entertain-me" syndrome. The play of many preschoolers no longer reflects the ingenuity and creativity once typical of the age group to whom the whole world is new. Elementary teachers find that once first-graders have shown off their *Sesame Street* tricks, they beam a silent message: "You do your thing and I'll play along for a while, but if you're boring or demanding, I'll turn off the set — even when I am the set."

Today's children often combine a deceptive precocity of speech with a shocking lack of fundamental first-hand experiences. Much of their seemingly sophisticated patter is tube-talk, a playback of TV sit-coms and commercials. Despite their facile chatter, they have real trouble expressing themselves clearly in words and writing. . . . and equal difficulty processing what others say to them. They are accustomed to hearing without listening, to watching conversations rather than exchanging thoughts and ideas.

TV alone certainly can't be blamed for all these disquieting developments in children. We can't ignore the effects of family break-up; the disappearance of grandparents; changes in sex roles, expectations and priorities; the decline in religious faith and practice; and the rise of a self-worshipping, materialistic and hedonistic society.

But TV manages to combine the chaos, confusion, the conflicting values and the cultural excesses on one small screen. In childhoods quivering with change, the TV set emerges as the constant. More than 99 percent of homes have a TV set — and the set works more hours a week than the people who watch it.

Everything else in children's lives may go haywire. Mothers and fathers may mix, match, die, or disappear. The family may move every couple of months. Kids may be lonely, hungry, abused, neglected, labelled as problems, feel like failures. But they can always count on The Shows. TV becomes the communal experience that transcends the events of the individual life. Turn on the set, turn off your reality and BELONG.

It is television's role as the unifying mainstream existence that needs to be examined.

So powerful is TV's influence that even children who are living enjoyably in intact families, secure both emotionally and economically, tend to show the same developmental oddities the experts are worrying about — if they watch a lot of TV. Let's face it, somewhere along the way, the TV set has stopped being an electronic device we live with and has expanded into an environment we live in.

"TV or not TV" is not the question. Few experts are unrealistic enough to believe that getting rid of our sets is the answer. The task, rather, is to confront the unique nature of the medium itself and the magnitude of its influence on viewers of all ages. Until now, the main emphasis has been on improving program content. Now we must consider what the act of viewing does to us when the habit gets out of hand.

Granted, it's not easy to see the trusty set as a potential threat to children's development, our own values and choices — our social and political evolution as a democratic nation. There the set stands, the companion of the solitary and the shut-in, a tranquilizer and anaesthetic to the hurting. It makes us laugh when we need a laugh and interests us when we need stimulation. That's a lot of value for a couple of hundred bucks.

Also, used with discrimination, TV can introduce us to the best the culture has to offer. The anti-TV purists know that — and take abstemious advantage. In their homes, turning on the set is a decision, not a reflex. If the rest of us could achieve that control, there wouldn't be much to

worry about. It's our uncontrolled urge to escape into the set, our secret drive to watch the worst, that eventually produces callouses on our sensibilities and soft spots on our critical faculties.

In many homes, TV overwhelms the child's senses from birth. It's the most affordable, dependable, seductive baby-sitter parents have ever had. As "the first great technological invention ever directly to influence the daily lives of preschool children, TV dominates the existence of children during the very period of development when the human organism is particularly vulnerable to environmental stimulation," Marie Winn, author of *The Plug-In Drug* (Viking), has pointed out.

A passionate foe of TV as a child-rearing aid, she holds that "before the age of five, the question is not what a child should watch but rather whether a child should watch at all".

Parents' primary responsibility during these formative years is to socialize and civilize their young child, she says. Young children have far more important things to do than watch TV. As the primary beneficiaries of TV's babysitting services, it's hard for parents to say "no" to themselves when they are longing for time-out, Winn conceded. She nevertheless urges them to do so.

The biggest argument in favour of TV for preschoolers is that the better shows stimulate mental development as well as entertain. The public and many professionals still resist the truth that *nothing* fosters children's intellectual growth as effectively as talking with, playing with, being with other people.

"One of the few things we know for sure about children's intellectual development is that *social* skills are the cornerstones of learning," says Dr. Michael Lewis, chief of infant testing, Educational Testing Service, Princeton, N.J. Youngsters do not learn give-and-take from TV, he points out, and give and take — communication — is the stuff of mental growth. If the young child is to develop as a doer rather than a viewer, he or she needs interaction with others.

Proof of TV's limitations in this area is the inferior quality of fantasy play among today's pre-schoolers, a phenomenon noted by early childhood educators across the nation. Although research studies have shown repeatedly that "let's pretend" plays a critical role in children's readiness for reading and other formal learning, preschoolers' imaginative play has never been as sterile in content as it is now, typically a series of disjointed imitations of TV action.

There are, of course, superior shows that, added sparingly to the child's schedule, can supplement and expand the preschooler's interests and understanding. Their value, however, largely depends on adults' willingness to watch with the youngster. Sharing the show adds the all-important element of communication that would be otherwise lacking. Experts also urge that lights be kept on during the program to help young children differentiate between reality and fantasy and to help older youngsters hang on to their perspective.

Always, the challenge is to keep TV in its proper place — an enjoyable extra, rather than an essential of family living. Another challenge, newly recognized and equally difficult, is to limit TV's takeover of the schools. A growing number of educators and mental health specialists believe TV sets and schools should be kept as separate as church and state. Teachers' use of TV characters, TV materials, and TV teaching techniques to engage children's interest is a cop-out that exposes youngsters to the dangers of a total TV environment, warns communications expert Neil Postman of New York University.



"TV is now the major educational enterprise in the United States," he says. "School is second, the alternative curriculum. When schools abandon their roles as guardians and transmitters of culture, their responsibility as guides and goads to intellectual growth, they become an extension of the TV curriculum."

In his opinion, the school is yielding to television, "that merciless competitor for the child's mind". As examples of the sellout, he points to teaching kits based on TV shows and stars; teachers who consider themselves entertainers; short segments of instruction patterned after TV commercials, excessive use of audiovisual equipment — and the pathetic, essentially dishonest attempt to present learning as always fun, always easy.

"TV has full command of the circle of the clock and the cycle of the seasons," Dr. Postman reminds. Schools have limited time to impart the knowledge of the past, and link it with the present in preparation for the future. Their course of study stands for cultural and intellectual values. Acquiring these involves hard work over a long period as the learner builds concept on concept, fact on fact.

In contrast, TV has no prerequisites, makes no demands on the viewer, asks no investment of mind or effort. Everything is immediately accessible. There is no follow-up, no feedback. Uninterested? Switch channels.

"There is no more important issue in education than the effect of the TV education," Postman stresses. He believes classrooms should cease to be 3-D TV centres and get on with the school's work of helping children develop the ability to think abstractly, conceptually, and critically. TV's power to erode this ability — so crucial to a democratic society — is already in evidence among viewers of all ages but, especially, in youngsters.

How about the argument that TV actually encourages children to read, inspiring them to visit the library to search out books they've seen dramatized on the screen? Marie Winn and others claim that many young viewers never finish these books, calling them "boring" . . . "too hard" . . . "not as good as the show". The books favoured by the TV generation tend to be nonbooks, such as the *Guinness Book of Records*, or fast-moving fiction on contemporary themes that are really collections of colloquial dialogue, unencumbered by narrative or description, Winn observes. Older TV viewers may move on to *People* magazine.

A recent study of 585 youngsters in grades 2 to 12, conducted by Jackie Busch of Virginia Commonwealth University, showed that the majority of pupils at all age levels preferred "seeing" a story to reading it in print and fleshing it out in their imaginations. By fourth grade, the poorer readers have already begun to look to their TV sets as the primary source of information, she found. Even children of high ability who derived most of their information from TV programs, were not as well informed as youngsters of equal ability who depended on print. After age 13, total knowledge declined as TV viewing increased, a finding that may give pause to those of us who have come to rely on TV to keep us up with the world.

TV does enlarge the vocabularies of preschoolers and first-graders, regardless of program content, says Busch, but by the age of 10, brighter kids have advanced beyond the TV vocabulary and by the ages of 12 and 13, TV has a negative effect.

There is no substitute for reading. Children who read are produced by parents who read aloud to them, read a lot themselves, view TV selectively and praise kids' ability and desire to read. "One hundred percent of

youngsters who read and enjoy it had parents who read aloud to them," reports Busch in *Phi Delta Kappan*.

For conscientious parents, there's no early discharge from the war against TV's influence, research shows. Most parents seem to give up monitoring children's viewing when youngsters reach fourth grade. That's much too early to abdicate. Older children and even adolescents are as susceptible to the unsavoury influences in TV as preschoolers are, reminds Dr. Helen Ackerman, a child psychologist practising in Plantation, Fla.

"Much of what has been viewed in early years may seem relevant to behaviour for the first time, with the increasing freedom from parental control," Dr. George Comstock, Syracuse University communications expert, cautions. "What is seen on the screen at this time of life often takes on new significance because the young viewer is now closer to the time when his beliefs and values will be translated into adult action."

Watching TV alone won't turn a normal youngster into a slobbering fiend or mass killer, but adults who make a habit of watching programs with the kids will be rewarded with insights into thinking and behaviour that might otherwise be inexplicable, points out Dr. Ackerman. She reminds us that adolescents are in the confusing process of "becoming" and in this neither-here-neither-there state have a tendency to "try-on" various roles. Kids who are basically OK may experiment with delinquent, underachieving or bisexual behaviour, but trials are not as likely to end up as errors if parents are aware of what their youngsters are seeing on TV. Sharing shows lessens the impact of attitudes and actions that might be pretty persuasive if viewed alone.

Today "children do have a kind of ugly sophistication and a much wider knowledge of the sordid," Dr. Edward J. Bloustein, president of Rutgers University has observed. Companionable adults can do a lot to restore the balance.

In response to years of hard pressure, wily broadcasters have begun to substitute one kind of violence for another. Viewers are being taken out of the alley and into the bedroom. Sex organs have become weapons replacing fists and guns. The new victim is human love. Whether sex is shown as vicious and exploitive or as smuttily silly, somebody sensible had better be around to discuss the new violence with kids.

People who care about children have always cared about what they watch on TV. Only the idea that TV's unique form may, in itself, be as dangerous as poor content is in any way new. Tireless fighters for improved programming such as the National Association for Better Broadcasting, ACT (Action for Children's Television) and the National Parent-Teacher Association have finally forced the networks to cut down on blood-and-guts shows and are now battling the switch to sex. If the Federal Trade Commission manages to eliminate commercials from children's programs, a major victory will have been won over institutionalized greed.

Regardless of the outcome of that battle, we must accept the fact that the essential responsibility is ours. The buck stops in our wallet. The ultimate control, the set's on-off button, rests in our fingers. If we refuse to buy products that aren't good for children — ignoring our youngsters' appeals and whines, commercials for objectionable foods and play items will vanish. If we turn off the set rather than let our kids watch trashy time-wasters, offensive programs will disappear.

The TV set is not large in comparison with the other furniture in the room. How come we've allowed it to fill our lives, invade our minds, determine our tastes and choices? It's worth thinking about. X

# We're Ready for CJ'81 Are You ??



CJ'81

by Bob Milks

## Jamboree Planning Committee

Lieutenant-General A. Chester Hull, National Commissioner of Boy Scouts of Canada and Camp Chief for CJ'81, made the following report to the National Council in November.

"We have been able to recruit a strong team of volunteers for the CJ'81 Planning Committee. They are backed by an equally strong team of Executive Staff.

"The planning for CJ'81 is based on repeating the successes of CJ'77 and improving those things which require improvement.

"We are able to offer participants an admirable site, in the shadow of the Rockies; breathtaking scenery; an exciting and adventurous program keyed to the Scout and Venturer ages; special features such as attending the Calgary Stampede, a tour of Banff and area; a Jamboree Ceremony and other special events; a program of crafts and exhibits in the Katimavik (Gathering Place) area."

## Jamboree Site

The Jamboree site is part of Kananaskis Country . . . a land of snow-capped mountains, alpine meadows, clear bubbling streams, glacial lakes, evergreen forests, rolling foothills and an abundance of wildlife.

Kananaskis Country is located approximately 90 km west of Calgary, Alberta. Its 5200-sq. km take in a variety of terrain which lends itself to many recreational activities.

Kananaskis Country is being developed as a year-round multi-use recreational area under the control of the Government of Alberta.

The development of Kananaskis Country falls within the Alberta Government's overall Eastern Slopes Resource Management Policy and is designed to allow the widest possible range of recreational opportunities while ensuring the preservation of this valuable resource for future generations.

While controlled development is just beginning, many activities can be enjoyed now in this spectacular region.

CJ'81 is one of these activities. A mile long central roadway has been provided in the Jamboree site by the Alberta Government. It has also dug wells and an adequate supply of water is assured. This time we will be able to provide showers as well as flush toilets.

## Jamboree Fee

Naturally, there have been increases in costs since CJ'77 and the total Jamboree budget is up significantly for CJ'81.

One of the major increases in cost for CJ'81 is the program. We have, naturally, found a great increase in the

costs of services and things we will need over those for CJ'77. The total Jamboree budget is in the vicinity of \$5 million, in addition to the costs of site facilities provided by the generosity of the Alberta government, such as the one mile long central roadway, well, etc.

One of the additional costs is the Jamboree program. We have provided for each participant to attend the Calgary Stampede during the Jamboree period. While the cost will be high, the committee feels that participants should not miss this once-in-a-lifetime opportunity. An all day ticket including some midway rides, the afternoon rodeo and the evening chuck wagon races and performance will be provided for each participant.

Provinces and Regions will soon be able to announce the Jamboree fee.

## Jamboree Travel Plan

Present indications from provinces are for an attendance of 15,000 to 17,000. A limit of 20,000, including a volunteer staff of 1,000 will be placed to keep it to a manageable number.

Sufficient chartered air and bus space for our needs appears to be available — despite the numbers quoted above.

A Jamboree travel plan for these participants is being developed based on:

1. Participants from Ontario, Quebec, New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland being transported by chartered aircraft to Calgary and return.

2. Participants from these provinces will pay a common and equal Jamboree Air Fare for the return trip.

3. Participants from Manitoba, Saskatchewan, Alberta and British Columbia being transported by chartered bus to the Jamboree site and return.

4. Participants from these provinces will pay a common and equal Jamboree Bus Fare for the return trip.

5. Participants from the North West Territories and the Maple Leaf Region being transported by air from home airport to Calgary and return at a fare to be arranged in conjunction with DND. A request for air transportation has been placed before DND.

6. That any Jamboree Unit with the permission of parents, group committee and Scout council may make its own travel arrangements between home and Jamboree, return. In this case, only the Jamboree fee, which includes the travel subsidy, need be paid.

## Jamboree Meals

Each Jamboree Unit will purchase its own meals or food to prepare its own meals.

A "We Are Planning To Go" form is included on page 39. Please complete it and send it off so that Jamboree organizers can get an idea of what to expect. X









ALBERTA

KANANASKIS COUNTRY  
JULY 1~10, 1981



# INTERNATIONAL EVENTS 1980

by J.L. MacGregor

Canadian Scouting has been invited to take part in the following events scheduled for 1980. Canadian contingents as such will not be formed. Individuals or groups will be responsible for looking after their own travel arrangements and camping equipment, unless indicated otherwise by the host country.

Those interested must complete an "Application to Attend An International Event" (available from Scout

offices); possess a valid passport; carry a completed medical form (available from Scout offices); be responsible for baggage and out-of-Canada medical insurance and meet deadlines for applications and deposits.

Relationships Service of your National Office will act as a link between Canadian participants and the host organizers, and will pass along new information as it becomes available.

**SWITZERLAND** — CANA 80. This co-ed jamboree is being hosted by the Swiss Scouts and Guides from July 19 to August 3. The camp site is located at Gruyère, approximately 50 kilometres southwest of Berne. The event is open to registered members aged 12 to 17 and Scouters.

The camp fee is 60 Swiss francs and covers all camp activities but not food. Home hospitality will be provided for all overseas participants either one week before or after the camp. To the camp fee must be added spending money, fares to and from Switzerland and the additional travel expenses in connection with home hospitality.

It is anticipated that 25,000 participants will attend from Switzerland and from all over the world. Everyone will live in tents and meals will be prepared by the campers themselves over open fires.

Completed applications must reach the National Office by March 17.

**ENGLAND** — "Devon 1980". Devon Scout and Guide International Camp will be held at the town of Crediton, Devon, from August 2-9. Overseas participants are invited to arrive on July 26 to enjoy seven days hospitality in the homes of British Scouts and Guides.

Open to registered members aged 12 to 18 and Scouters.

Camp fee of £20 covers food, activities and home hospitality. Those not taking home hospitality will pay £6 but will have to pay for all food. A supermarket is within half a mile of the site.

Full personal and camping gear must be brought.

Completed applications along with a non-refundable deposit of £1 must reach the National Office by March 17.

**ENGLAND** — International Friendship is the theme of this camp to be held at Kibblestone in Staffordshire, during the three weeks between July 26 and August 16.

Kibblestone is 2.5 km from Stone railway station, and two hours from London by train.

Overseas participants will be linked with an English troop which will have particular responsibility to help their friends from overseas in every way. The "host" troop will arrange home hospitality for their visitors either before or after the period spent in camp together at Kibblestone, if desired. Visitors are invited to come for any part of the period or all of the three weeks.

The camp fee is 50 pence per head per night. This will cover many activities but does not include food. For some there may be an extra charge for transport, etc. While the hosts cannot promise to provide tents or equipment, it is possible that for some visitors their Scout hosts may be able to help with loan of tents if required.

Completed applications along with a non-refundable deposit of £1 must reach the National Office by March 17.

**7th CARIBBEAN JAMBOREE.** The 7th Caribbean Jamboree will be held at Trincity, near the Airport in Trinidad, August 16-24, 1980. The program will include: the Caribbean Sea Scout Regatta; Caribbean Youth Forum; Scout Band Display; Indaba for unattached leaders and the Caribbean Chief Commissioners' Conference.

The jamboree fee is \$25 US for Scouts and \$35 US for adult leaders (for badge, scarf, handbook, excursions). Groceries may be purchased at a jamboree supermarket.

**Health Requirements** include: Medical certificate; vaccinations and inoculations against Yellow Fever, Tetanus, Polio, and Cholera (if coming from infected areas).

There will be home hospitality for those interested.

Open to registered members aged 12 to 17 and Scouters. X

**ENGLAND** — "Peak '80". International Scout and Guide Camp, Chatsworth Park, Derbyshire from July 26 to August 2. Hospitality in the homes of Derbyshire Scouts and Guides is being offered for one week after the camp at no extra charge.

Camp fee is £35 which includes food and the hire of tents and cooking equipment for overseas participants.

Open to registered Scouts and Venturers aged 12 to 16 and Scouters.

Applications must reach the National Office by March 17.

**DENMARK** — Langeskovlejren 1980. This international jamboree will be held from July 8 to 16 on the island of Funen, about 20 kilometres east of Odense, the town where Hans Christian Andersen was born.

This event is open to all registered members aged 12 to 17. Rovers and Scouters are invited to join the service staff.

The camp fee will be 375 Danish Kroner which will cover all meals and program activities but not transfer to and from the camp nor special excursions.

Tentage and camping equipment must be brought as there are no facilities for borrowing or hiring.

10,000 participants are expected from all over the world. Overseas visitors will be linked with a Danish troop and camp together. Visitors will have the opportunity to enjoy home hospitality with Danish Scouts and Guides before or after the jamboree.

Completed applications along with the full camp fee must reach the National Office by March 17. Please use an international money order when making payment, payable to KFUM-Spejderne i Danmark.

Mr. & Mrs. F. Wilson  
494 Nightingale Road  
Winnipeg, Manitoba  
R3J 3G8

THE ROBERTSONS  
10532 Wordsworth Way  
Surrey, B.C.  
V3J 2E2

Mr. & Mrs. L.G. Erhardt  
184 Victoria Crescent  
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## IMPORTANT! We must know....

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

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# training talk

by reg roberts

This month  
Reg writes about ...

## LOVING AND SERVING GOD

The other day I was talking to a friend about a recent Wood Badge Course she had just completed and the sessions she had developed and shared with the participants.

One of those sessions was on the subject of the Principles of Scouting, and in identifying the first principle that "Man must, to the best of this ability, Love and Serve God", she was surprised to learn that in the first place few of the participants even knew Scouting had a set of principles and in the second place that Loving and Serving God was one of them.

Many of the participants said that no mention of God had been made when they were recruited; a few said they knew that God was mentioned in the Promise but didn't know they were supposed to do anything about it.

It is reasonable to suppose that some of those participants may not have had a formal "introduction to Scouting", and therefore would not have had the benefit of an explanation of the principles, or that each program section has its own promise, or that leaders in Scouting are expected to make a promise when they join and uphold the principles while they are members and, hopefully, afterwards as well.

It's also possible that some did participate in an "introduction to Scouting" and in the rush of discussing many other things the significance of Loving and Serving God simply didn't register.

It's also reasonable to suppose that as trainers putting together sessions for a variety of courses, serving the needs of many different people; or as service team members, making those initial contacts or working with people on-the-job; or as section leaders working with boys and young men and women, this area of Scouting is seen as "difficult" to deal with and isn't dealt with at all.

Well my friend, in making me aware of the situation she found, caused me to do some thinking about how we approach God in Scouting, or indeed how many of us do. Obviously this is a key principle we should do something about and, as trainers, we have a duty to see that those who come into Scouting — boy, youth or adult, benefit from whatever insights, explanations and action we can share with them in this regard.

I said earlier that this area of Scouting (and I might have said life) is seen as difficult to deal with and I know that for a leader working with young people or for a trainer working with adults, differences in denominational background can cause hesitation in talking about God in even the most dedicated.

However, we don't have to do it on our own. Group chaplains are usually ready, willing and able to support us in dealing with this area and be they Pastor, Rabbi, Minister or Priest will either personally provide spiritual guidance for the members or show and tell Scouters and trainers how Loving and Serving God can become an integral part of our Scouting life.

For groups that do not have a chaplain, many spiritual leaders are available to provide us with resources and many lay people would also be ready to help if asked.

In thinking further about Loving and Serving God, it occurred to me that as trainers and leaders in Scouting there are a great many opportunities to talk about God and to talk with God. I wonder how many boys are aware that when we have an opening or closing prayer we are really talking with God. As leaders, you could tell them from time to time that that is exactly what we are doing and perhaps with that realization prayers would not be just something we have to do before we get to the games.

Or with the saying of grace — particularly those we say together — I wonder how many realize that we are really asking to be blessed by God when we say something like "Bless this food and us to Thy service, oh Lord." Too often grace becomes a race to be completed as quickly as possible before the soup gets cold.

Then too, consider that prayer need not always be said at the opening or closing periods of a meeting. Perhaps a spontaneous prayer on a hike or seeing some of God's creative works like a sunrise, or clear lake water or snow-capped mountains, or a prayer offered after binding up a scuffed knee following an outdoor game, praying for a speedy recovery.

It is essential of course that leaders believe in the value of prayer and are committed to making prayer alive and important in the section program. One way of doing so is to make up prayers or have boys make up prayers to suit particular occasions. This might be a collective event stimulated by asking "What do you think we should say to God tonight; on this hike; or because John is sick?"

The Bible, the Koran, the Torah are all books that have a wealth of fascinating material in them and stories, plays, activities can be developed and used in many ways in section programs. In the Bible, the book I am most familiar with, one can find material on the law, legends, poetry, love, detectives, history, family trees, prophecy, and many other subjects.

The Good Samaritan can be linked to first aid, Jonah's trip in the belly of the whale could well be told on a fishing trip, and God and the seasons can all be celebrated in ways that can be found in holy books of many denominations.

Did you know that the word worship comes from two old English words "Worth — ship", and means "showing a person by our words and actions what we believe him to be worth"? If we believe that Scouting is the kind of organization that helps develop young people in ways that increase their self esteem, that helps them to feel worthwhile, then a story about 'worth-ship' and worship could be appropriate when we see actions taking place which put people down instead of trying to build them up.

Many of our sponsors are the congregations of churches, temples, and synagogues and many of the places where we meet are made available by the consideration of these same people. Often the only connection we make between Scouting and these sponsors or religious bodies are when we see it on the charters. There must surely be many ways in which we can celebrate our relationship to our sponsors, and participating in worship services with the congregation is one of them; perhaps a Scout choir from time to time, or boys reading the lesson. Loving and Serving God can take many forms.

Church parades need not be once a year events. Let's take the initiative and make our presence felt more often and become a more integral part of the church community. For groups that do not have a religious sponsor, "ecumenical type" services could be held with everyone participating together.

Music has always been a part of Scouting, at campfires, on hikes and rambles and at meetings of all sections. So when we teach our young people to sing songs, such as *He's Got the Whole World in His Hands*, *Kum Bah Yah*, *Jacob's Ladder*, *Taps*, *Come and Go With Me*, or *Ezekiel Saw a Wheel*, to mention just a few, why not also tell them the story behind the song. Let them know the joy is not only in the singing but also in the Loving of God.

Another thought I had was that for the most part, the only view of the buildings they know as Church, Temple or Synagogue that most boys and many adults have, is from the outside or from the back looking to the front. Why not a view from the pulpit or the choir loft? Why not a tour of the church and some information on the vestments and symbols of the church?

Why do the Ministers and Priests wear the "uniform" they do? Why are some uniforms all black, some white and some very colourful? What is the font and how is it used? Why candles on the altar? Why an organ and why do some places of worship have stained glass windows and why is the altar in many older churches in a particular compass direction? Some churches have bells and bell towers and bell ringers. What is the significance of ringing the bells? Why not invite a bell ringer to visit your group?

I said earlier that most of my background is in the Christian church and so I have spoken of mostly Christian happenings and situations. However, as trainers and section leaders, you are faced with many denominational groups, each with its own history and traditions and each with a wealth of knowledge that can be shared with the young people who come into Scouting.

In the Muslim faith the word Islam means submission to God. In the Jewish faith the Sabbath is celebrated on Saturday. Boys from Christian faiths visiting boys from the Muslim or Jewish faith may learn that meat slaughtered in a religious manner is called Halal meat by the Muslims and Kosher meat by the Jewish people. They will also learn that Scouting in Canada serves many different faiths.

To the newcomer to Scouting and indeed to some who have been in Scouting for a while, Loving and Serving God may seem like a formidable task when one comes to interpreting it in meaningful ways. It is necessary of course to consider the age group one is working with and talk about, and with, God at a level each can understand. In groups where boys are of more than one denomination, care must be taken not to offend or appear to be converting in any way.

But having said that, let me offer the thought that opportunities exist in so many ways to help young people and older people too, witness a more clear understanding of what it means to Love and Serve God.

Service has always been a part of Scouting and serving others through all manner of projects such as Christmas gift packages, visiting the sick and elderly, raising funds for a wheel chair, shovelling the walk of someone less able, or raking leaves on the church lawn, are all ways of Loving and Serving God.

Further ideas and suggestions in this important area may be found in the book *Let's Celebrate* and in the film slide series *The Religion in Life Program*, both available from your local or provincial Scout office. Why not check them out?

My final thought is that it seems fitting, as we begin a new year in a new decade, to recognize the significance of Loving and Serving God. I hope you agree and may God Love You. X

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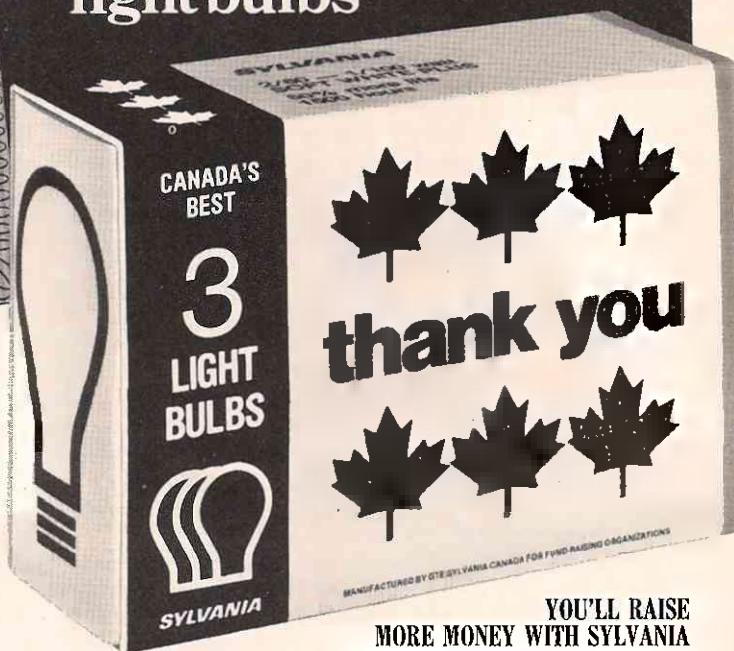
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## THE BOUNCING BAZOOKA

- You will need:*
- Three empty tins, all the same size, with tops and bottoms removed with a rotary can opener (to avoid jagged edges)
  - Five 4 ft. garden canes
  - a plastic lemon
  - the cap of a lavatory cleanser bottle
  - 8 strong elastic bands
  - sticky tape
  - string

Remove both ends of the three cans and bind four of the canes to the sides with sticky tape, as shown in the diagram.

Remove the top of the plastic lemon and force the *thick* end of the one remaining cane into the hole.


Make two strings of four elastic bands each and fix them to the cap of the cleanser bottle with sticky tape.

Tie the ends of the strings of elastic to the tops of two of the canes on opposite sides, so that it hangs down inside the open tube that you have made. (This is the barrel of your Bazooka.)

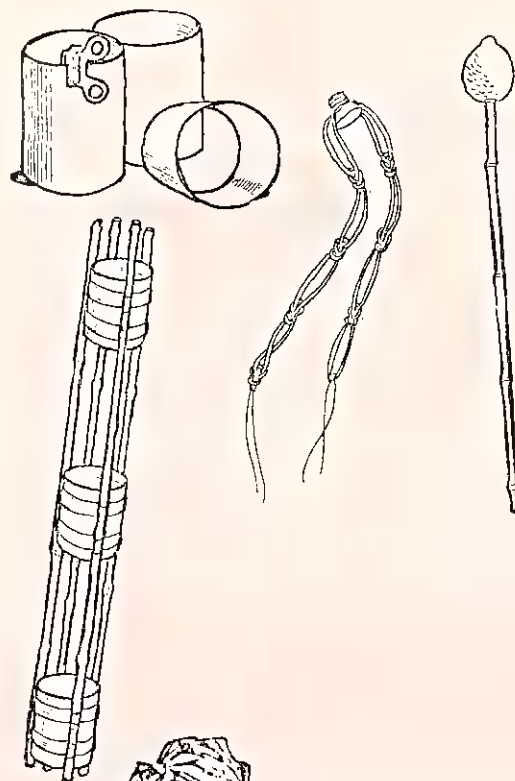
The weapon is now ready for action. One Cub should hold it between his knees with the butt resting on the ground, while the other inserts the end of the missile in the cap of the cleanser bottle and, with hands cupped over the top of the lemon, pushes the cane down as far as it will go.

Take aim! FIRE!

You will be surprised!

**CAUTION:** This bazooka was first tried in "The Lid" at Gilwell Park and appeared to be perfectly safe, but it should only be used out of doors under Scouter supervision. 

## THE BOUNCING BAZOOKA



# Manitoba Jamboree '79

## A WEEK TO REMEMBER



They came by plane, train, car and bus. Some came early in the day and some came late, although it is hard to say whether 4 a.m. can be classified as late or early. For some, the arrival was even a wee bit damp. Nevertheless, by opening time Sunday evening, nearly all of the 2,500 participants were on site and eager to begin the activities planned for *Man Jam '79*.

The setting for the base camp was beautiful Bird's Hill Park which is located in a hilly sand ridge area left by the retreating glaciers that covered Manitoba millions of years ago. Its position is about 15 miles north of Winnipeg. In addition, two other parks were used for the Jamboree. LaBarriere Park, just south of Winnipeg, was used for day canoe trips and the Whiteshell Provincial Park on the Ontario border was used for overnight hiking and canoeing trips.

When originally conceived *Man Jam '79* was to be a

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provincial jamboree of up to 2,000 participants, with basically Canadian and U.S. participation. However, with the cancellation of the World Jamboree, arrangements were made to accommodate other contingents.

When all registrations were finally in, *Man Jam* found itself with participants from England, Scotland, Northern Ireland, New Zealand and the United States, as well as from eight of the ten provinces, making it a truly international event and all the more exciting for those who came.

The weather during the week was almost too much of a good thing, with temperatures hovering near the 32°C (90°F) mark all week.

After the official opening, attended by provincial and city officials, as well as National President Donovan Miller, Camp Chief John Funnell — Manitoba's Provincial Commissioner — gave a short outline of the aims of the Jamboree in his opening remarks. They were to:

- a) help youth to learn about the province of Manitoba
- b) practise skills of no trace camping for protection of the environment
- c) meet, work and play with youth from other provinces to promote national unity
- d) meet, work and play with youth from other countries, thus fostering good international brotherhood.

During the ceremonies, the flags of the nations and provinces involved were raised and the evening ended in a colourful firework display.

The next four days saw the participants taking part in a wide variety of activities. There was archery, air rifle skeet shooting, a bicycle course and an obstacle course, as well as a complete sports complex set up by Recreation Canada. There was also horse back riding, rope making, leather craft, an electronics and communications centre, tours of Winnipeg and Lower Fort Garry (a National Historic Park), the swappers' club and archives and, of course, hiking and canoeing, both day and overnight trips. Thus, there was a great deal of movement, both within and outside the base camp, which kept the transportation committee (headed by our Provincial President, Jim Gillis,) in a tizz for the entire week making sure that everyone got to the right place at the set time.

Friday was designated Gala Day and, in the afternoon,

the jamboree was open to the public. There was entertainment during both the afternoon and evening, with a genuine buffalo barbecue put on by the Jamboree staff. Buffalo-burgers, corn-on-the-cob and drinks were supplied for all the participants.

At the end of the evening came the closing exercises ending in the release of balloons into the sunset, signalling the beginning of an all-night and next day exodus from camp and the parting of new found friends sharing fond memories.

Although most headed for home, the overseas contingents remained for a while yet, with the New Zealand group — of which 17 members came to the Jamboree as strictly volunteer staff (and great staff they were!) — staying on in Winnipeg until the Tuesday, when they were to move on to the U.S. to do some sightseeing before returning home. The groups from Great Britain moved on to Camp Alloway, Manitoba's Scout camp in Whiteshell Park, for four and a half days home hospitality before returning home. All in all, it was a great time with many ideas exchanged, friendships formed or strengthened, new things learned and, hopefully, fun had by all.

It should be a well remembered event and was certainly a well recorded one through the many pictures taken by youth and adults alike.

It was exciting to see *Manitoba Jamboree '79* develop and become reality. It was sad to see it end.

Anyone who would like a general set of ten colour pictures of Manitoba Jamboree '79 can receive them for \$7.00 Canadian funds (postage and handling included). The deadline for orders is February 15, 1980 and orders must be accompanied by payment (no C.O.D.'s). Orders will be processed after February 15 and sent out as soon as possible.

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The excuses offered by many Scouters for not having music as part of their program are manifold.

As recently as 30 years ago, just before the introduction of television, musical fun was a part of most social gatherings. It's too bad we've become a generation of watchers, rather than singers and players, for music is a tonic we can all enjoy.

Oh, you say, but I'm tone deaf; the only notes I know about are the ones I owe at the bank, and the staff I'm most familiar with is the one I use to hold me up on the way home from the section meeting. I don't need music!

Welcome to the club. Most of us have a very limited knowledge of working with music, even if we enjoy it. And when it comes to leading others, there is always a great deal of trepidation. However, we should remember these words and, reciting them, strike out to enjoy musical programming:

*Use up the talents you possess,  
The woods would be strangely silent,  
If no birds sang there except  
Those who sang best . . .*

### Fun With Noise Makers

Beavers are great noisemakers, and that statement will get no argument! Sometimes, it's fun to channel their noisemaking energy into a pattern, such as in a rhythm band. You can easily construct your own rhythm instruments from odds and ends around your home. Better still, you can have the boys construct the implements themselves.

Here is an idea that worked out well in one Beaver colony. Prior to the meeting, the leaders hid a variety of objects capable of making a musical noise. For instance, two 12" lengths of dowel, empty apple juice tins, 8" lengths of 3/4" pipe hung on a string, 10" spikes, huge bolts hung on a string, sandpaper, and others. After the opening and games, the Beavers were given an empty bag and, two by two, were sent out to hunt for something that would make a noise when rubbed, struck or shaken. They were told to hide whatever they found in the bag provided. (One boy placed the bag over his head; perhaps he thought he made better music than anything he found!)

When everyone had a noisemaker, they gathered again in the circle and, one by one, were led behind a screen

and told to sound their instrument. The other boys were to guess what was making the noise. Surprisingly, most of the boys guessed correctly, even at the young Beaver age.

After each boy had a try, all returned to the circle where a singsong was held and the new-found instruments were used to accompany the guitarist.

On other occasions, this group has used professionally made instruments a school teacher friend was able to bring along, and this same friend played the piano for the boys after showing them how to use the various instruments in a rhythmic pattern and while marching.

The group also constructed instruments and, whenever they have been asked to demonstrate what Beavers do, the instruments have been used, much to the delight of boys and audience.

### Some Musical Games

**The Mat Game** — The piano or guitar player begins to strum or play a tune as the boys run around a well defined circle, or rectangular course such as a badminton court. At some point, or points, they must cross a mat or piece of cardboard on the floor. If the music stops when the boy is on the mat or cardboard, he is eliminated. A tape recorder with a suitably recorded tune can be used if you can't locate a musician.

**How Green You Are** — To the tune of *Auld Lang Syne*, the following words are sung:

*How green you are, how green you are,  
How green you are, how green.  
How green you are, how green you are,  
How green you are, how green.*

One player is sent out of the meeting room, and told he will have to find some object selected by the group remaining inside, when he returns. After he re-enters the room, as he gets near to the object that has been selected by the group, their singing grows low; when he touches the object their singing stops. At all other times the singing should be boisterous; the further away the seeker is from the chosen object, the louder the singing should be.

**Musical Treasure Hunt** — Have some caramels hidden about the meeting room. Divide the group into four or five sections, with a captain for each section. Sixes would work well here. The captain of each group stands at the front of the room, and his followers spread out looking for the caramels. They cannot pick up any caramels but instead, when found, they must silently group around the caramel and then imitate some instrument of the orchestra that has been agreed upon between the seekers and their captain. When the captain hears his boys in imitation of perhaps a trumpet, violin, piano, drums, etc., he immediately goes and picks up the caramel and returns to the front of the room, while his followers take off in search of more treasure. All the treasure is held by the captain until the end of the game.

**Musical Pillows** — Not everyone will be able to play this as a pack game, but possibly you might need a patrol or six game. Using pillows instead of chairs, play the old standard of musical chairs. When the music stops, each boy must seek a pillow to sit upon, and he that ends up without a pillow is eliminated.

**Whistle Tag** — A standard game of tag, except that upon being tagged by "it", if the person who has been tagged can whistle a recognizable tune by the time "it" counts to five, he takes "its" place.

**Are Ye There? — or Ring The Bell** — Two players are inside a circle formed by the rest of the boys. One boy has a rolled up newspaper to use as a swatter. The other boy has a bell or a bunch of jingle bells. Both boys are blindfolded. The boy with the baton tries to clobber the boy with the bell whenever he hears the bell ring, which the bellholder must do every time the boys in the circle count to 25.

**Some Very Good Songs** — Songs that are easy to learn usually have repetition, or a catchy set of words with a punch line. Here are three that have proved to be the most fun for groups I've worked with, because they are adaptable and full of action and fun. There are many more.

*The bear went over the mountain,  
The bear went over the mountain,  
The bear went over the mountain, to see what he could see,  
And all that he could see,  
And all that he could see,  
Was the other side of the mountain,  
The other side of the mountain,  
The other side of the mountain,  
Was all that he could see.*

By substituting the word — Beaver, Cub, Scout, Brownie, Guide, for the word "bear", this song can become an effective group singsong favourite. For instance, ask the Beavers to sing their part alone as follows:

*The Beavers went over the mountain,  
The Beavers went over the mountain,  
The Beavers went over the mountain, to see what they could see, etc. . . .*

Then the Cubs sing, then the Scouts, and so on, to include all the groups you have present, including parents. Then appoint someone to judge which of the groups are the best singers. Sing the song again, with all groups singing their part simultaneously. This will generate a lot of enthusiasm among the children.

**The Grand Old Duke of York** — This is a great leg stretch-er. Each time it is sung, it is sung a little faster, until gradually people cannot get up and down to the command of the lines quickly enough. Then, to really confuse matters, have them reverse the procedure, so that when the lines command them to get up, they sit down, and when they are told to get down, they stand up. Here are the words and actions:

*The Grand Old Duke of York,  
He had ten thousand men,  
He marched them UP to the top of the hill;  
(everyone stand up on UP)  
And he marched them DOWN again.  
(everyone sits down on the DOWN)  
And when they were UP they were UP,  
(again, on UP everyone stands)  
And when they were DOWN they were DOWN,  
(sit down on DOWN)  
And when they were only half way UP,  
(everyone assumes a squatting position)  
They were neither UP nor DOWN.  
(On UP you're up, on DOWN you're down.)*

**Ach Von Der Musica** — This song is supposedly a German orchestral piece, but it may not seem very German to those who read the language. However, it is always lots of fun. The leader begins by singing:

Leader: *Ach Von Der Musica*  
Response: *Dutches Fadderlander*  
Leader: *Ach Von Speeler*  
Response: *Ach Von Speeler*  
Leader: *It can be a* (here instrument is named — e.g. *voila*)  
Response: *It can be a viola*  
All: *Vio vio viola, vio vio viola, vio vio viola, vio, vio, la.*

The leader repeats his part, each time naming a different instrument such as a piano, piccolo, trumpet, etc. Once sufficient orchestral instruments have been named, the group is split into sections, each to represent a section of the orchestra. The leader sings his part again, gets the response, and on the final line says: *It can be an orchestra*. After repeating *It can be an orchestra*, the boys each give their part. The noise and confusion of this part is unbelievable, yet the boys love it from Cub age right through to adults. Sorry I cannot give you the tune for these pieces but just ask any senior Scouter, because they are well known in Scouting circles.

**Bring in your favourite records** — Set a period aside for your boys — from Beavers to Venturers — to share a favourite musical piece with the fellow members of the group. Let the leaders share their music too!

**Concerts in the community** — Many communities have a spring and summer series of concert programs, and would welcome a pack or troop to sit in on the concert, perhaps even become involved by singing a song to their accompaniment. or by passing out the programs prior to the concert. Musicians are generally willing to demonstrate their instruments. Don't overlook Saturday morning concerts, concerts done by museum groups or other cultural or art societies in your community. X

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# EDITOR'S NOTEBOOK



by Bob Butcher

The World Scout Bureau has shared with us some letters it received from Scouting refugees among the Vietnamese "Boat People". What follows are parts of a letter from one such Cub leader who's courage is best discovered through her own words.

"I am very happy I announce good news to you. Here is one more Scout family left VietNam safe and sound. (Naturally after many dangers) it is me, my husband and his brother.

"I am a student in chemistry, I have just taken my degree in chemistry at the faculty of science, University of Saigon, last year.

"My husband is Lieutenant of the army of the former regime of South Vietnam. He was forced by the communists to do re-education for over 3 years. And his brother is a student of the 3rd class.

"I began my Scouting years in 1969. Since then I have participated regularly in Scout activities. Often I participated in the National Jamboree. I also participated in 'Wolf Cub Leader Training' courses and I have the role of 'Baloo' to guide the 'Wolfs'.

"But all my Scout activities are interrupted in May 1975, because of change of regime. From then on everything changes; no more Scout activities, no more personal freedom, no more religious freedom... human rights seem unknown. The atmosphere is heavier and heavier, we can no longer breathe. So by any possible means we try to leave Viet-Nam.

"For this escape we must pay a very high price. Aside having lost everything we must almost give our life to change freedom. And in this trip, we run into many difficulties and dangers, risks.

"Our little boat (20 m long) needs 2 weeks to reach the Philippines (instead of 6 days), because our boat ran aground over night on an uninhabited island, no people, full of coral, for 8 days.

"During this accident the boat is grounded on the coral reefs, everyone is desperate, awaiting death, because food and water supplies are little by little running lower and moreover in this region there are no passing boats nor ships. Seeing this dramatic state, I, being a Scout, volunteered with my husband to go out on a little 'life buoy' without a sail nor oar to venture forth hoping to drift into another region far from the island and to ask the passing ships for help; in this way all the people on our boat would be saved. However in vain, the wind seems to be against us, we are thrust from one place to another around the island (naturally a very long distance from our boat). Throughout this period we must affront much danger, storm and big waves; sometimes the waves seem to want to swallow us, one after another they go over our heads. We, on one hand must remain seated to keep the balance and on the other we must bail out the water to lighten the weight on the 'life buoy'. Once we meet a school of very big fish, we don't know what they are called but we think they might be sharks. But fortunately they pass by quietly and don't attack us. Thank God!

"Finally, on the 5th day, when day breaks, we again see our boat far away, a tiny little dot. At first we don't believe it, but after watching it for some time, we are sure that it is our boat and... we come to the conclusion that our 'life buoy' cannot drift away from the island due to the change of the direction of the wind; we are still drifting in the area of the island and this is why we decide to return to our boat, in the hope of finding a better way to save our boat. Upon our return after some thought we suggest an idea: if the level of the water is higher and if the boat is lighter, then our boat might be able to leave the island. This thought provides us with a method (because my husband is one of the 3 navigators of the boat):

- wait until the water level is at its highest (during the day of 'full moon' the water level is at its highest)
- throw everything heavy into the water (baggage...) to lighten the weight
- order everyone (except the old and the children) to leave the boat onto the coral reefs, despite

the water level which comes almost to the chest. This seems useless, but the weight of 375 persons is considerable. This is therefore most difficult to carry out, because many of them can't swim. We must explain to them, we must persuade them, we must help them.

"(Oh, I forgot to tell you that after us others also ventured forth, but we do not see them return after waiting for days.)

"Thanks to this method, we are saved, our boat can be moved off the island and continue our trip. But now there is the problem of food and water, we have no more food and water, we await the rain and drink rain water.

"Fortunately, after 2 days, we arrive in Liminangcong, a little fishing village on Palawan, Philippines. Oh! Dir Sir, you can imagine our joy on seeing land after 15 days on the high seas.

"Docked in Liminangcong we are practically dead with hunger and thirst (already over 10 people are dead). The people in the village bring us water and food. Oh! they are kind! We will not forget their goodness and kindness. They not only give us food but also supply us with certain things to use and give us hospitality.

"We were in Liminangcong one week and were transferred to the Vietnamese refugee camp in Puerto Primcesa, Palawan, Philippines. All tired after a long journey under the blazing sun, we get out of the car. But all of a sudden we hear a shout of joy and yelling my name, and before us, 2 big shadows loom up... They are our Scout friends: 2 Scout leaders, our 2 big brothers. Is it a miracle? Who brought us together? Who permitted us to meet here? Oh! we cried for joy. They arrived here less than 5 months ago and they have already planned to go to the U.S.A...."

We have learned that the **67th Winnipeg Group** will be celebrating its 50th anniversary during 1980. A number of events, including a reunion camp from July 5 to 7, are being planned.

Former members and leaders are invited to write to **Mr. Winston Smith, 204 Montrose Street, Winnipeg, Manitoba, R3M 3M7** for further information. Readers knowing the whereabouts of any former members are requested to pass this information along to them.

## If the shoe fits.....



We have just received another information bulletin on the **3rd Newfoundland and Labrador Jamboree** which is being held from July 5 to 12, 1980. The event is open to registered Scouts and Venturers who have had at least two nights camping experience including the preparation of meals and the use of the camping gear which will be used.

The Newfoundland office is accepting registrations from patrols or companies of five to nine youth members under the leadership of one adult. Each unit is expected to plan, equip and to function at the Jamboree as a self-contained unit.

The Jamboree fee is \$30 per person and includes the program, crest, T-shirt, use of facilities and Jamboree equipment, forms and administration.

Units are expected to arrange their own travel and bring their own *lightweight* camping equipment.

Food will be purchased daily from the Jamboree supermarket using supplied menus and quantity lists.

The Scout program will include archery, air guns, waterfront, swimming, bicycle course, obstacle trail, crafts, tours, ham radio, leathercraft, stage shows, and Recreation Canada and air sea rescue displays.

In addition to the above, the Venturer program will include an overnight canoe trip, and go kart races using machines built by companies and brought to the Jamboree.

Deadlines for registration are rapidly approaching, so interested groups should write for further information, without delay, to:

**Boy Scouts of Canada, Newfoundland & Labrador Council, 15 Terra Nova Road, St. John's A1B 1E7.**

## "Dangle Your Dingle and Shine."

It's an attention getting slogan isn't it? And well it should be for the "Dingle" it is promoting is itself an attention getting device.

In my last *Beaver Happenings* column in December, I wrote about informing boys on the use of retro-reflective material as a positive step toward pedestrian safety. Just by coincidence, as the December issue was going to press, I learned of a ready-made little retroreflective item called the Dingle. **Mrs. Sally Selvadurai**, a Beaver Leader with the **143rd Windsor Park Group** in **Ottawa**, obtained a quantity of these from her local Kiwanis Club to sell as a fund raising item and she reports they are selling well. On talking to Club President Brian Matthey I learned that the Gloucester Kiwanis Club is the sole distributor of the Dingle in Canada and that they are making them available to other clubs and non-profit groups, such as Scouts, Guides and school associations at the wholesale price. The Gloucester Police, the Ottawa Police and the Ottawa Carleton Safety Council have all added their support to the Kiwanis and the Gloucester Police Force was giving Gloucester's 625 student school patrollers Dingles for Christmas.

The Dingle is a soft vinyl disc approximately 7 cm in diameter, depicting various cartoon figures, animals and sports figures.

If you are interested in Dingles as either sales items or as gifts for members of your group, you can obtain more information by writing to:

**Kiwanis Club of Gloucester**  
**P.O. Box 234**  
**Orleans, Ontario K1C 1L0**

For readers who like to put faces to names, the following shows from left to right, **Mrs. Kay Hotham** of Editorial & Advertising, **Mr. John Sweet**, author of *On The Level* and *Crafts for Cubs*, John's wife **Claire** and **Mrs. Betty Rapkins**, Assistant Editor.

On the occasion of John Sweet's visit to Ottawa in October, the staff at **The Leader** accompanied him and Mrs. Sweet on a tour of the printing firm where **The Leader** is printed.

John, in his own words "... asked a lot of intelligent questions!" and we all learned quite a bit about what printers can and cannot do with our ideas on how a magazine should be put together.

As some of our readers will know, John has been providing, simultaneously, material for both **The Leader** and for *Scouting* (U.K.). We assured John that as long as he keeps sending us material we will continue to include it for his many fans.

One avid fan of John's is **David Goss**, author of the *Working With ...* series. On the occasion of John's visit, David overcame his fear of flying and took his first aeroplane ride to Ottawa to meet with John and myself. David, too, will continue to provide articles for **The Leader**. After a few more *Working With ...* pieces, David will begin a new series entitled *Scouters' Alphabet*. Watch for it in future issues. A

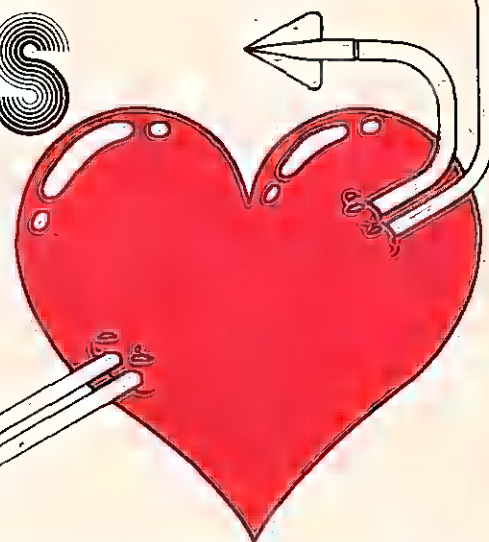




# VALENTINES

## to Warm the HEART

by Betty Rapkins



Did you know that Valentine's Day is celebrated on February 14th in many other parts of the world too, as a symbol of romance and affection? In the United States, as well as here in Canada, children exchange valentines with their friends at school. In Denmark some send pressed snowdrops to special friends and make up funny, unsigned verses. Parts of Britain have particular customs such as leaving a basket of gifts on a loved-one's doorstep, knocking and running away!

It would be nice to say that the day celebrates Saint Valentine but in fact it seems more likely that it all started with a Roman festival honouring Juno, the Roman goddess of women and marriage.

But whatever its origin, let's bring a little romance back into life on this special day by presenting mothers and grandmas — and why not sisters too? — with a gift and a card made by your boys.

Decorate the front of the book with a suitable design of hearts and perhaps decorate the borders of each ticket with a similar pattern. Now, on each page, write one signed promise, such as "I promise to do one whole day's washing up without grumbling", or "I promise to empty all the garbage next collection day." Other promises, depending on the age of the boys, could offer snow clearing, baby minding, tidying bedrooms, etc.

The book is presented to Mom on Valentine's Day and, as the need arises, she tears out one ticket and the boy "pays up" by cheerfully tackling the chore thereon.

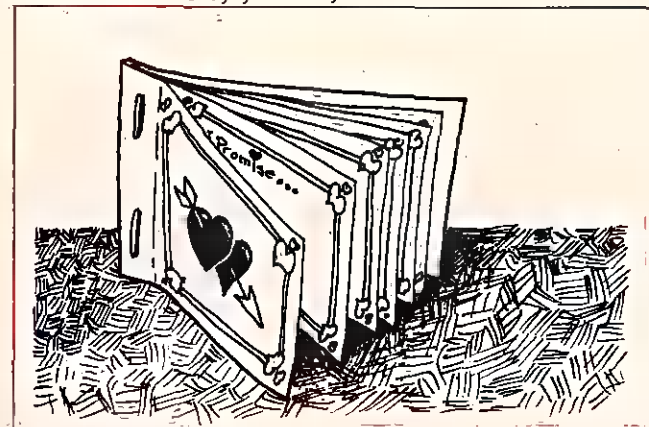


### A Flower Posy

Here's an idea from my own childhood, using odd scraps of knitting wool or yarn in various colours. For each flower centre you will need a length of yellow yarn about ten inches long. Tie a knobby knot in the centre. Take a ten inch length of green and lay it along a pencil. Now wind a bright colour — say red — round and around both about twenty times, so that the pencil and green yarn are closely covered. Lay yellow knotted yarn across it (as illustrated) and carefully slide out the pencil only. Quickly tie the two green yarn ends together tightly.

You should now have a circle of red loops, or petals and, with a deft tweak or two, a yellow knot in the centre. The red, green and yellow loose ends form the stem and your first flower is complete. Make a bright mixed posy of them, tie in a bunch, trim stems to equal length and fix a safety pin at the back for your chosen lady to wear on her lapel.

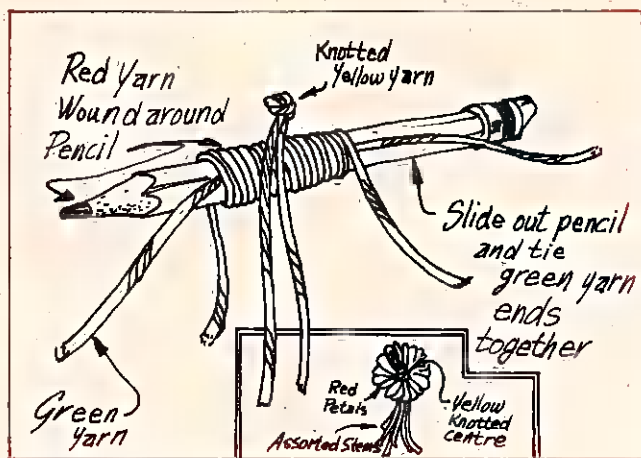
They could also be massed in a simple cone-shaped paper, or card, basket. Now get your younger boys to trot along to grandma's with one each. Or find a lonely old lady in the vicinity and brighten up her Valentine's Day.



### "I Promise" Book

Here's a simple gift any boy could present to his mother — a book of "I Promise" tickets.

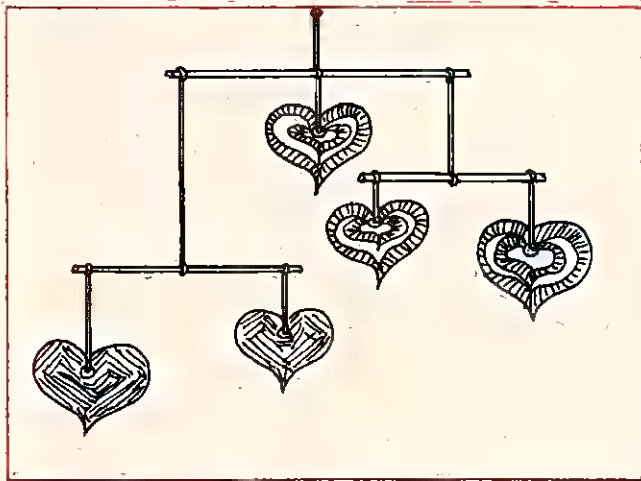
Cut two pieces of coloured card approximately 3" x 5". Now cut six pieces of plain white paper the same size. Along one of the 3" edges on the six white pieces only, draw a faint pencil line  $\frac{1}{2}$ " in from the edge. Using a sharp pointed knife and a safe cutting surface, score a neat row of dotted lines along the pencil mark. Now line these sheets up with a coloured card at top and bottom and staple together to form a book of tickets, with dotted lines forming perforations, so that one ticket can be torn out at a time. (Younger boys should omit the perforation stage, unless very carefully supervised.)



#### A Valentine Mobile

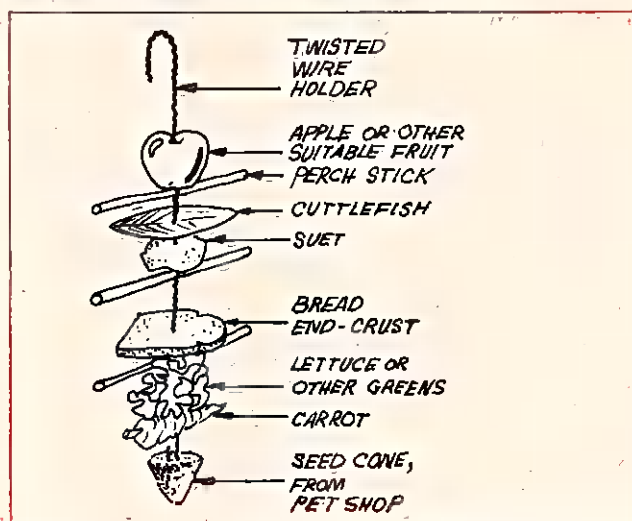
Here's a simple idea but one which requires care and judgement in the making. You will need three pieces of stiff wire, of different lengths and some fine thread. The invisible variety would be ideal. Cut five red hearts from card and punch a small hole in the top centre of each one.

Now comes the tricky part — to suspend the hearts from the wires, via the thread, so that the finished mobile maintains a proper balance. Not for sweaty banana-fingers this one, but a good project for boys with artistic ability and lots of patience!



So many lovely beliefs and customs surround February 14th and one of the oldest is that this is the date when birds choose their mates. So why not a valentine gift to make their courtship all the better?

As you will see, on page 8 of this issue we give instructions for making nest boxes — surely a most appropriate gift for the happy couple — and while they are making their choice of partners here's another idea.



#### Bird Feeder

All you will need is some strong wire — an unravelled wire coat hanger would be fine. Re-twist it so that the wire is double with a loop at top and bottom. Every few inches, while you are twisting, incorporate a short length of dowelling for the birds to use as perches. Between these resting places thread or attach a variety of foods — perhaps a solid seed cone at the bottom, then bread, fruit, suet, etc., nearly to the top. Hang it outside in a safe spot and see which birds choose which foods, replacing bits and pieces as necessary.

Now all that remains is for the boys to make some nice, sentimental "hearts and flowers" cards for the ladies in their life and then relax and have fun, perhaps with a special Valentine's Day dressing-up party. Over to you, leaders! X

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# PATROL CORNER

by Phil Newsome

## What Are They?

For some time now there has been a great debate on the correct grammatical terminology for a boy or boys who are recipients of the Chief Scout's Award.

At first glance it would appear that those who receive the Chief Scout's Award should thereafter be called Chief Scouts. However, there is only one "Chief Scout" who at present is His Excellency The Governor General, Edward Schreyer. It would appear that what we are trying to imply is some affiliation to the *Chief Scout*, and therefore the correct nomenclature would be, *Chief Scout's Scout(s)*. To try to make an easier identification it would seem that if we move the 's and add it to Chief and remove Scout's we end up with *Chief's Scout(s)*. "Chief's" informally refers to the Chief Scout — the Governor General — and the 's implies that the recipient of the Chief Scout's Award belongs to a group of boys who have a particular relationship to the Chief Scout in that they are his Scouts.

## What do we call them?

— The Governor General of Canada is the *Chief Scout* of Canada.

— The highest award in the Scout Program is the *Chief Scout's Award*.

— A Scout who has received the Chief Scout's Award is known as a *Chief's Scout*.

To all Scouters who have had boys in their troops successfully complete the requirements for the Chief Scout's Award we send along our congratulations and we hope

that the ranks of the Chief's Scouts will continue to grow in the future.

## New Resource Material For Scout Leaders

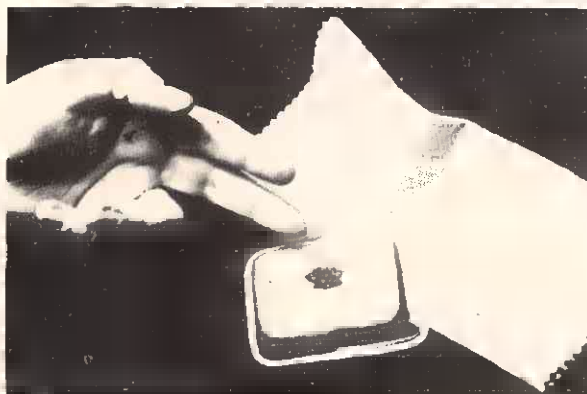
Shortly, if they have not already arrived, two new resource booklets will be available for Scout leaders. *Sea Scout Program* — After a long time and many requests, a new booklet has been developed to help Scout leaders who are operating with a nautical flavour. The booklet outlines some of the traditions of Sea Scouting and provides descriptions of ceremonies, games, troop and patrol activities with nautical tradition. The new document is not a seamanship manual and, for Scouters looking for resource material on sailing, boat handling and seamanship, it is suggested that Scouters browse through their local bookstore or library where we are sure they will find this type of material.

*Leadership in the Patrol* — This new document is written to support Scout leaders in the leadership training area. The Scout Program has a great deal of leadership training built in, P.L.'s and A.P.L.'s, the Arrowhead achievement badges as well as activity leaders. The document reviews the Boy Scouts of Canada belief about *Leadership* and *role of leader* and provides a suggested method of training for all Scouts in the field of "Leadership". Because a Scout spends a great deal of his Scouting time working and relating to boys in a patrol the booklet reinforces the thought that this is a natural place to train Scouts about leadership and the role of a leader.

At the same time the new materials are made available a revision file will be opened. Scouters using the material are encouraged to send in material or comments on what they find lacking in the booklets. Using this process the booklets will better serve those who are the users. X

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# SCOUTER'S 5 MINUTES & HINTS



## TEN COMMANDMENTS FOR A SCOUTER

1. A Boy is the most important person in Scouting.
2. A Boy is not dependent on us — we are dependent on him.
3. A Boy is not an interruption of our plan — he is the purpose of it.
4. A Boy does us a favour when he calls — we are not doing him a favour by serving him.
5. A Boy is part of our organization — not apart from it.
6. A Boy is not a cold statistic — he is a flesh and blood human being with feelings and emotions like our own.
7. A Boy is not someone to argue or match wits with — he is a young mind to mould.
8. A Boy is a person who brings us his wants — it is our job to fill those wants.
9. A Boy is deserving of the most courteous and attentive treatment we can give him — **BECAUSE**
10. A Boy is the lifeblood of this organization. *Our thanks to Bob Muir of the Greater Victoria Region.*

## CAMPFIRE OPENING

Fellowship and friendly cheer,  
May all those find who gather here,  
Welcome all to our Campfire tonight.

## CAMPFIRE CLOSING

As darkness moves in on our circle of light,  
We join closer together with friends new and old.  
The friendship and warmth that we've found  
here tonight  
In years will be treasured more highly than gold.

— from Donald L. Judd, 85th Ottawa.

## SOME HINTS TO START THE NEW YEAR

- Been given one too many calendars or diaries for the New Year? Why not use one as a daily weather log? It's interesting to compare notes from year to year.

A diary of wildlife sightings too, can be of great interest, especially if you maintain a bird feeding station. Take your special diary with you on hikes or to camp. Note when the geese migrate and when the first ground hogs are seen, as well as any rare or special events.

- Keep a winter emergency pack in the family car. This should include matches, some candy and a nightlight or candle — if you get stuck in a snow drift you should open the car window a crack and light the candle to keep the condensation from frosting up. Discuss with your boys what other items they'd include for emergencies while travelling in winter time.

- It's a good idea to carry a carpet sample or small offcut in the car. Then when ice and snow make your wheels spin, you can slip it underneath to get a grip. A good idea from *Scouting in New South Wales*.

- They also suggest keeping a bag of cat litter in the trunk, to provide the necessary gritty material to give a car increased traction in similar conditions.

- A mad scramble for snowboots and overshoes at the end of the meeting? Get the boys to clip their own pair together with a clothes pin — have some handy in a box by the door.



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01/80

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• Lost in the snow and can't get a fire started? Did you know that you can have instant tinder anywhere by carrying a couple of ordinary wooden pencils and a common pocket pencil sharpener. Simply sharpen your pencil and use the shavings for tinder.

• A good idea for winter warmth from *Reynolds Wrap*. Keep feet warm when out in the snow or on the ice for prolonged periods by putting on a pair of cotton socks. Then wrap each foot in aluminum foil and pull woollen socks on over the top. Creates good insulation.

• Don't forget to top up that "Make-it" box for the long winter evenings. Bleach bottles, for instance, can suggest all kinds of fun and games, from creating musical instruments to a hat show. Or why not see who can create the best money-box — all ready to be filled during your next fund-raising drive? Or simply to start the New Year off for your boys in thrifty fashion!

• We all know a hint or two for saving energy and conserving heat. Why not hold an idea exchange among your boys? Send them home to really test the theory that taking a shower uses less water than taking a bath. Have them measure the water level of their next bath with a yardstick. Then when they take a shower, close the drainage hole while doing so and afterwards measure the water they've used.

Compare notes at your next meeting.

## THE CASE OF THE BORED SCOUT

Old Leung was very proud of the fact that all his sons were members of the Movement, and whenever he had an opportunity he would try to have a few words with the boys about their Scouting activities. He thought that this would help to maintain their interest in Scouting, so that they might eventually remain in the Movement as long as himself.

One day, he returned from the office very tired after a busy day. After dinner he got the boys around him, and asked them about the previous weekends' Scouting activities. His sons had very little to tell him, and one after another made their excuses and went off to the study room.

Leung was naturally a bit curious, since his children had never been eager to tackle their homework. So, when his wife finished washing-up, he asked her what happened during the previous weekends. His wife told him the boys were feeling a bit bored with Scouting, complaining that on one weekend they did nothing but footdrill, on another weekend nothing else but first aid, and on still another weekend only knotting, and so forth. She could not understand why they were losing interest, since there was a different type of activity for each weekend.

Leung laughed, and told his wife he would be unhappy if she served him nothing but beef for dinner one day, and then only vegetables the next day, and just eggs on the third day. Variety in the program of a troop meeting was just as important as in a menu.

—from Hong Kong Scouting



## BOY SCOUTS OF CANADA NATIONAL JAMBOREE 1981

**KANANASKIS COUNTRY  
ALBERTA**

**JULY 1-10, 1981**

\_\_\_\_\_  
Name of Scouter organizing the adventure

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\_\_\_\_\_  
(How many?) JAMBOREE VENTURER COMPANIES

OF THE \_\_\_\_\_  
Name of Troop/Company/District

are making plans now to be at this Jamboree in July, 1981.

We will have one registered Scouter accompanying each Patrol/Company.

Please send information about Jamboree program and arrangements to the person named below.

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His address

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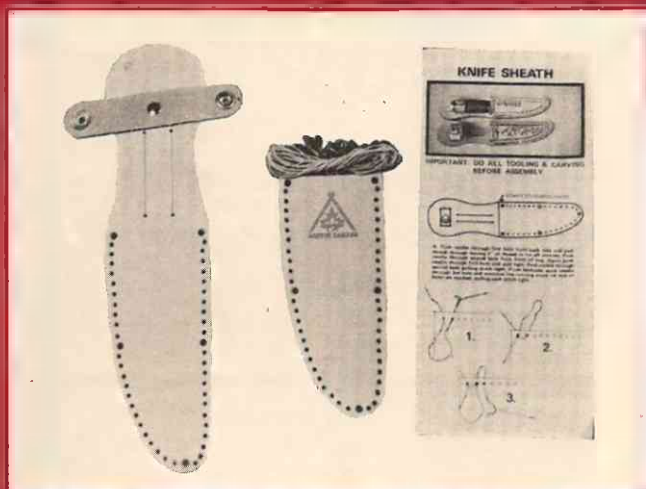
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ALL LEATHER KNIFE SHEATH

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\$5.25



LEATHER WALLET KIT

#71-267

\$5.95

AVAILABLE FROM SCOUT SHOPS AND DEALERS FROM COAST TO COAST