

MAY 1980 VOLUME 10, NUMBER 9

the leader



packsack

by Carl Lemieux

How many of the Cubs in your pack travel to the meetings on a bicycle? If we tried to estimate how many bicycles there were, we would be astounded I'm sure. What is the accident rate for bike riders of the Cub age? I think we would again be astounded. This can be a major concern for both we as leaders, and the community at large. Since summer is knocking at our back door, why not plan a bicycle safety program for your pack, inviting your local police officer or, if it is available in your community, make use of the bicycle safety program.

The following is a suggested schedule of activities for your meetings.

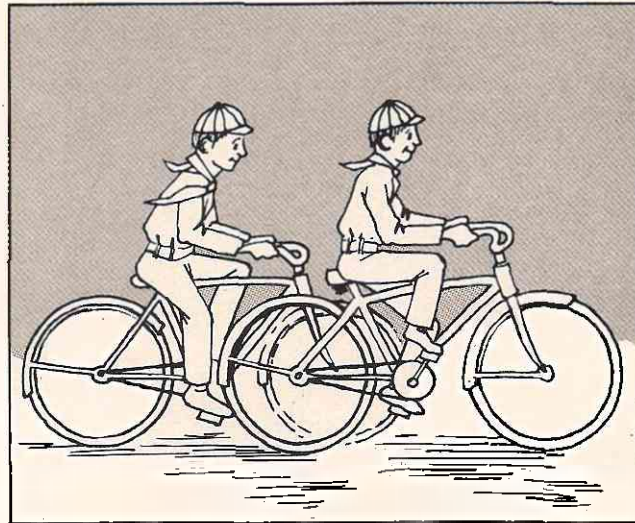
1. You should develop a period for discussing bicycle maintenance.

Discuss the importance of keeping the bicycle well maintained. Simple questions such as what happens if the handlebar is loose or the brakes fail? Why is it important not to have a wobbly wheel? Have a discussion as to what to do to rectify these problems. To help you with this perhaps you could ask your local bicycle repair shop man to help discuss proper maintenance of a bicycle. You should do some research as to what type of legislation governs the use of bicycles in your community. You may be surprised at what you uncover.

2. Another important aspect is how to secure the bike properly so that no one would be tempted to "borrow it".

Show the Cubs how they can identify their bicycle by finding the serial number. Also, encourage them to register their bike with the local authorities. Many communities are participating in "Operation Identification" which is a project where the police make available an engraving tool, allowing people to add their own identification mark on an item. A good suggestion would be to have one available at your meeting, so that an identification mark can be placed on the Cub's bike. Use their school permanent code number, if they know it, or parent's driver's license number.

You may wish to test the boys in a fun way by using the bicycle obstacle course that is described in *The Cub Leaders' Handbook*. X



2



Winding down from a very busy year offers an opportunity for you, as leaders, to help the boys remember and possibly relive some of the events of the past year. It takes some preparation but here is an idea I think you will enjoy.

A Remember Night

— Plan your last meeting so that all parents can attend.

— Begin sending notices or warnings early (that is why this is in this issue!).

— Try to gather as many slides or photographs as you can, so that a "This Was Our Year" type of presentation can be done. Check with

the parents, they may be able to help with this part.

— Verify your program notes from the past year. What games were the favourites? Enter these in your plans for the evening.

OR

— Plan a simple one evening type craft so that they can go home with a "Remember Night" souvenir. This can be a simple cut-out of a silhouette of a head with them deciding what their favourite events or activities were and pasting these on or around the silhouette.

— The evening should conclude with a resounding singsong and light refreshments.

Here is a good time for you to encourage the parents to perhaps participate more, or possibly join, the leadership team. Perhaps you may want to have a little poem which is a piece of poetry depicting an event that occurred in the past year. For example:

*All the Beavers gathered round
Bubbles
Anxious and excited as can be
For the story to be told was of the
life and the troubles,
Of the buzzing old bumblebee.*

If you try this, please send in some reactions. I would really like to hear about it.

Here is a description from Mrs. Anne Hunt, of the first Brule area Beaveree, Toronto, Ontario. About eighty five families gathered to share in the day's festivities and enjoy the sunshine.

For months ahead the individual colonies had been preparing costumes, instruments and songs to ready themselves for the Canadian Indian theme.

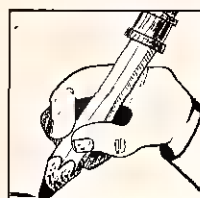
After the opening ceremony, the boys quickly changed into their headbands and beads, vests, bracelets and with a colourful assortment of shakers and drums, had a happy, noisy dance around the flagpole to the music of a huge drum. They were divided into "tribes" for the day and under the enthusiastic leadership of a "chief" (a Beaver leader) the boys rotated to various events; a totem pole ring toss, kick the stick, an obstacle course, paper roll totem pole crafts, and a lively game of stick ball. A piece of an enormous Beaveree cake, a drink and a singsong around the campfire closed things off.

How about using a theme at your next Beaveree? X

the leader

The Canadian Leader Magazine

MAY 1980 VOLUME 10, NUMBER 9



page 4

2

Paksak & Beaver Happenings

10

Let's Put The Out Back In Outhouse!

17

On The Level

26

Training Talk

35

The 3rd Asia-Pacific Jamboree



page 6

4

Discipline In Young Children — A Reply

12

Projects In The Open Air

20

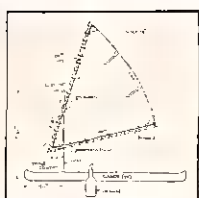
Quebec Scout Banquet

28

A Word To Chairmen

36

Venturer Log



page 8

6

Food Safety

14

Getting Scouting To (More) Boys . . .

22

The Ruby Throated Hummingbird

29

Outdoors

37

Scouter's Five & Games



page 10

8

Sail Your Own Canoe

16

Patrol Corner

24

Wilderness Rendezvous

30

CJ '81 Programming For 20,000!

39

Crafts For Cubs

supply services news

by Bill Johnson

As you will note by our full-page ad this month, we in Supply Services are into the T-shirt business. We have entered this field to make **top quality, colourful, crested T-shirts** available to all levels of our organization from province to group, at reasonable prices.

It is important to mention that we intend to use only high quality, Canadian-made T-shirts. If we are going to stand behind our goods, we do not feel we can afford to look at lower priced import products.

Write for full details.

We are now receiving samples from many of the top camping supply manufacturers in Canada and hope soon to offer high quality **backpacking and lightweight camping equipment** at highly competitive prices. A special advisory committee, made up of highly qualified people in the camping field, is being organized and all new equipment will be submitted to them for thorough testing before we offer it to our membership. We are also investigating the possibility of having equipment designed and manufactured to meet the specific needs of our age groups.

At the same time, Scout Shop personnel across the country will be receiving training and information to help them advise our membership on the right kind of equipment to satisfy their own needs.

Our ultimate aim is to build a reputation that says "If you get it from the Boy Scouts, you are getting the best".

We regret that **the following prices have been increased** because of high costs on new shipments.

41-200 T-shirt Cub	\$4.25
41-205/6 Jungle T-shirt	4.25
20-804 Emergency First Aid	2.25
20-505 Co-operative Sports & Games Book	6.95
20-504 Cub Scout Games Book	6.25
53-131 Official Camping Canteen	7.50 X

R.C. BUTCHER
Editor

BETTY RAPKINS
Assistant Editor

KAY HOTHAM,
Editorial and Advertising

the leader



COVER

The canoeing, camping and outdoor activity season is now fully upon us and our cover draws attention to our article "Sail Your Own Canoe" on page 8. However, don't overlook one of our other important features on "Food Safety"!

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.

ADVERTISING POLICY: Advertisement of a product or service does not indicate approval by publishers, unless otherwise stated. Publishers do not assume any responsibility by warranty or otherwise with respect to products advertised. However, to the best of their knowledge, products are commensurate with the selling prices suggested.

ISSN 0036-9462

Discipline in Young Children *a reply*



by Dr. Dorothy Haccoun

In the June/July, 1979 issue of **The Leader** Jim Sharp and Dawn Wiltsie invited readers to let us know about any discipline problems they might have encountered in their colonies or packs. Although we received only about thirty replies, they were enough to highlight some of the more common problem situations. I will be describing these for you and will include some of your descriptions as illustrations. In addition, I will offer suggestions about how to deal with some of these problems.

The Problem Types

The most frequent problem situation reported concerned boys about ten years old who were disruptive during meetings, tried to attract the group's attention, did not follow instructions, behaved in a generally unruly manner and were disrespectful to the leaders. Incidentally, pre-adolescence tends to be a difficult period for boys, with maladjustment higher than for younger boys. Often these boys also appeared to be "overactive" and uncooperative with other Cubs. This general pattern of behaviour I will refer to as the problem-aggressive boy. Characteristics of this type of boy include over-aggressiveness, overactivity, inattentiveness, uncooperativeness and disrespectfulness. Here is a reader's description of a boy who seems to be this problem type:

— he is nine years old

- sulks *loudly* when he can't get his own way
- is a bad sport when playing games
- yells and completely loses his temper at least once every meeting
- starts and participates in fights all the time
- hits, kicks and punches a lot
- is mean to little kids in the pack
- is always talking to the leaders about badge work at the wrong time
- parents are aware of the anger problem.

A second general type of problem boy, I will call the withdrawn type. He tends to keep his distance from the others, does not join in games, tends to pay little attention to instructions, and is very sensitive to criticism. An example of this type of problem is the following account received:

- seems to be completely lost
- he leaves the circle all of a sudden, goes on the stage, rolls on a table, does not hear you talking, very seldom wants to participate in any group activities.

Some boys alternated from a pattern of overly aggressive and disruptive behaviour to extreme sensitivity when chastised. In other words, sometimes they were overly aggressive and sometimes they were very withdrawn. These boys were especially difficult to handle because they react very adversely to any possible negative criticism. The

following account was typical of this type of boy:

- will do anything for attention
- teases — annoying during quiet time
- cries when being punished
- discipline problem at home as well as Cubs. Therefore, cannot take being teased or bothered himself. Cry-baby when other Cubs pay him back.

Some of you noted more specific problem situation such as boys cheating, stealing, teasing slow learners and, in one case, being "obsessed with sex and girls".

Many of you emphasized the family circumstances of the boys who were creating difficulties. For example, some respondents mentioned whether the boy was adopted, from a family where parents were divorced, father unemployed, mother employed, etc. The awareness of the child's total circumstances shows that these leaders concerned themselves about the boys, even outside their meetings. Sometimes, these family conditions are identified as being the cause of the problem behaviour. We each have our beliefs about what might be the likely effects, on a child, of any of these life situations. But we must be very careful to avoid assuming that these beliefs apply in every case. Sometimes it is easier to identify an outside cause than to try to deal with the immediate situation in front of us. A practical guide is to assume that what the leader *does* can make a difference. That makes

trying out different solutions seem reasonable. Equally important is the recognition that leaders are only human. Some problem boys won't respond to any of our efforts. That does not mean that the leader or the boy is a failure. Keeping these issues in mind, let us consider what we may be able to do to eliminate or alleviate some of the problems.

How To Handle The Problems

Many of the difficulties with disruptive, inattentive behaviour could be eliminated by more adequate *program planning* for sessions. Some common errors include leaving time too unstructured, giving overly lengthy instructions, planning activities which are too complex or too long. Activities should be structured, varied and short. Instructions should be clear and appropriate for the age of the boys. Build in physical activity. Boys in this age range need to be active. Otherwise they become restless. Finally, if the boys are not getting involved in the activities, maybe they just aren't interesting or fun. So try out some new ones, especially ones others have used successfully.

Changing the program may not eliminate the problems. Some boys may be difficult to handle in spite of excellent planned activities. First, accept that this may be the case, and acknowledge it. Once the problem is acknowledged, a lot of the anxiety you feel should decrease. Don't blame yourself. Don't blame the parents. Don't blame the boy. The causes of problems like these are complex, not simply "somebody's fault".

Here are some specific strategies you may try, to cope with the difficulties:

1. *Reward appropriate behaviour and ignore undesirable behaviour.* Sometimes boys will behave in disruptive, aggressive ways in order to attract attention. The attention they do get increases the likelihood of their behaving badly again. It is hard to ignore this behaviour, but if these same boys behave well and receive praise for the good behaviour, they will be less likely to need to attract attention through mischievous means. If they are misbehaving, you may try a "time out" procedure. This involves removing the child from the group and having him stay alone in a separate place for a short period of time. If "time out" is used, be very sure of the following: (a) The child understands what he has done wrong and that his isolation is in response to the misbehaviour. (b) The child is not left alone for longer than about 5-10 minutes. (c) Do not overuse this procedure. Hopefully, rewarding appropriate behaviour will be the more frequent strategy.

As rewards for good behaviour, smiles, praise and other "social" rewards are very effective. You may wish to use material rewards like prizes, candy, etc. Remember that the child who misbehaves often may not just spontaneously behave the way you would like. Therefore, first reward him for doing things that are *close* to what is desirable. Reward behaviours that are closer and closer to the desired reactions.

We can apply these principles to our problem types. The aggressive boy should be praised, given special privileges or prizes when he shows cooperative, appropriate behaviour. Try to give these boys lots of attention under these positive circumstances. Often, their aggression is a

means of attaining the increased attention. The withdrawn child should also be rewarded for any joining in. Even if he does not seem to be doing everything correctly, reward him for approaches to other boys, trying to do activities, paying attention to instructions. For example, you might smile at him while giving instructions, if he looks at you.

2. Give the boy a *special role with responsibilities*. A withdrawn or aggressive child may be asked to call roll, assist in ceremonies, hand out materials. The boy may be given a tutoring role in which he teaches a younger child some Scouting skills. Giving children responsibilities has been shown to be quite effective in increasing the child's cooperativeness and understanding of others' needs.

3. Another way to teach cooperation is to *show films* of people behaving cooperatively. People have a strong tendency to imitate the behaviour they observe in others. This has been shown to be true for filmed or televised depictions of cooperative behaviour. Scouting films of this kind are helpful in modelling various desirable ways of conducting oneself.

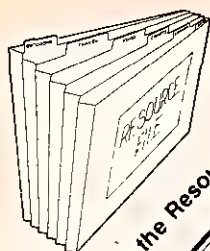
4. Organize *cooperative games* for the boys to play. That is, try to have the boys play games in which they must cooperate with one another in order to win. In the Cub program, though not of course in Beavers, you may give prizes for the winners in order to enhance interest.

Sometimes specific disciplinary action is taken, such as removal of privileges, "time out", etc. If so, be careful to explain clearly *why* it is taken. Specify clearly what the objectionable *behaviour* was. Be sure to make the child aware that *he* personally is not disliked, but that the *behaviour* is objectionable. Stress your expectations that he *can* and *will* change his behaviours to be appropriate. If punishment is used, it should immediately follow the problem behaviour, rather than be delayed until later.

Some boys will simply be too much to handle. In these cases, the most appropriate strategy is to recommend that the parents seek out the advice and services of professional child care workers.

Dorothy Haccoun is Associate Professor of Applied Social Science and Psychology at Concordia University in Montreal. X





From the Resource File . . .

Food Safety-

On a hot June day, two groups of Cubs (we will call them Pack A and Pack B) packed some ham and potato salad, put them in the trunks of two cars and set off on the forty mile journey from Lethbridge to a camping site near Pincher Creek, Alberta. Unfortunately, the car carrying Pack A's food supply had a mechanical breakdown on the way, and the food sat in 30° Celsius temperatures in a cardboard box in the trunk for six to eight hours. Pack B made the same trip without incident, with their ham and potato salad well chilled in a cooler in the car trunk.

That night seventeen boys, all members of Pack A, were rushed to the hospital in Pincher Creek suffering from severe stomach pains, nausea, vomiting and, with some, diarrhea.

6

Why did the boys from Pack A become ill when their neighbours from Pack B, who ate food prepared in the same manner, did not?

To determine the answer to this question, local health authorities tested samples of the ham and potato salad eaten by Pack A and found that they contained large quantities of staphylococcal bacteria, a common cause of food poisoning. If Pack A had chilled their ham and potato salad and transported them to the campsite in a cooler as Pack B had done, the dangerous staphylococcal bacteria would not have multiplied rapidly, as they did in warmer temperatures, and the food poisoning would have been avoided. Possibly the Cubmaster in charge of meals for Pack A didn't know about proper food handling practices. He overlooked the fact that even food which is properly prepared can be a source of illness, and perhaps even death, if it is not properly stored.

Sometimes even members of Canada's multibillion dollar food service industry forget this fact. Like the Cubmaster mentioned earlier or the typical homemaker, they too have a vital role to play in safeguarding the health of others who depend on them to serve safe food. Consider the following case, for example.



Barbecuing Hazards

About eight hours after eating a barbecued leg of lamb purchased from a chain store, all seven members of a Bridgewater, Nova Scotia family became violently ill with diarrhea and vomiting; they had salmonellosis. Health authorities later found vast amounts of salmonella bacteria in samples of the cooked lamb which the family had consumed. They also discovered that three food handlers in the store were infected with the same organism, although they did not get sick. Furthermore, contrary to basic health precautions, no meat thermometer had been used to check the internal temperature of the lamb when it was being barbecued or awaiting sale at the store.

As a result of their detective work, health officials concluded that one or more of the food handlers in the store was probably a carrier (someone who "carries" disease-producing bacteria in him without becoming ill himself) who had accidentally transferred salmonella germs to the cooked lamb. A carrier can transmit his harmful germs to food and other people by neglecting to observe such basic hygiene practices as washing his hands thoroughly after going to the bathroom.

Nevertheless, even if some food poisoning bacteria had been transferred to the lamb, they would have been killed if the internal temperature of the cooked meat had been kept at 60°C or higher while awaiting sale. In this case, the meat was probably held at a temperature which allowed the rapid growth of these food poisoning germs, and consequently, a whole family was ill.

Food Poisoning is Usually Caused by Germs

The two incidents just described are typical of the food-borne illnesses which occur in Canada each year. As we have previously mentioned, food poisoning usually results from eating foods containing large numbers of harmful bacteria.

These bacteria, germs, or microbes as they are variously called, are tiny organisms which can be seen only with the aid of a good microscope. In fact, they are so small that it

would take five hundred million of them to form a layer one bacterium thick on a single postage stamp. Because bacteria can not move readily except in watery fluids, they depend on such things as rodents, insects, dust particles, droplets of moisture (from coughs and sneezes), hands, and pieces of clothing to propel them from one place to another.

Most bacteria are harmless, many are even beneficial. Some, however, are potentially dangerous: germs responsible for much suffering and occasionally death. Among these harmful germs are the few types which cause 95 per cent of all food-borne illness. These bacteria are commonly found in the nose of a healthy human being, in feces, in the soil, in raw sausage meat and poultry and on raw vegetables.

Eating small numbers of such potentially dangerous bacteria usually causes no harm. Consumption of large quantities, though, leads to illness. Because they are living organisms, bacteria take in food, give off wastes, grow, and multiply. They thrive in warm moist foods and can double their number about every twenty minutes when the temperature is between 27° and 43°C. At this rate one hundred bacteria, a comparatively harmless number, can multiply to well in excess of sixteen hundred million in the course of eight hours. If you can recall ever having experienced the symptoms described earlier — nausea and vomiting accompanied by cramps and diarrhea — then you may have been a victim of food poisoning. Most of us have at one time or another had such an experience.

Keeping Food Safe

Bacteria are usually killed by hot temperatures, but not by freezing which only prevents them from multiplying. That's why you should keep cold food cold, at 4°C or below, and hot food hot, at 60°C or above. Under no circumstances leave potentially unsafe food at normal room temperatures for longer than two hours.

There are, of course, occasions when potentially unsafe foods must be left at in-between temperatures for some time, such as school lunches containing sandwiches. In such cases make the sandwiches the evening before, wrap them securely, and refrigerate promptly. When removing them from the refrigerator the following morning, wrap them in newspaper or put them in an insulated bag. That way they will remain cold longer than if you had prepared them in the morning.

Potentially Unsafe Foods

Potentially unsafe foods are foods in which food poisoning bacteria grow rapidly unless proper heat or refrigeration is maintained.

These bacteria show a special liking for the flesh of animals, fish and fowl and for such products as milk, cream and eggs. A list of potentially unsafe foods follows:

Unsafe

Raw & cooked meat, poultry and poultry salad.
Raw & cooked fish and fish salad.
Cooked vegetables, peas, beans, oatmeal, etc.
Custards, puddings and whipped cream.
Milk and milk-products (except cheeses).
Shellfish.
Dressings.
Processed meats (bologna, hot dogs, ham, etc.).
Gravies and sauces.
Meat sandwich spreads.
Canned meats (after opening).

These "potentially unsafe" foods are the most common ones in which dangerous bacteria multiply rapidly unless correct heat or refrigeration is maintained. The "usually safe" foods rarely cause food poisoning, but canned fish and meat must be handled like "potentially unsafe" foods once they have been opened. If you have any doubts about food that is to be served to your group, or to your friends and family members, don't take a chance with it. After all, someone's life may be at stake.

Usually Safe Foods

Usually safe foods are those which may be safely kept at room temperature for days or even weeks because food poisoning bacteria do not grow in them. Mixing a usually safe food with a potentially unsafe food however, will produce a potentially unsafe mixture, e.g. jam added to pudding. Here is a list of some usually safe foods:

Safe

Nuts and peanut butter.
Bread, crackers, cookies and cake.
Jam, honey, syrup and candy.
Butter, margarine and cooking oil.
Dry cereals and powdered milk (until reconstituted).
Raw, cooked and dry fruit.
Raw vegetables.
Pickles, relishes, mustard and catsup.
Cheeses.
Salami, pepperoni and other dried sausages.

Canned fish and meat, until opened (but not vacuum-packed products; they must be refrigerated even if they have not been opened).

Tips to Remember

- The key to avoiding food poisoning from "potentially unsafe" foods is to keep hot foods hot (above 60°C) and cold foods cold (below 4°C). This keeps food out of the 4°C — 60°C temperature range, the danger zone.
- Cooked food which is to be stored should be refrigerated immediately without waiting for it to cool.
- Remember that "potentially unsafe" foods deserve special care because they usually provide especially good conditions for growth of bacteria. Review the list of foods above.
- Be sure that meat and poultry have been thoroughly cooked before being served. Do not risk food poisoning by cooking a large bird overnight in a "slow" oven (90°C — 120°C ... At this heat, the internal temperature of the meat may not reach the minimum safe temperature of 60°C). Also, under no circumstances stuff a bird until just before it is to go into the oven.
- Don't run the risk of spreading contamination from one food to another particularly where poultry is concerned (raw poultry frequently contains dangerous salmonella bacteria). Prevent cross-contamination by scrubbing down chopping and counter areas after each use and employ a clean utensil to prepare each dish.
- Thoroughly wash hands immediately before handling food.
- Clean fruits and vegetables well before eating.
- Unsafe food may give no warning such as a bad odour, or unpleasant taste. So when in doubt, throw it out!
- Properly refrigerated foods may be kept for many days without food poisoning bacteria growing in them; frozen foods may be kept frozen for months without causing any hazard from food poisoning.
- Make a special note of the "usually safe" foods; many are especially useful for lunches that are taken to school or work, or for picnics.

REMEMBER IT'S ALL IN YOUR HANDS

Published by authority of The Minister of National Health and Welfare. From the booklet "Food Safety — It's All In Your Hands" supplied by Educational Services, Health Protection Branch, Department of Health and Welfare.

SAIL YOUR

by J.W. Kennedy

Browsing through old copies of "Canadian Boy," our currently inactive magazine for boys, we came across a good idea for adding a sail to your canoe. We think it well worth reprinting here, to add an extra dash of fun to this summer's activities.

Let's add a sailing rig to your canoe. This will make it two boats in one and double the fun.

Basic parts required are a sail, some means of supporting that sail, and a device to prevent sideways motion of the canoe.

Among the many types of sailing rigs, we chose the lateen, which is one of the simplest and most popular canoe rigs. It's just a triangular sail attached to two spars called the gaff and the boom. The gaff is the one above, the lower one is the boom.

The sail material you use will depend on your finances. Dacron has many advantages. But good quality cotton sheeting is not expensive and it will serve you well if you dry it after each use.

Spars are generally made of alum-

inum or wood. Spruce is the preferred wood. One-inch wooden dowling, or one-and-one-quarter-inch aluminum tubing will do for gaff and boom.

Your mast should be at least an inch-and-a-half in diameter.

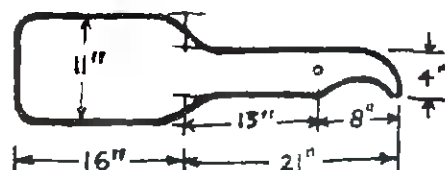
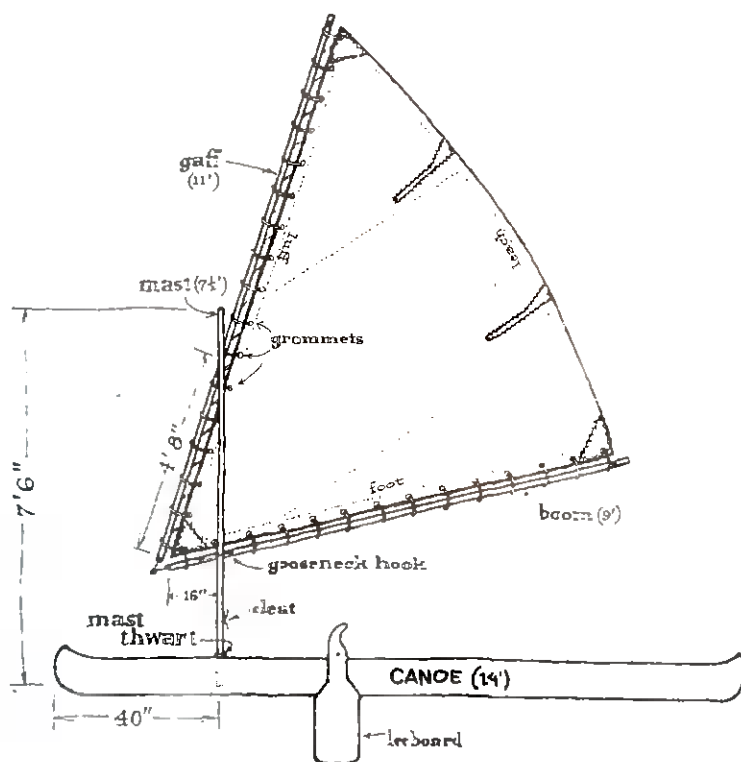
The leeboards, which prevent sideways motion of the boat, are made of three-quarter-inch wood, with the edges bevelled to cut down on resistance in the water.

Here are some detailed instructions to help you with the sail, spars, mast, leeboards and thwarts, and a couple of tips on sailing.

SAIL. A 36-square foot sail suitable for a 14- to 16- foot canoe can be made from 24 lineal feet of 45" material. Cut this into three pieces, 6', 8', and 19'. The joins must be cut with a one-inch convex curve and sewn together with a one-inch overlap using two rows of zigzag stitching. The sail is then cut straight along the foot and luff but with an 8" convex curve along the leach. Be sure to cut the leach one inch oversize to

allow for the hem. Separate strips two inches wide are cut and double-stitched over the foot and luff, one inch on each side. This is to give strength to insert the grommets which are placed at 8" intervals. Make sure the stitching will allow space between the rows for the grommets. The one-inch leach hem can now be stitched with a single zigzag. Two one-inch by 18-inch batten pockets are sewn 40" from each end. The battens, which help to keep the sail full, can be made out of any light flexible wood strips, but they must be well sanded, with the corners rounded, to prevent damage to the sail. Cut six eight-inch strengthening triangles for each corner and zigzag stitch these, one on each side at each corner. To add some colour you might want to dye each piece in contrasting shades.

SPARS. The gaff should be 11 feet long with an eyehook at one end (to attach to the eye-hook on the boom) and another eye-hook four feet eight inches from the end, to attach the



leeboards (2 needed)



OWN CANOE

halyard for hoisting the gaff. The boom is nine feet long with the gooseneck hook affixed 16 inches from the end where the eye-hook is attached for connection with the gaff eye-hook. If your boom and gaff are made of wood, the eye-hook and gooseneck attachment points should be seized to prevent splitting. The gaff and the boom are attached together and the sail laced to each with 1/8-inch nylon line.

MAST AND LEEBOARD THWARTS.

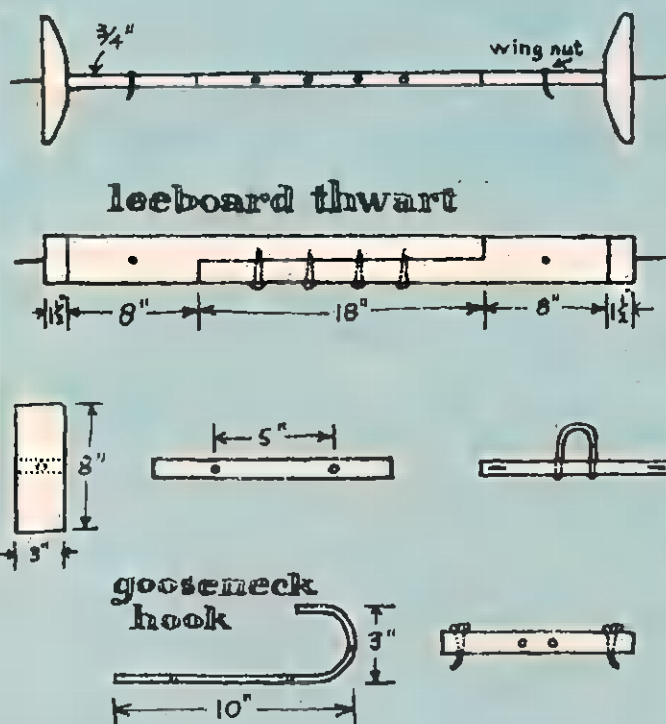
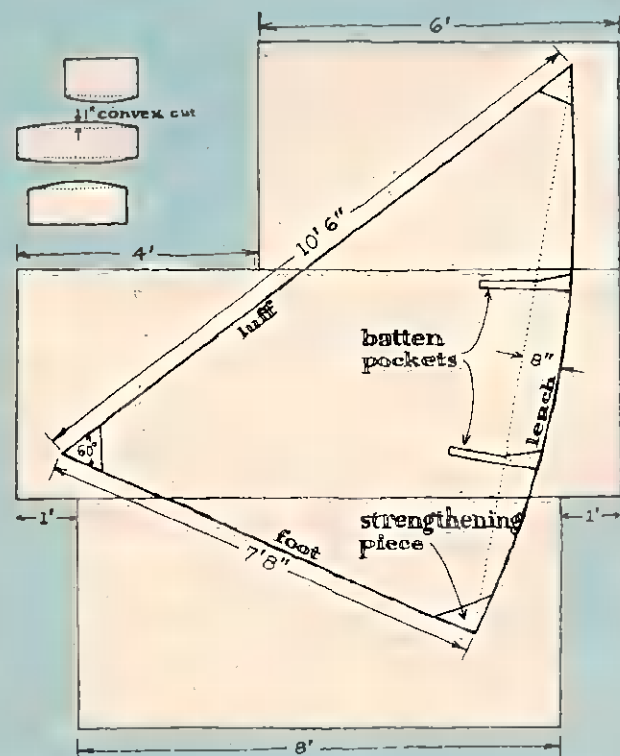
If your canoe is not equipped with a mast thwart or step, these can be made easily enough from lumber scraps and a muffler clamp. The mast thwart should be cut to size and drilled to take the clamp bolts and the J-hooks for attachment to the canoe gunwale. The step consists of any small piece of lumber drilled to the diameter of the mast and securely glued to the canoe keelson (floor). The leeboard thwart should be made adjustable. The sketch shows a design suitable for canoes with 32 to 36 inch beams. The pins for mounting

the leeboards are 1/4" carriage bolts. At least two stove bolts are used to hold the separate pieces together. Again, J-bolts are used to attach the thwarts to the gunwales. The mounting block need not be shaped as shown but it should be attached at a slight angle. This is done to assist in holding the leeboard in the down position. Make sure this block is securely screwed and glued into position, because it must withstand a great deal of pressure.

LEEBOARDS. Only one, the leeside (opposite to the wind direction) is in the down position while sailing. They are generally made of oak, mahogany or ash. Good marine grade 3/4-inch plywood is less expensive and, if it's properly sealed and painted, it's quite suitable. Metal washers should be used between the block and the leeboard as well as between it and the fastening wing nut. The hole in the top of the leeboard is to affix a line if you wish to control them in this manner or sail your canoe singly. All you need now is a

couple of small sheaves (pulleys), one for the top of the mast to enable you to hoist the gaff, and one mounted so that it can swivel near the end of the boom to control the sail. Quarter-inch nylon or propylene line can be used for the gaff halyard and the main sheet. If you have trouble setting or making J-bolts, try your local garage or welding shop. Quarter-inch brass welding rod is excellent and you can bend it to suit your canoe. And you can thread it to take the wing nuts. Don't forget to use washers under *all* wing nuts.

SAILING. If you have not had any sailing experience, you should study a book or two on sailing before you attempt to take off in a sailing canoe! There are plenty of inexpensive instructional booklets available. You should also test your sailing canoe for the first time in light winds and, if possible, in shallow water so that you can adjust your leeboard thwart properly. Have fun! Never forget safety! Wear a lifejacket and carry a spare paddle! \wedge



Let's put the "OUT"



10

by Judy Evans

I must admit I was flattered at the time. To be asked to join a training team after a meagre four years as a Cub leader seemed to me to be complimentary in the extreme.

I preened myself as the voice at the other end of the phone explained that the Division was setting up a four hour Camp Accreditation Course as a pilot project in the District. The course would cover a wide range of subjects, all of which a leader should be familiar with before he took his boys to camp. Excellent, and not before time, I thought, remembering my first Cub camp with a shudder.

My job, apparently, was to impart all I knew on the subjects of personal hygiene and first aid. So far so good. It was rightly assumed that I would be at home with those two subjects.

"Just a few guidelines here," the voice continued, obviously consulting some notes. He rambled on while I scribbled furiously and then finished by saying "By the way, the committee wants you to kick off with about ten to fifteen minutes on outhouses."

"Outhouses? But I don't know anything about outhouses!"

"Yes" he continued, ignoring my outburst, "both the permanent structures and the temporary types for bush camping. Just give me a buzz if you get stuck."

My euphoria collapsed. However was I going to summon up enough courage to stand in front of a group of Scouters, many of whom had the kind of camping experience that makes an outhouse look like home, and expound on the subject? Whatever would I do if anyone asked a question? I grew cold at the thought.

However, if I was to sound even half intelligent, I had

back in Outhouse!

work to do so I set about gathering my resources. There was no doubt that the subject had a distinct lack of charisma but that, I told myself was no reason to be negative about it. Maybe this was the way they always started rookies off.

Some general questions among my friends in the medical and nursing field produced a good crop of jokes and useless advice. I learned all about the different patterns on the doors, ways of holding your breath for the required length of time and the necessity of banishing any wasps' nests in the vicinity. What I didn't learn was what I wanted to know.

Then I remembered having been taught that information can be gleaned from the most unlikely sources. So I decided to approach my family.

"Anyone know anything about outhouses?" I asked at the supper table one night, completely oblivious to the rotten timing.

"Sure" mumbled Chris. Ah! Another lead! As a member of the Falcon Patrol he had camped regularly over the past couple of years. I picked up my pen.

"Okay. Shoot. Tell me all you know."

"Well, we got bored one night at last June's camp and got to talking about the fun you could have with them."

I put the pen down. "Fun?"

"Sure, there are all kinds of neat tricks you can play." Warming to his theme he carried on "In fact we even made a list . . . in case we got a chance to try them out at a future camp. Hang on a minute, I think I have it downstairs."

He did and it read something like this:

1. Tie a rope around it when Bill goes in . . . run for your life.
2. Fix the spring so it won't close.
3. See how many pine cones you can get through the hole in the door from ten feet. (Loser gets to do outhouse chores next day.)
4. Fix up Terry's Mum's musical toilet roll.
5. Stand outside the door in agony when Bill goes in.
6. Put Jim's tape of a mosquito inside and switch on by remote control when Bill goes in . . .

Well, it livened up the supper table but it didn't help me any, so off I went to the Health Unit. There I was told that outhouses with pits were downright dangerous. Did I have any idea of the bacterial count around those things? I stood there feeling increasingly guilty — as if I had personally erected the offending structures.

"However" continued the health official "if you insist on using them there are one or two things you should know." He went on to talk about lime, disinfectant and the like.

"Thank you" I said timidly when he had finished. "And what about when the boys are out in the bush and we have to make our own facilities?"

His eyes widened. "Are you serious?"

"Why certainly. Scouts often go on trails in the bush that last for days."

"Scouts, eh?" He thought for a moment and then conceded. "That's right, in fact I used to go myself when I was a boy. Well, let's see what information we have on that." Lots of cooperation after that including his own off the cuff advice on the variety of facilities he had constructed as a Scout, some of which sounded primitive in the extreme.

So at least now I had something — not enough to fill fifteen minutes or even five but it was better than I had been doing.

By this time, word of my absorption in outhousology had spread and everyone was getting into the act. Daily I was accosted with gems of wisdom. For example, do you know why the two seaters were constructed, or the origin of the half moon shape in the door? And did you know there are a variety of songs on the market suitable for outhouse crooning when the lock doesn't work? *Leave Me Alone* and *Here I Sit And Dream* just to mention a couple. The whole subject was becoming fascinating.

Finally the day arrived and I was more than a little nervous as I stood in front of the group scanning my meagre notes. This was going to be the shortest lecture on record. Then I remembered a tip from an Instructors' Course taken a few years previously.

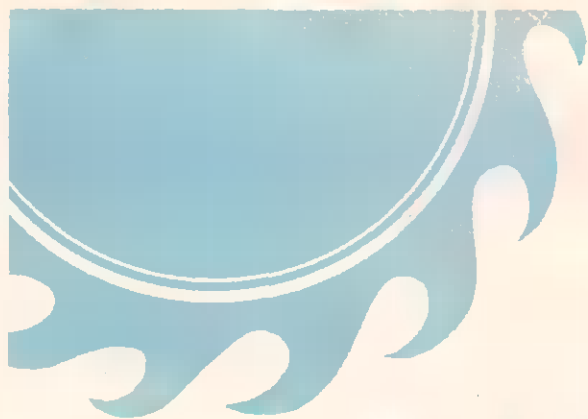
"If you are unsure of yourself and your audience, tell a joke. It will get everyone in the right frame of mind."

So I told a joke. An outhouse joke. The only one I remembered word for word because it was positively the worst joke I had ever heard. They were right and, along with the chuckles, my tension lessened. I sped through my notes talking about flyproofing, lime and the like and then giving the subject over to the floor for suggestions, comments, etc.

Need I tell you that it was there I finally found my source of material? The kind I had been looking for. Tips to make that side of camping problem-free and minimally time consuming. Advice from the people I should have approached originally, the seasoned Scouters who have camped for years and are more than willing to help with advice and with tried and true ideas.

I hope I made an adequate job of that part of my lecture. I fervently hope I didn't do more than that. After all, who wants to be known as the local expert on outhouses?

Editorial note: Of course we had to write and ask Judy the answers to the two questions she poses in her article, namely, why were the two-seaters constructed and what is the origin of the half moon shape on the door? Here's what she replied: "You would ask, wouldn't you? According to highly unreliable sources, the origin of the half moon dates back some thirty years to a moon worshippers' convention. The delegates wanted a permanent earthly reminder of this phase of the lunar cycle, which apparently signifies peace and meditation, and were unanimously agreed that the outhouse door was the most appropriate place. The answer to why two-seaters were constructed is simple. So you can avoid the bees' nest in the other one!" A



Projects in the Open Air

by Don Swanson

Spring is with us and the hardships of the past winter can be filed away with other memories to be taken out and retold when the time is right.

If you and your boys have been hibernating through the winter with the bears, now is the time to get out.

Outdoor activities can take on a number of forms: service projects, wiener roasts, hikes and, of course, weekend camping.

Spring Clean-up

Now is the time to tidy up after Old Man Winter has withdrawn. What could be a better project than to undertake a neighbourhood clean-up? This could be approached either as a good-turn, service project or as a fund-raising project. Select a Saturday afternoon and advertise that your Scout group is available for any clean-up job in the area. Use a group member's home as a dispatch centre, with all requests for help being called into that number. No job should entail any more than one hour's work. This ensures that the boys really have an opportunity to assist a number of people. Some of the tasks could be: raking lawns, carrying out rubbish after the lady of the house spring-cleans, washing windows, cleaning out flower beds, fertilizing lawns, removing paper and other debris from hedges, painting fences.

End the day with a bang-up wiener roast and ensure that every worker gets his fill of food and drink.

The Human Rake

In our efforts to find service projects, invariably, we overlook our own organization's needs. Council offices, buildings and campsites are seldom in the position of not requiring an extra set of willing hands.

The Human Rake is an excellent method of carrying out a quick but very effective clean-up.

Participants form a single line, shoulder to shoulder, at one end of the area to be covered. The line moves slowly forward with each person picking up everything found on the ground in front of him.

Provide each participant with a plastic garbage bag; and you may wish to have each person make himself a litter stick. Use a piece of $\frac{1}{2}$ " dowel, about three feet long. Cut the head off a $2\frac{1}{2}$ " common nail. Drill a hole in the end of the dowel and insert the nail into the hole, to a depth of about 1".

Campfires

Here's an activity that can be utilized for several purposes. If you've ever attended a campfire where the fire didn't light, or was too big or died too soon, you'll appreciate the idea of dry runs.

Have your boys build several types and sizes of campfires. Divide the group into teams of three or four and assign each a different type or size of fire. While a variety of fires can be used, the following seem to be the two most common: the *log cabin* and the *top lighter*.

The *log cabin* fire usually is laid by building a pyramid of lighter (soft) wood and kindling and then building a "log cabin" around the pyramid of heavier (hard) wood.

The *top lighter* fire will burn for a long time with very little attention. While there are various approaches to laying this type, here is one approach which will give a fire of about one hour's duration.

First you'll require four wet or green logs about 4" in diameter, and about 26" long. Use an axe with a 26" handle as a measuring tool. Cut all wood 26" long and split all logs with the exception of the four previously mentioned. Now lay two of the four logs parallel to each other. Place the second pair at right angles, one at each end.

On the base, lay the split wood, forming a solid deck. Continue laying the wood at right angles until the height of the fire is just short of the axe handle length (from the base or ground). As you build each layer, fill all cracks between the split wood with chips. The last layer should be built of light, dry kindling. As a final touch, lay a small teepee at the top to start the fire. Now, by lighting the teepee a hot fire is created at the top. As the fire burns, the hot embers drop down and start the next layer. If built correctly, it never needs tending or additional fuel.

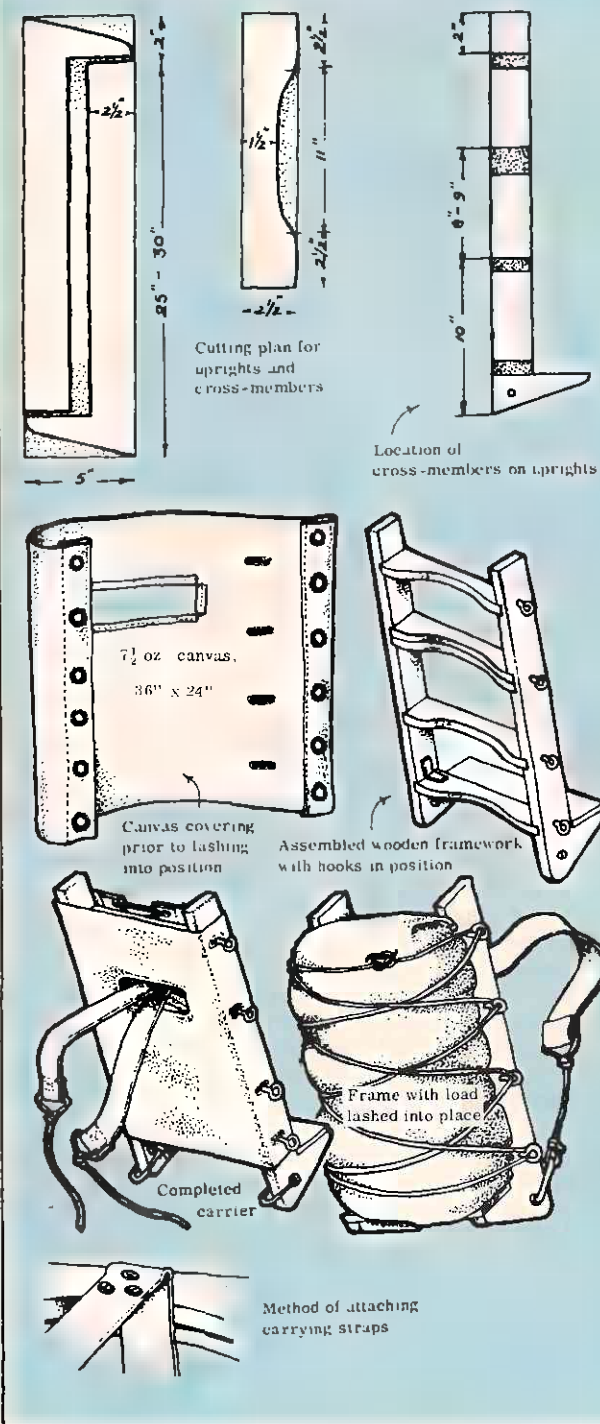
This fire requires some experimentation, as different types of wood result in different timing and heat.

When each team has completed its assignment and started its fire, provide the following materials for preparing Twists:

Baking Powder Biscuit Mix

4 cups flour
1½ teaspoons salt
¼ cup dry skim milk
8 teaspoons baking powder
6 tablespoons margarine
1½ cups cold water (for total amount of mix)

Chinook Carrier



Thoroughly mix dry ingredients. Cut in margarine until mixture resembles coarse cornmeal. Store in plastic bag. To make dough, add entire amount of water; stir lightly with a fork until dry mix is absorbed.

Twist

Peel a stick of wood, 2 inches thick and 2 feet long; point the ends. Preheat the stick near the fire. Roll a long sausage of dough (don't make the "sausage" very thick). Wet the hot stick and then twist the roll of dough around the stick. Place one end of stick in the ground near the fire. Keep turning and reverse ends of stick to brown evenly. Delicious with jam or butter.

Hiking

Hiking is an activity boys enjoy. Combine a hike with the testing of a piece of equipment made by the boys themselves. The following pack frame is called a *Chinook Carrier* and originated with the Chinook Indians of British Columbia.

Materials

- 2 side pieces of 3/8" plywood, 25"-30" long (depending on owner's height)
- 5 cross pieces of 3/8" plywood, 16" long and 2 1/2" wide
- 8 eyelets or cup hooks
- 1 piece of 7 1/2-oz. canvas, 36" x 24"
- 2 carrying straps, 2-2 1/2" wide

Now, with a packboard to test, a hike is a must.

Try combining the hike with a simple orienteering walk, or provide an element of mystery with sealed instructions that can be opened only at certain times or at predetermined locations. The instructions may contain directions to buried treasure (this entails a Scouter's trip to bury the treasure), a project to be completed or a direction to follow. One caution, keep instructions simple so that the directions can be successfully completed.

Father and Son Camp-Out

Here's a chance for your boys to demonstrate their skills, Dad's chest to swell a little and for you to get to know each boy's father. It can provide an excellent opportunity for securing willing assistance on future projects. If the camp-out is the first one attempted, don't make it too rugged. Keep the camp setup simple and provide lots of fun activities based on team efforts. Form a team from the dads and match them against the boys. Activities should also include father-and-son teams.

Some of the games that lend themselves to a father-son camp are: log rolling race, string burning, blind-folded compass course. Making twists, foil cooking, kabobs and just plain old wiener roasts also lend themselves to this kind of outing.

Plan to leave for camp Saturday morning and have each father and son bring a lunch. Set up camp, have games and activities, supper, a rousing campfire and to bed. Plan to depart shortly after breakfast the next day.

Use the Human Rake to ensure a clean site.

A Star Hike

A star hike can be a fascinating experience and requires a minimum of equipment. You will need:

- a) a clear, starlit night
- b) a six-volt light
- c) a waterproof ground sheet for each boy (air mattresses can be used and add to the comfort)

Some time will be required, prior to the hike, to research the star formations. There are a large number of books available. One small enough to slip into a pocket or haversack is:

The Observer's Book of Astronomy by P. Moore, (Frederick Warne and Co. Ltd., London, England) And if you haven't already discovered the Luminous Star Finder in your Scout catalogue, it is ideal for this purpose and a snip at \$2.49.

The approach is to have each person stretch out on a ground sheet or air mattress, and then the star-hike guide uses his light to point out each constellation and briefly explain the mythology.

It's a good idea to try a dry run before you take the group out, to ensure that you can locate the appropriate star formations. Much of the effect is lost if the star-hike guide has to continually refer to his source material during the actual hike. X



Getting Scouting to (More) Boys!

by Pat Horan

14

In the December 1979 issue of **The Leader**, Jim Sharp described an *overflow recruiting* system of retaining or bringing more boys into Scouting.

There is another system — *direct recruiting* — which should be used, as well as *overflow recruiting*, if we want to provide a Scouting experience for as many boys as may want it.

Overflow recruiting, or O.R., occurs when Cub packs wait for Beavers to swim up, Scout troops wait for Cubs to go up, Venturer companies wait for Scouts to transfer and Rover crews wait for Venturers to come along. In other words, when older boy programs recruit primarily from younger age programs.

On the other hand, *direct recruiting*, or D.R., occurs where any program section recruits boys directly from the wider community. It's the system that Beaver colonies now use, and that Cub packs used before the introduction of Beavers in 1974 and that Scout troops used before the introduction of Cubbing in 1916.

One great advantage of D.R. is the size of the outside markets, if I may use that term. And, as you can see by the diagram, the markets get larger as the ages of the potential members go up.

Another great advantage is that

members recruited directly will likely bring a fresh approach to their Scouting — an approach that may help in their recruitment and their retention because the activities — games, songs, ceremonies, campfires, etc., will be completely new and not seen, as they may be by some O.R. members, as a duplication or continuation of activities carried out in younger age programs.

But troop Scouters, Venturer Advisors and to a lesser extent at this time, pack Scouters, are going to say, I already have a ready market in younger age programs and can barely cope with the numbers of boys who are already members of the Movement.

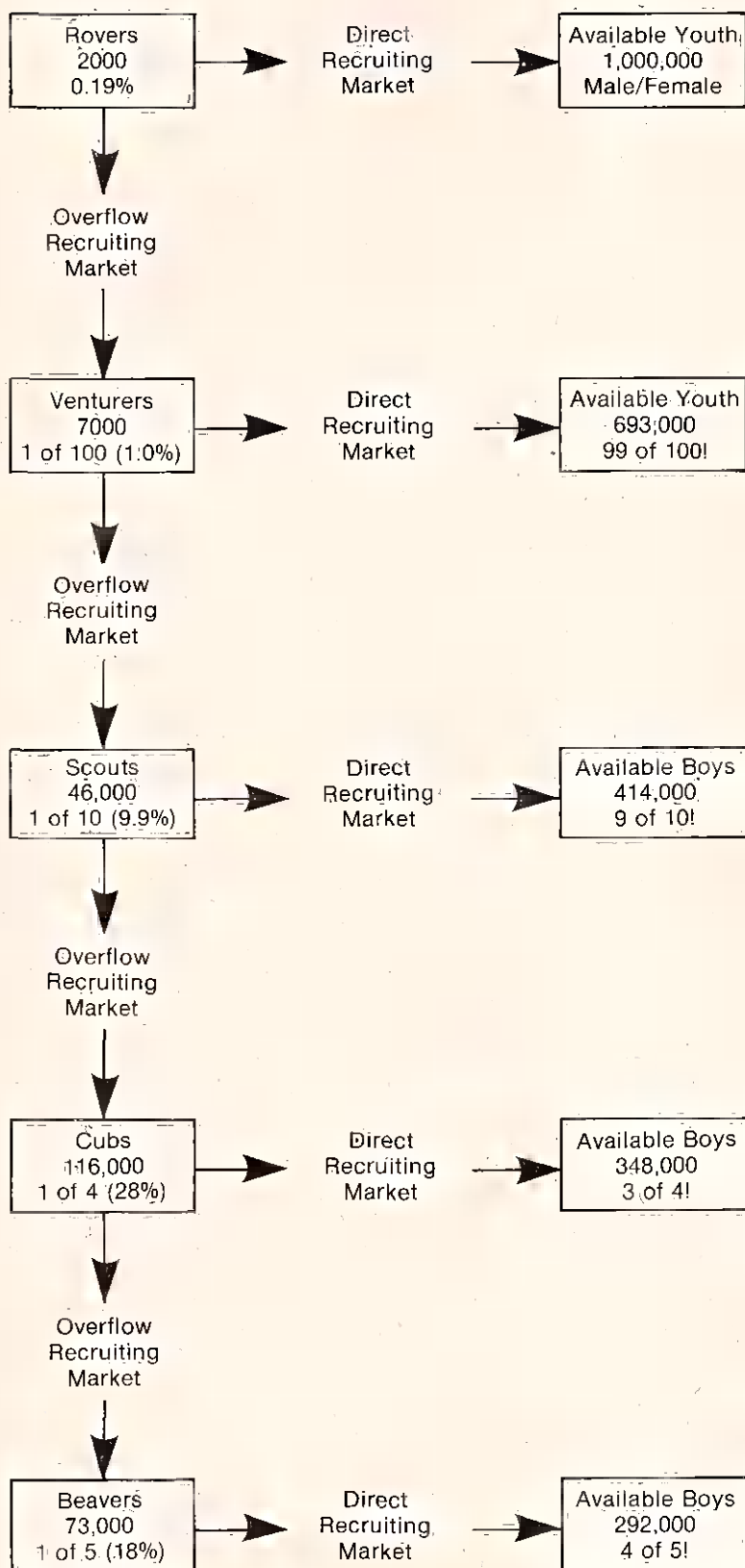
A part answer, of course, is to increase the size of the section which at this time averages 22 members for the colony, 23 for the pack, 14 for the troop, 7 for the company and 8 for the crew. Another way, requiring the full support of the sponsor and group committee and the advice and help of local service teams and council development committees, is to increase the numbers of sections in each group. At this time, Scouting has 3,241 Beaver colonies, 5,009 Cub packs, 3,323 Scout troops, 951 Venturer companies, and 256 Rover crews.

In reviewing the various leader handbooks, it is interesting to note that the *Rover Handbook* is the one with the most comprehensive outline on D.R. The new *Venturer Advisors' Handbook* doesn't carry the important reference to getting into high schools that it had in its previous edition! And the *Scout Leaders' Handbook* has some good practical ideas on recruiting in general. It is planned now to enlarge on this area as the books are reprinted.

An argument often heard is that the boys who go all the way through Scouting programs tend to represent our "quality" product. That may be so but, statistically speaking, there are and were very few of them, for an organization which claims to help in the overall development of all boys. If Scouting is such a good thing, and I happen to think it is, then we should be doing more about "giving it away" — as B.-P. apparently intended. There are lots of boys and youth out there who may be waiting for an invitation of some sort to come and join us.

Our partner groups will certainly support any moves in this area. Local Home and School/Parent-Teacher Associations, for example, will help us, through school officials, to get into schools which contain the

MARKET AREAS IN RECRUITING MEMBERS FOR BOY SCOUTS OF CANADA



vast majority of our current and potential members. Lions and Kiwanis, as two examples, are already into high schools (and even colleges) with their youth programs. Knights of Columbus seem to be doing well with their teen-age program. And churches have expressed wholehearted interest and support of Venturing and Rovering as worthwhile teen-age programs and would be more supportive of any further moves to involve more boys and youth in those programs, under their auspices.

As we move ahead in our plans to streamline the adult volunteer manpower system and as the base for adult volunteers increases, then the challenge of getting and holding more leaders will be met. We know that properly recruited, self-motivated and well supported leaders not only stay with us, they stay longer and tend to recruit their friends as well. We know also that over the last four years we have increased the number of adults recruited on an average of 4% a year. And there have been pack and troop Scouters as well as Beaver leaders and support personnel.

But a caution is required in any kind of boy recruiting — whether O.R. or D.R. And that hinges on the slogan used by one of our larger Scout councils — *"Scouting is for boys — but it takes a leader to make it work."* Therefore, we need to be sure to have the leaders before we go after the boys.

So what do you think? Should we continue as is? After all, the participation rate of eligible boys recruited last year did increase. Should we try to expand the participation rate for the older age programs? As you may have noted from the diagram, we are getting one of every five boys into Beavering, one of every four into Cubs, one of every ten into Scouts, one of every one hundred boys into Venturers and something like 0.19% of youth into Rovers. If we go the D.R. way, how can it be done effectively at the section level? What ideas have you, or have you used, to bring and hold more boys in Scouting?

Are recruitment and retention opposite sides of the same coin? If so, do we need to emphasize them both? How do you get concerned adults in your community to give some of their precious time to Scouting and to enjoy it? Have you heard of and/or have you used the pamphlet *Seven Keys to the Recruitment of Volunteers*?

Drop us a note now and tell us what you really think of this important issue. X

PATROL CORNER

by Phil Newsome

Compiling a Menu and Food List From Down Under

I came across the following article on menus and food lists in the December 1979 issue of *Scout*, written by John Dow, Queensland Branch. The article may be of assistance to Scouters planning their Spring camps and proves once again that Scouting is the same around the world.

It's Saturday morning and the boys are loading their packs onto the cars transporting them to camp, when young Peter arrives.

On his back he carries his pack and in his arms is a box full of food. After a few queries you find out that the loaf of bread, the butter, large tin of jam, spaghetti, vegemite and various other items which had no bearing on the camp were not to feed the Patrol, as it looked in the box, but were only for himself, for three meals.

This is a problem which most leaders have experienced if their boys are catering for them . . . Quite often wastage of excess food is brought about by inadequate training by leaders and mothers misinformed about the type of camp and the simplicity of meals while also maintaining a balanced diet.

Naturally, to decide your menu, the first thing to look at is the time of year. As leaders you can influence the Scouts or Venturers, on what types of food are suitable for what camps or climatic conditions, through training in Campcraft.

Everyone will at times used canned, packed or so-called "convenience foods" but need not feel guilty about it, for today many of these foods are excellent. These should be used in moderation or if lightweight camping is to be experienced.

Weekend Camps/Hikes

The following menus are self explanatory and cover both summer, winter and days of fire bans. Always take into consideration the quantity of water needed and whether water is available on site or is to be carried in. In an area where there may be fire bans in force, it may be necessary to either cancel your camp/hike or revert to a "no cooking" menu.

Weekend Camp (Patrol of Six)

Saturday

Lunch: Bag lunch from home.

Dinner: Lamb chops, potatoes, peas, carrots, plum pudding and custard, bread, butter, jam, tea, coffee.

Supper: Tea, coffee, milo, biscuits.

Sunday

Breakfast: Concentrated fruit juice, porridge, savoury mince on toast, tea, coffee.

Lunch: Salad sandwiches: sliced ham, tomatoes, cucumber, beetroot, cheese (sliced), bread, butter, tea, coffee, cordial.

Morning and afternoon tea: Fresh fruit cordial.

Shopping list:

6 lamb chops, 1 kg mince meat, 12 slices ham, 1.2 kg potatoes, 75 g peas (pkt.), 450 g carrots, 200 g onions.

Oil, 1 large cucumber, 450 g beetroot, 450 g tomatoes, 500 g cheese, 300 g oats, 1 x 650 g plum pudding (tinned), 2 tbsp. custard powder per 600 ml milk, 2 loaves bread, 4 L milk, 500 g butter, 500 g sugar, 250 g biscuits (pkt), bottle cordial, 250 g jam (tinned), fruit as required, salt/pepper, milo (tinned), tea/coffee as required.

Summer Camp (Fire Ban) Individual

Saturday

Breakfast: Fruit juice (con), cereal, milk, sugar, dried fruit, bread, honey, vegemite, jam.

Lunch: Corned beef (sliced), cheese, tomato, beetroot, bread, butter, jam, cordial.

Dinner: Canned meat, dried vegetables, soaked in water all day, bread, butter, dried fruit.

Supper: Biscuits, cordial, milo.

Sunday

Breakfast: Fruit juice (con), muesli, milk, bread, honey, jam.

Lunch: Dry biscuits, cheese, vegemite, honey, sultanas, fresh fruit, cordial.

Overnight Hike (Individual Menu)

Saturday

Lunch: Dry biscuits, butter, cheese, sardines, apple, orange, barley sugar, staminade.

Dinner: Stew (Dehy. pack), bread, butter, chocolate pudding (Snak Pak), tea, coffee.

Sunday

Breakfast: 5 min. oats, toast, honey, vegemite, tea, coffee.

Lunch: Scroggin, apple, orange, barley sugar, staminade.

The above menus are only to start you off. After that be like a French Chef — experiment!

With the fire bans and hikes, a complete range of dehydrated meals, sachets of honey, jam, vegemite, butter etc., Life Long milk, concentrated butter are all available from the Scout Outdoor Centre and some camping stores. Even most large food chain stores stock a range of Vesta Packs, Snak Paks and the like. Plastic and aluminium containers are most suitable for storage of food stuffs that may be brought from home such as butter, jam, oil, sugar, coffee, etc. These will not break if dropped, and are light to carry.

Don't be shocked at some of the gourmet creations. All Scouters have to see is that it is not a health hazard. It is important to stress the risk of foods which will go off or can be flyblown, (e.g. where raw meat is concerned, always use within the first day in camp unless adequate precautions are taken against it 'going off').

There is an ever-increasing variety of dried food: keep trying the new ones. The menu must be simple with an understanding of the difference between hike and camp menus.

Handy Hints

— A large thin sliced loaf has approximately 22 slices.

— One loaf requires approximately 200 g (½ pound) of butter, but soft margarine goes twice as far.

Editor's Note: — Now that you have all these Australian terms, it can be one of your patrol projects to discover the Canadian equivalent of many of these ingredients. ^



Whizzer, the magazine of the 1st Whittlesford, England, is always a good read. And here, to prove it, are two extracts from their latest number.

The first is headed *Why Young Scouts Enjoy Scouting* and is the work of the patrol leader of the Falcons, with help from his patrol.

"The young Scouts in my patrol enjoy Scouting because of the activities (camping, hiking, etc.). They also enjoy test work in which they broaden their knowledge.

"One of the major attractions to Scouting is independence, a chance to do things for themselves. Most of the younger Scouts also like the games and night hikes and as they get older and become a.p.i.s and p.i.s are able to go caving and canoeing. The attitude of the leaders also encourages the Cubs to join the troop."

This fine bit of journalism is followed by a factual report of a midwinter expedition.

"The mini-bus picked us up at 6.15 p.m. and we went to Chesterford to pick up four Scouts from there. We reached the Halifax Youth Centre just about midnight. We unloaded our kit and a man showed us where we were to sleep. We made our beds and played around until 1.00 a.m. Some of us went for a walk in our sleeping bags. The following morning we went ice skating at the Bradford rink. At the end of two hours, one of us had a blister and another had a broken leg.

"On Saturday afternoon we went for a hike around the countryside near the hotel. On Sunday morning we went abseiling down a nearby cliff which was about 50 ft. high. Some of us got stuck on the third ledge but the rest was fairly easy and good fun.

"We left the hostel at about 2 p.m. and arrived back home at 8.30. We'd like to thank Paul and the other leaders for a very enjoyable weekend."

After that, what we have to offer may seem like peanuts, but perhaps I could point out that whereas high adventures like the expedition to Halifax happen just once in a while, troop night is always with us.

So here, without apology, are a few suggestions for a potted incident journey round the troop room. Best done in teams of three, even though this does involve splitting the patrol. Ten minutes at each base — or better still 9 mins. 30 secs. which may impart a sense of urgency to the proceedings.

Base One: Mark out a circle about 3 m radius and place in centre, about one m apart, two jam jars, one containing a lighted candle. Provide ample sisal twine. **Instructions:** "Working from outside the circle, reverse the position of the jam jars in relation to each other. If the light goes out, your failure will be abject." **The method:** Make a noose in the middle of one length of sisal and attach controlling strings to the loop so that it can be opened or closed at will. Note that the jam jar containing the all-important candle need not be touched at all.

Base Two: A "channel" about 3 m across. In the middle two billys without handles, one brimful of water. Scout staves (or equal). sisal twine. **Instruction:** "Working from both sides of the channel, pour water from one billy into the other without spilling a single drop." **The Method:** Sheerlash staves together to make a rigid bar extending the full width of the channel with perhaps a foot or so to spare at each side. Make a second bar and lash it to the first to make a pair of giant tongs which can then be operated from both sides of the channel to grip and control the billy. (Note the catch in the use of the words "a single drop" in the instruction and be prepared to meet the argument from sea lawyer type patrol leaders that a flooded floor cannot be described as "a single drop".)

Base Three: A single block, a moveable object of some sort, an anchorage (e.g. a stationary Scout), two ropes. **Instruction:** "With the gear provided, rig up a tackle to maximum advantage to move the object towards the anchorage." **The Method:** Secure the block to the object, not to the anchorage.

17

THE PATROL LEADERS' COUNCIL REQUEST THE PLEASURE...

The idea is that each member of the Council should invite his oppo in the Pack to a night of active scouting — with the accent on FUN. Scout and Cub will stick together like glue throughout the evening.



Base Four: Two objects, one a few ounces lighter than the other, one Scout staff (or equal), sisal twine. *Instructions:* "One of these objects weighs X pounds. Construct a simple apparatus to determine the weight of the other." *The Method:* Ah, you have me there, but obviously the idea will be to use the staff as a rough-and-ready weigh-beam. It stands to reason that there must be some correlation between the known and unknown weights and the distance of the two objects from the fulcrum when they are in balance. A simple formula, perhaps? Anybody know?

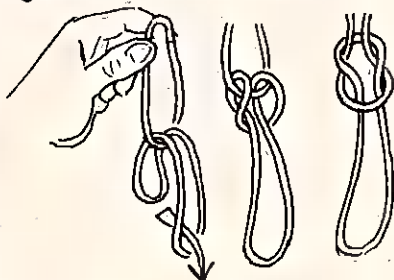
Base Five: "You have exactly 10 minutes less 30 seconds to carry out this instruction. Measure or estimate the main dimensions of the troop room and draw a plan and elevation on the largest scale possible on the card provided." *Method:* Speed being the keynote of the activity, preference should be given to getting a result with reasonable accuracy, rather than a half-finished but rather more accurate plan.

Scoutcraft One

- Always lock your clove hitches.
- Inactive ropes should always be stored in suspension.
- Sharp tools straight from the shop always need a touch-up with a whetstone before they are ready for use.
- Scouters who never share a private joke or a snack meal with their patrol leaders miss a great opportunity.
- Woodcraft may be regarded as a joke by *avant garde* Scouters, but no one can say that it has been rejected by their boys — chiefly because they have never given them a chance to sample it.

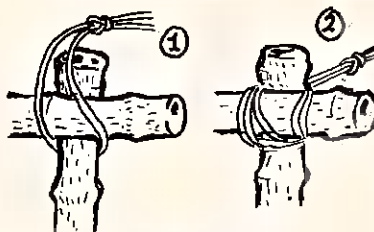
(Policy Statement by J.S.: Scoutcraft Two, Three and Four will appear in due course, but only if readers on both sides of the North Atlantic keep feeding us with titbits from their own practical experience.) X

'A BATTLE HAS BEEN ARRANGED...' All hands set to work at once to make cannonballs by rolling sheets of newspaper into tight balls, totally encased in brown paper gumstrip. The gun-carriages are built with garden canes lashed together with elastic bands.

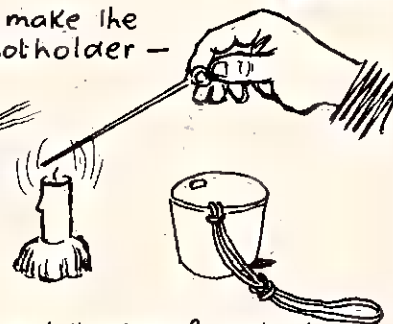


If necessary, you can join small elastic bands together with reef knots

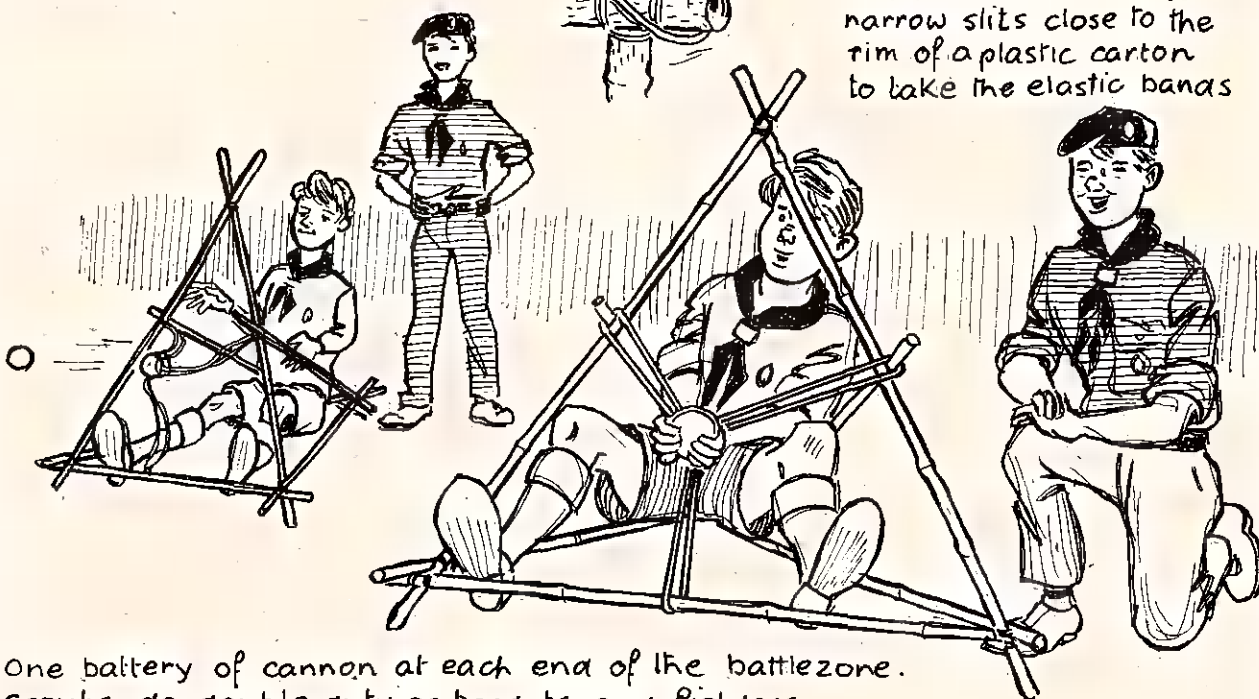
Lashing with elastic bands



To make the shot holder —



— heat the tip of a steel skewer and burn three narrow slits close to the rim of a plastic carton to take the elastic bands



One battery of cannon at each end of the battlezone. Scouts do double duty as targets and fielders

Each Scout takes his Cub round a series of mini 'obstacles' and keeps the score



①

Blindfolded Cub stands on one leg in a chalk circle for longest period



②

Blow a paper cone in record time along a taut line

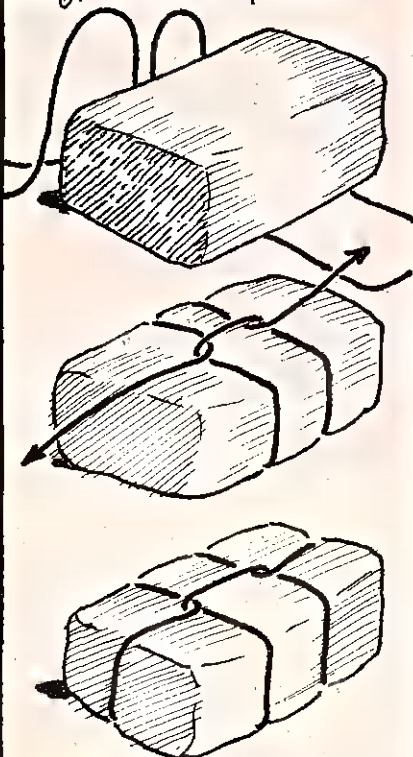


③

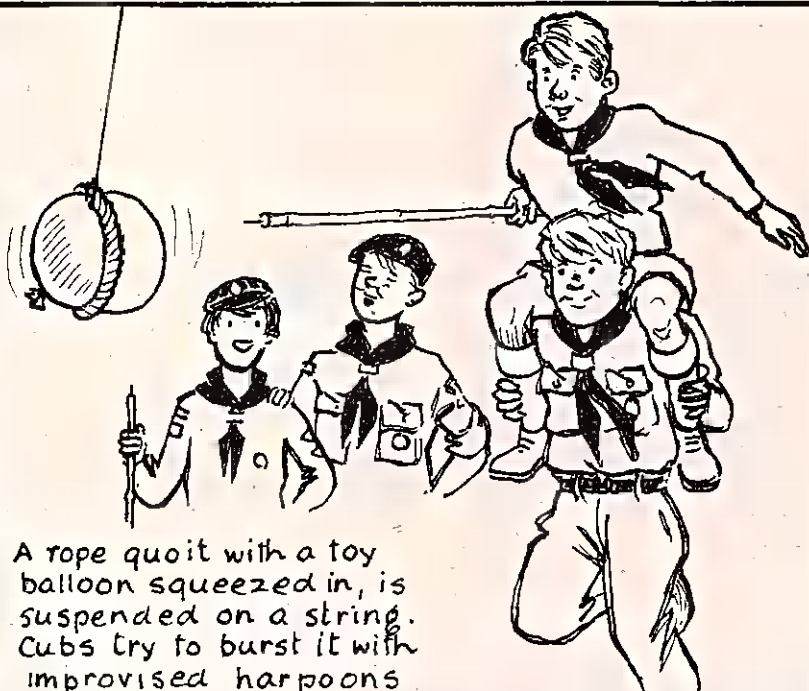
Drop six beans into a glass jamjar.



The Cubs are taught a new way of tying up a long, narrow parcel



Tie off with a Reef Knot



A rope quoit with a toy balloon squeezed in, is suspended on a string. Cubs try to burst it with improvised harpoons

AND SO TO A QUIET FINISH, WITH PERHAPS A COUPLE OF PACKETS OF CHIPS IN CIRCULATION WHILE ALL HANDS COMBINE TO CLEAR THE DECK

'TAPS' - PRE-RECORDED ON TAPE - IS PLAYED WHILE THE GROUP STAND BRIEFLY IN SILENCE. THEN HOME IN PAIRS SO THAT THE SCOUT CAN MAKE HIS NUMBER WITH THE FAMILY

Quebec Scout Banquet

by Bob Butcher



20



Danielle Dorice, the singer, warned the ladies in the audience to lock their doors if they were staying the night in the hotel. "I had a man banging on my door all night long..." she explained. "But I wouldn't let him out!"

Behind the laughter came the whispers of "Pass it on!" as young hands passed the lengthening snake of knotted dinner napkins from table to table in the darkness. The lady seated next to me said "I cer-

tainly wouldn't want to be working in the hotel laundry tomorrow!" The knotted snake slithered on — one end extending closer to the bright lights of the stage — the other deeper into the darkened room in the direction of the head table.

The scene was *Le Grand Salon* of the Queen Elizabeth Hotel in Montreal during Scout Week 1980. The event was the 71st Annual Scout Banquet. As a guest of the Quebec Provincial Council, I was one of more than 1,000 attending this function. A snowstorm had caused me to pass up a similar invitation several years ago but I was determined to make it this time. Another snowstorm slowed my journey somewhat but I arrived in Montreal in plenty of time to visit the displays set up in the room next to *Le Grand Salon*. Here, banquet guests and invited dignitaries were able to observe and ask questions about many program activities Scouting groups in the province are involved in. The Scouts made up like disaster victims seemed to attract the most visitors. The wheeled robot also attracted much attention as it approached and sometimes collided with onlookers! Another group's table was continuously surrounded by guests who were intrigued by the woggles being turned



out on the group's portable drill-press.

Most of Scouting's program sections were represented at the displays. A pack of Cubs demonstrated how to make plaques for hanging, a group of Venturers with their rubber raft were eager to talk about their planned journeys and a Rover crew showed films of their activities.

As I wandered among the displays taking photos, greeting old friends and making new acquaintances I

was repeatedly asked "Is this your first banquet?" My affirmative reply usually brought a comeback such as "Did you bring your ear-plugs?" or "You're in for quite a show!"

As the hour for the main event drew closer people quickly began to dismantle and remove displays and to drift next door to *Le Grand Salon*.

"Attendance is down this year because we had to put the price up to over \$10," I was told. Nevertheless, a thousand boys, leaders and parents in one room is nothing to belittle.

After the singing of grace and a toast to the Queen, the waiters and waitresses worked their magic. It's no mean feat to serve a sitdown hot meal to over 1,000 people at the same time and here the staff of the Queen Elizabeth demonstrated what professional service is all about. "I can see why you wouldn't want to have a buffet style dinner for a group this size!" someone at our table commented.

Somewhere between the Potage Cr cy and the Beef   la-Bourguignonne the banquet chairman, Provincial Commissioner Hu Whitehead began to introduce the head table. The list read like a who's who in the community.



The head table was, in fact, three tables tiered one behind the other, seating 60 or so dignitaries in all. "It's nice that we cut down on the number of head table guests this year so we could do away with the fourth tier," I was informed by one of my colleagues. Guest of honour was Lieutenant Governor of Quebec, the Honorable Jean-Pierre C  , who gave a brief address and presented several awards. (See *Editor's Notebook*.)

As the meal was drawing to a close the "Sparkler Parade" took place. The house lights were doused and an army of waiters and waitresses spilled from the kitchen each with a large frozen dessert decorated with a lighted sparkler.

After the dishes had been cleared away the crowd was treated to a special floor show, courtesy of Reg Groome, the Hotel General Manager

(and former president of Boy Scouts of Canada).

At the command of "Bring on the dancing girls" the chorus line from the hotel's Bonaventure Room appeared from the wings and dazzled everyone with a display of gyrations, high kicking and baton twirling. All too soon they disappeared but as one of my colleagues put it "They had to rush back to the Bonaventure Room to get undressed for their next show!"

To end the special performance, singer Danielle Dorice treated the audience to a medley of numbers in which she mingled with Scouts in the front rows, joking with them, teaching them to speak French and drawing rounds of "aploozie".

As the head table guests retired to another function, the banquet concluded with the drawing for a number of door prizes which had been donated by a number of friends of Quebec Scouting.

It had been a thoroughly enjoyable evening for me and I believe for most everyone else in attendance too.

Undoubtedly, there will be a 72nd Scout Banquet next year. If you live close enough to Montreal to attend, don't miss it. I think you'll find it worth every penny. A

Identifab Shoulder Flashes



AVAILABLE COLOURS

Red, Blue, Black,
Green and Brown

50	\$4.00
75	\$5.00
100	\$5.75
150	\$6.75

Add \$1.00 for each additional 50
(Delivery 7-10 days approx.)

IDENTIFAB LABELS REG'D

P.O. BOX 2308, DORVAL, QUEBEC H9S 3H0

PLEASE SEND ME _____

PRICE _____ COLOUR _____

ENCLOSED IS CHEQUE / MONEY ORDER

IN THE AMOUNT OF \$ _____

AND MADE PAYABLE TO: IDENTIFAB LABELS REG'D

NAME _____
(PLEASE PRINT)

ADDRESS _____

CITY _____ PROV. _____ POSTAL CODE _____

LETTERING _____
(PLEASE PRINT)



Brushette®

a bright idea
in constant
dental care for
people on the move.

This handy camp accessory
is now available for only **\$3.00.**

At Scout Shops and Dealers from Coast to Coast.

The Ruby-throated Hummingbird

Canadian Wildlife Series

The Ruby-throated Hummingbird (*Archilochus colubris*) is the most common and widely distributed of the hummingbirds in Canada. It intrigues us by its littleness, its habits, its temperament. It amazes us by its migration and fascinates us by its skill and its flight. Its looks and behaviour betwixt and between a bird and an insect set it apart among birds.

Appearance

From the tip of its bill to the tip of its tail the ruby-throat measures from three to slightly more than three and one-half inches. No larger than a good-sized insect, it is often confused with the northerly hawk moth, especially at dusk, since the moth is similar in size, form and flight.

The male ruby-throat is shiny metallic green above and greyish white below and has a forked tail. He wears on his throat a splendid gorget of silky, ruby-red feathers, which, depending on how the light strikes it, looks sometimes orange, sometimes jet black. The female is similar but lacks the red throat patch. Her tail is rounded and some of her outer feathers are marked with white spots. These she often displays when posturing and in flight. The ruby-throat's bill is long, straight and almost as slender as a darning needle.

Distribution

Canada has four species of hummingbirds. Of these, only the ruby-throat is found in the eastern parts. It inhabits Nova Scotia, New Brunswick, Cape Breton, Prince Edward Island, southern and south-central Quebec, and Ontario north to Lake Nipissing and Lake of the Woods. It ranges westward through Manitoba, Saskatchewan and Alberta as far north as the south-central regions of these provinces.

The others are found in the west. They build nests similar to that of the ruby-throat and lay two eggs.

Most common is the Rufous Hummingbird (*Selasphorus rufus*). It lives in British Columbia north to Queen Charlotte Islands and east to southwestern Alberta and ranges, rarely, as far north as southwestern Yukon

and as far east as southwestern Saskatchewan. The cinnamon-red male has a shiny green patch on top of the head and a scarlet gorget that sometimes appears black. The female is green above and has reddish-brown areas on flanks and tail, and a small red and green spot on the throat.

The Calliope Hummingbird (*Stellula calliope*) is the smallest bird in Canada. It breeds in the interior of British Columbia, east into the mountains of southwestern Alberta and, rarely, into southwestern Saskatchewan. The male is shiny green above with a purplish streaky-looking gorget. The female is green above, has a few dusky streaks on the throat and buffy brown sides.

The Black-chinned Hummingbird (*Archilochus alexandri*) is a scarce visitor, possibly breeding in the southern interior of British Columbia. It resembles the ruby-throat, but the male's gorget is deep violet changing to black.

Flight

The most remarkable feature about the hummingbird is its flight. Before our eyes it darts at incredible speed — stop, go, backwards, forwards — hovers upright in the air, tail flicking lightly to maintain balance, and then darts away like a tiny green arrow. Its wings are pointed and appear but a blur in action. Scientists have been able to establish the rate of the wingbeats, by means of photography and filming, at about 55 to 75 beats a second. On take-off the hummingbird flies before letting go of the perch, so that the perch is pulled after it briefly before the two are separated.

The rapid wing motion produces a distinct hum, hence the bird's name, rising and falling according to the wing speed. At great accelerations the hum sometimes turns into a continuous high note, similar to that produced by arrows or bullets in flight.

Behaviour

When the male hummingbird arrives in the spring, he establishes a territory containing several sources of food. Because these sources of food are of great importance, the area may be shared by other males as well as females.

Both the males and the females aggressively defend their food supply and its surroundings against intruders. These encounters lead to persistent swift pursuits that sometimes develop into fighting. The tiny bird uses speed and the hum of its wings to intimidate antagonists. It employs certain flight patterns in these aggressive displays. In one, the bird makes a speedy dash, describing a horizontal U, from side to side around the intruder's ears. In another, the bird swings vertically up and down like a pendulum. Both flight patterns are accompanied by high squeaky notes and the bird's wings hum like a loud, angry bumble-bee. The ruby-throat is persistent and continues to worry the intruder until the latter has had enough and flees.

A spectacular feature of the ruby-throat's courtship behaviour is the male's famous *pendulum* display, an elaboration of the aggressive flight display. The male dives down towards the resting or feeding female. Like a pendulum he sweeps past her and up to a point eight or nine feet in the air, then back along the same path in reverse. He repeats this swinging display time and again, all the while uttering squeaky notes. As he dives past the female his wings hum the loudest; as he swings closer to the female his hum becomes more intense and his speed increases. Abruptly, the display ends; both dart off together, to start again at some other place.

After the pair has mated, the male takes no part in the

affairs of the family. He idles away the long days of summer, darting from flower to flower sipping nectar, or sitting for hours atop a selected lookout watching for small insects.

Nesting

The female builds the nest without help. She usually saddles it on a limb of a deciduous tree or shrub about 10 to 30 feet above ground. She is a master builder and employs, for her work of art, cobweb and plantdown, such as the fluff from catkins and cattails. Working with her bill, she cements these materials together and lashes the structure securely to the branch with the sticky spider silk. She picks bits of lichen and sticks them on to the outside walls. This gives the nest the appearance of a natural knob. With her body she moulds the inside of the cup, and she draws loose ends over the edge and smooths it all out with her bill.

The ruby-throat lays two white eggs, the size of large peas. The female spends long sessions incubating, sheltered from rain and sun by an umbrella of green leaves under which she has placed her nest. Her recesses are short, her trips from and to the nest cautious and stealthy and by selected routes.

The nestlings hatch after 16 days. No longer than honey-bees, they are almost naked. Their eyes are closed, their bills are short, their mouths are wide. After five days their eyes begin to open and their feathers to develop. Later, the nestlings can utter longdrawn *peeps*. The female broods them and feeds them from her bill with food regurgitated from her throat. She picks up the droppings and carries them away; one female trimmed the nest branch with droppings placed in a neat row.

The young birds leave the nest after 21 days but continue to be fed by their mother for several weeks. Now she passes the food directly in an extraordinary performance of chases and hoverings ending with a quick perching manoeuvre in which she squirts nectar from her bill into the chick's mouth.

At this time the fledglings look like the female, except that the young male's throat is streaked with dusky and, occasionally, red colour. In the spring before migrating north, both adults and juveniles go through a complete moult from which the young birds emerge in their full adult plumage.

Food and feeding

The principal foods consist of small insects and the nectar of flowers. The insects are caught on the wing from lookout perches or in and around the flowers. To lap up the honey, the bird inserts its long extensible tubular tongue deep into the honeywells of the flower. The bird prefers tubed flowers, such as bee-balm and columbines. When feeding from a larger flower with a very deep honeywell, such as a tiger lily, it pierces the calyx, or neck, with its bill and by this shortcut extracts the drop of honey.

Bright-coloured flowers that contrast sharply with the background attract the hummingbird. It favours red flowers, followed by orange, which show up well in dark shady places, and visits green flowers only when the background foliage is another colour. The hummingbird, like the bee, contributes to cross pollination. As it visits one flower it is dusted with pollen, which it carries to another flower of the same species.

Woodpecker borings that release the sap of trees are also important food sources. The ruby-throat's association with woodpeckers is quite pronounced and they are often seen gently buzzing a woodpecker in the expectation of being led to another food source.


Hummingbirds are easily attracted to feeders containing a solution of one part sugar to two parts water. This should be boiled to forestall fermentation and the mixture should be changed at least once a week.

The hummingbird is a curious creature. Some birds take to a feeder at once; others learn to associate the strange contraption with sweet food only with difficulty, and a dash of red or orange paint applied to a new feeder helps. But once a feeder is found, neither its form nor its colour is of any account, so long as it is hanging in the same place. A hummingbird returning in spring always looks for the feeder where it last fed from it eight months before.

The hummingbird also drinks water. Flying across open water, it may descend like a swallow to the surface touching it with the bill and leaving widening rings on the water to mark the site of the drink. X

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

A CREST WORTH SWAPPING FOR ...



...is usually made by

GRANT

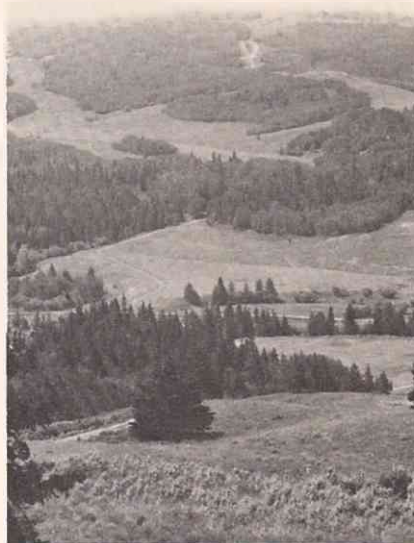
GRANT  EMBLEMS

Artwork and prices available on request.

Grant Emblems Limited, 134 Parklawn Road, Toronto, Canada M8Y 3H9/255-3421



by Jim Oxley



West Block of Cypress Hills, with its open valleys, rolling hills, heavily treed areas and large meadows.



Third year boys rappelling down a fifty foot cliff.



Boys at their base headquarters following supper.

major historical and environmental significance to western Canada.

Four basic programs are offered with increased difficulty from first year through to fourth year. The nine day rendezvous has a base camp where the troops and their leaders set up their "home" along the winding, babbling waters of the Nine Mile Creek only four miles upstream from the national historic park of Fort Walsh.

The camp is really five camps in one, the operation of base camp and each of the four programs going on independently of each other except for the common sessions shared in base camp. The first year boys are exposed to basic outdoor skills with two overnights in the beautiful hills where the days are hot and nights are cold. The program progresses rapidly through to fourth year when the boys are away from base camp for a total of seven days. They are given a true orienteering challenge, with the use of map and compass and their light weight gear, hiking and learning to live with nature as they plot their course of thirty plus miles. Third and fourth year boys learn to cope with the loneliness and fear of a duo or solo survival experience. Third year boys are taught rappelling as they slowly shuffle down the side of a fifty foot cliff with the use of ropes, learning to work as a team and putting faith in their fellow comrades.

All the boys have a chance to hike and rendezvous with nature as they come upon unexpected deer, witness the legendary moose or the graceful

Wilderness Rendezvous, a high adventure camp, has completed its seventh year of operation. The camp takes place in the beautiful west block of Cypress Hills, Saskatchewan (southwest corner of the province) an area of approximately 30 square miles of empty space, rolling hills and dark forests.

Wilderness Rendezvous is designed to significantly contribute to the growth and development of boys and young men, by providing opportunities over a number of years for participants to be exposed to both the knowledge and experience of outdoor living and recreation.

The goals of Wilderness Rendezvous are:

- 1) To provide instruction and experience in long term camping while maintaining a high degree of conservation and environmental awareness.
- 2) To provide instruction in such areas as basic and advanced outdoor living skills, pioneering, orienteering, backpacking, light-weight and no trace camping (21st century camping).
- 3) To provide instruction and guidance in the construction of pioneer projects.
- 4) To provide an opportunity for elementary and advanced overnight hiking and backpacking.
- 5) To involve all participants with the knowledge and contact that makes Cypress Hills an area of



"Cathedral in the pines", Scouts' Own Sunday morning.

elk and live with plants and animals that are seen nowhere else in Saskatchewan, all living on and descending from one of the richest fossil deposits in western Canada.

The boys learn to make rope the way our fathers and forefathers did and then use it to engineer and build bridges, towers, camp gadgets and other fascinating pioneering structures. The boys learn and relearn the skills of wilderness first aid and search and rescue. Hopefully after completing four years at Wilderness Rendezvous they will be fully prepared to live in the bush.

Though the boys' personalities aren't always compatible, they communicate trust, opinions, respect, honesty, happiness and sometimes sadness. They're challenged. They learn to understand the wilderness and each other.

Even though Wilderness Rendezvous is responsible to the South Saskatchewan Region it operates independently, raising its own funds through boy registration; this past year the fee was \$48.00 which included nine days food, tuck, administration costs, a T-shirt with a unique crest (which becomes the official camp dress for flag break and Scouts' Own), an orange fluorescent cap to aid spotting boys in the thick dark forest and a camp crest/year bar given at the close of camp.

The eight directors are elected annually with a camp chief, a working position, an assistant camp chief, an administrator, four program directors, each with an assistant and the all important job — a quartermaster. The trail rations are specialized menus to provide nourishment with little weight. The camp also has two registered nurses during the duration of the camp looking after minor difficulties, mainly sun stroke and blistered feet. Since women are very much outnumbered at our camp, the camp nurses provide invaluable amounts of tender loving care to the younger boys, many of whom are having their first experience away from home.



Fourth year boys putting on a display Saturday afternoon, for their parents, of the lightweight equipment used during the week.



Boys "weighing in" prior to starting their overnight hikes. The packs are checked carefully — no excess baggage allowed. An extra ounce of weight now will feel like an extra pound later in the day after hiking several miles through the heavy underbrush and up the steep hills.



The masses are fed a barbecue supper on Visitors' Day.

The directors have worked closely with the provincial government, through the Department of Tourism and Renewable Resources to acquire the area for camping each year. The boys and their leaders soon proved their credibility with the department, proving they were not the average tourist out camping for a weekend. The camp has always emphasized "no trace camping" and to "leave nothing behind but our thanks". Fires are not allowed on the ground, only in specially made burning barrels. The boys are encouraged to cook supper on their open fires while in base camp.

Even though the week goes by far too fast for many, by Saturday morning the camp takes on a distinct mood of slowing down. Saturday is a big day for the boys as it is open house for their parents and members of the Scouting family. A large barbecue is held in the evening, prepared by the fourth year boys and the leaders. After the sun goes behind the tall pines and the moon shows its face, silhouetting the coyotes on the far hills, the final campfire begins with everyone taking part.

The camp has run with vigour and enthusiasm since it began. It is only through the dedication and hard work of the excellent directors over the years and all the required as-

sistance from the leaders during the camp that this outdoor experience is still viable and provides a challenge to over eighty-five boys per year. The directors and interested leaders meet several times during the winter and also attend a pre-camp prior to the camp in July. A "fall rendezvous" for the leaders takes place in late fall, giving them an opportunity to improve their outdoor skills. Good organization, good planning and good fellowship with the leaders and boys has been the secret of our camp. The leaders are already thinking about and exchanging new ideas on how to continually improve the camp as our tenth anniversary fast approaches us.

Drop us a line, write to Clarice Palsich, our administrator, W.R. Box 207, Moose Jaw, Saskatchewan, S6H 4N6, for more information. This camp would be an excellent prerequisite for CJ '81.

Jim Oxley has been involved in Scouting for the past nine years and ran a troop for six years. He was one of the original Scouters involved with Wilderness Rendezvous and was camp chief for four years. He is currently Assistant Regional Commissioner for Moose Jaw/Sitting Bull districts in the South Saskatchewan Region. A



training talk

by reg roberts

This month Reg asks you...

to look at yourself as a Trainer

Some of you will have been training others for quite a few years, while some may be new to the field of training. Whether an "old timer" or some one just starting out, a useful habit to get into is a regular review of your performance and practice as a trainer. Some of the following considerations will help you do this.

The Trainer Is Also a Learner

- Do you regularly review the current training literature for the Scouting programs in which you are training?
- Have you read at least one new book from the many published for trainers?
- Do you regularly read a training magazine or one that carries some articles on training?
- If there is a course offered in training practices in your area do you make an effort to attend?
- Can you be counted on to attend the training conferences or meetings planned for trainers in your area?

Trainer Preparation

- Do you prepare for your sessions or courses by studying the course as a whole, in advance, and deciding how your session will link with others, and do you begin early to gather support material and resources?
- Do you study leader and boy handbooks prior to your session to refresh and reinforce your knowledge of the subject areas?
- Do you begin your session preparations well in advance of the course opening?

Trainer's Written Plan

- Do you write out a plan for each session in which you are involved?
- Do you regard the plan as a way

to proceed knowing that circumstances may arise that will require some revision of the plan?

- Is your plan sufficiently detailed to cover such things as: how to begin, what follows, what questions you will seek or pose, what activities you will schedule and how you see the session ending?

Approaching Sessions With Confidence

- Do you arrive early for your courses or sessions?
- Are you concerned that the room is neat, orderly and that tables, chairs and equipment are in place before you begin?
- Do you see that easels, chalkboards, papers and resource materials are all ready for use?
- Do you involve early arriving participants in helping you set up so that they feel involved in the planning?

Improving Your Trainer Skills

- Do you practise your sessions beforehand so that you are more at ease when presenting them?
- Do you study training techniques between courses to improve your ability in an ongoing manner?
- Do you suggest trainer workshops be held to cover areas of training in which you need further exposure?

Developing Active Participants

- Are your sessions mostly telling sessions or do you work to involve the participants actively?
- Are you a good listener and do you attempt to draw out the participants?
- In almost every session do you include at least one activity that involves participants?

- Are you flexible enough to encourage participants to influence the direction of the learning?
- Do you seek ways of inviting participants to pick up a trainer role when and where possible in a session?

Creativity in Sessions

- Do you conduct every session in the same way or do you look for creative and innovative ways to present surprise and variety in sessions?
- Do you ever consider if a session which is normally a talk session, could be put across in an active manner?
- In planning sessions do you consider if those which are usually held in a "classroom" setting might be tried in a different setting?

Participant Needs Are a High Consideration

- Do you mix with participants at coffee breaks, before and after sessions or in other free time periods to learn informally of their needs and interests?
- Do you make a point of asking them about their back home situation and then helping them relate the learning to it. If you "feel" a session is not going the way you planned do you check with participants as to why?
- Would you expect an outside observer to see you as a trainer who cares about the participants in your training sessions?

Having Awareness of Your Own Self Worth

- As a trainer do you feel comfortable about your ability to train others and do you feel you do an effective job?
- In training others do you feel that

you are an effective model of the type of behaviour you encourage in participants?

- Does your personal appearance create a positive image to participants?
- In considering disciplinary problems that may arise do you examine your trainer style to see if it is appropriate to the stage of development of the participants?
- Where disciplinary problems do arise do you make rules and regulations or do you enlist the aid of the participants in resolving the situation?
- Have you examined those experiences where a lack of co-operation seemed evident, to see if poor preparation may be a factor, or if sessions are failing to involve the participants?

Do You Evaluate Your Performance?

- Can you measure your success by the increase of knowledge and skill demonstrated by participants?
- Do you take steps to find out from participants how satisfied they feel about the learning experience they have had with you?
- Do you have a set of criteria built into your session plan by which to measure the results of the training?
- Do you use the result of the evaluation (whatever forms it may take) to review past performances and build for the future?

The Trainer in the Training Process

- Learning will not take place without participant interest. Do you provide a background to the session to show how it is related to

the participants' Scouting and personal life in a way that allows them to see the need of learning more?

- Learning is helped by the presentation of new ideas and new methods of presentation. Do you consider films, slides, pictures, maps, charts and other items to enhance the presentation?
- The objective of the session must be perfectly clear to the participants, that this is what you all seek to achieve.
- Learning takes place more easily if the new material is related to the old or what they already know. Do you try to make this connection?
- Participants will be what you expect them to be. Do you reach for high achievement in the training sessions that you present? Any-

thing less may well short change those who attend.

Using Colour in Your Training Presentations

In a recent edition of *Training*, a magazine directed at training personnel, I noticed a chart setting out the association between the use of colour and the emotional response it has on people. With overhead transparencies much in use by trainers and coloured felt pens for flip charts, the following information may be of interest to those of you who prepare training preparations. For further information on the creation of overhead transparencies check your 3M Visual Products dealer for the booklet *How to Create Visuals With Impact*. A

Colour Associations — Emotional Responses			
Colour	Mental Associations	Direct Associations	Objective Expression
Red	Hot, fire, heat	Danger, Christmas, Flag, July holiday	Passionate, exciting, fervid, active
Orange	Warm, metallic, autumnal	Halloween, Thanksgiving	Jovial, lively, energetic, forceful
Yellow	Sunlight	Caution	Cheerful, inspiring, vital
Green	Cool, nature, water	Clear, St. Patrick's Day	Quiet, retreshing, peaceful
Blue	Cold, sky, water, ice	Service	Subduing, melancholy, contemplative, sober
Purple	Cool, mist, darkness, shadow	Mourning, Easter	Dignified, mournful, mystic
White	Cool, snow	Cleanliness, Mother's Day, flag, patriotism	Pure, clean, frank
Black	Neutral, night, emptiness	Mourning	Funeral, ominous, deadly, depressing

27



HIGHEST IN QUALITY, LOWEST IN PRICES



b&s emblem limited

39 GLENCAMERON RD.
THORNHILL, ONTARIO
(TORONTO), CANADA
L3T 1P1

TELEPHONE 881-1454 or 881-1455

BEST IN SERVICE FROM COAST TO COAST

**embroidered event emblems
uniform crests - camp badges
district & provincial emblems**





A WORD TO CHAIRMEN

by Pat Horan

... On The Role Of The Chaplain

Dear Murray,

I was pleased to hear that Father John has agreed to take on the job of Chaplain.

I thought it great that you gave him a copy of *Let's Celebrate* before he made the decision. That tremendous, if often overlooked, resource book is full of practical ideas for leaders as well as Chaplains.

I particularly like the way in which Don Laing, the author, uses a doughnut analogy to show how the spiritual dimension of Scouting should permeate the whole program.

There is a new pamphlet, *The Role of the Chaplain*, which you and Father John may find useful. It was developed with the assistance of the delegates (both church and community) at our last National Partners Conference.

The above two resources will provide Father John with all the help he needs to advise your Scouters on how to integrate "duty to God" into their programs.

As a member of the group leadership team, Father John will also be able to advise his fellow Scouters on why and how they should feel comfortable in their faith, how they may grow in it and how they may feel free to discuss it with their boys. In this way, their boys, particularly from unchurched families, will have an opportunity to feel free to discuss this important area of their lives.


Because of the nature of Father John, it is probable that he will get deeply involved with the boys and likely share some of his skills in fishing and outdoors and photography. And the kids will likely identify better with him and the church for his interest will clearly demonstrate that "the church cares".

You are fortunate in having Father John take on the job. When a clergyman is not available, a qualified layman may be recruited as a Chaplain's Representative to do all things required of a Chaplain.

Sincerely,

Pat

28



Cash's

SHOULDER FLASHES

PRINTED		WOVEN	
Red, Brown, Blue, Green		Red, Blue, Black, Green	
		(1 line)	(2 lines)
3 doz.	\$ 9.00	3 doz.	\$14.25 19.25
6 doz.	11.50	6 doz.	19.25 24.75
9 doz.	13.50	9 doz.	23.50 33.75
12 doz.	15.00	12 doz.	29.35 44.25
(.85 ea. additional doz.)			
2-3 weeks delivery		8 weeks delivery	

J & J CASH LTD.

2120 Cabot Street, Montréal, Canada H4E 1E4

Please send me ☐ Printed ☐ Woven _____ (qty) doz.
 @ \$ _____ per doz. Enclosed please find my ☐ cheque
☐ money order in the amount of \$ _____
 made payable to: J & J Cash Ltd.

NAME: (Please print) _____

ADDRESS: _____

CITY: _____, PROV. _____, Postal
 code: _____

COLOUR: _____

LETTERING: _____
 (Please print) (max. 22 letters) SF

STAR WARS

Flying Model Rockets!



Real Flying Models of Luke Skywalker's X-Wing, and Darth Vader's TIE Fighter plus Star Trek's Starship Enterprise, and NASA's Space Shuttle.

Send for Complete, "New", Full-Color, 64 Page Catalog.

ESTES
A SUBSIDIARY OF DANMON
 Copyright © 1977 Twentieth Century-Fox Film Corporation.
 All Rights Reserved.
 © 1975 Paramount Pictures Corporation

☐ Please Rush "New" Model Rocketry Catalog to me at once. .50¢ enclosed for postage and handling.

Name _____ Dept. _____

Address _____

City _____ Prov. _____

Send To: _____ Postal Code _____

Hobby Industries 24 Ronson Dr., Rexdale Ont. M9W 1B4

Outdoors

Carl Lemieux

Here is an interesting project that can serve as a base for the development of a similar endeavour at your next camporee. It was sent in by Margaret Buckley, District Commissioner for Stoney Point District in Montreal.

Prior to the summer season of 1978, the Quebec Provincial Council decided to introduce a program that would increase the use of camp property at their Cub Camp — Camp Jackson Dodds. This activity would be used only when the attending Cub leaders desired. The regular camp program is organized by the volunteer leaders and the camp program staff.

The "Star Trek" program was designed along the lines of the "Participark" (a circular trail linking various activity bases). The interesting difference between the two programs is that instead of physical activity bases, the "Trek" bases were made up of different star requirements. These were linked by trail markers, which were silver stars and arrows prominently displayed on trees, fence posts and buildings. One section required that the stars be painted on rocks. The trail led around the camp perimeter and any of the bases could be used as a starting point.

Each base was indicated by a sign denoting the star and requirement number. Requirements were chosen from all five stars with consideration given to those that had a minimum use of equipment and/or an outdoor emphasis. The bases were located in areas that would assist a Cub in practising and then passing the requirements of the star. For example, Red Star requirement number two, which involves some physical activity, was located in a sandy area with some climbing bars handy. Knotting, Green Star number two, was located on a part of the trail that ran by the fence. For obvious safety reasons, Green Star number seven, was carried out at the campfire circle. The ability to identify trees, Black Star

number six, was aided by the meandering trail through a wooded area of the camp. Blue Star number six, first aid, provided a rest from the trek. The Cubs and leaders sat on a wooden bench and carried out the requirements of the star work. The outlines of different traffic signs, Red Star number twelve, were fixed alongside the steps leading to the waterfront area of the camp. A challenging compass trail, Green Star number twelve, was set up by the camp staff following an existing path for part of its route.

A leader had to accompany the six that wished to use "Star Trek", and was given an instruction sheet, score sheet and any equipment required (matches, ropes, compasses, and a Cub book). A map of the trail was not included because it was felt that an important part of the program was the identification of the trail by the Cubs themselves.

Since the camp offers a "structured program", this activity was available for use during any free time period or as a substitute for the "picnic day" activity. One group used it as a substitute and reported that they spent three hours — including a lunch break — without completing the trail. Although the walking time on the trail was approximately twenty minutes, the age and abilities of the individual Cubs really decided the length of time spent on any one base.

The "Star Trek" program was not used as extensively as we had hoped, but the feedback that was received from both leaders and Cubs who tried it was very positive. A certificate was designed for presentation to any group that successfully completed the trek.

Although at present it is an experimental program, we hope that it can be improved and made a permanent feature at the camp for use by all who use the camp property. X

29

PROVINCIAL
BADGES
DISTRICT
BADGES
CAMPOREE
CRESTS
EVENT
BADGES
FREE DESIGNS
AND PRODUCTION
SAMPLES
TOURIST AND
NOVELTY BADGES
IN STOCK



HIGH QUALITY
SWISS
EMBROIDERED
CRESTS,
BADGES
AND EMBLEMS



dress crest embroidery

1031 LILLIAN STREET, WILLOWDALE, ONTARIO, M2M 3G1

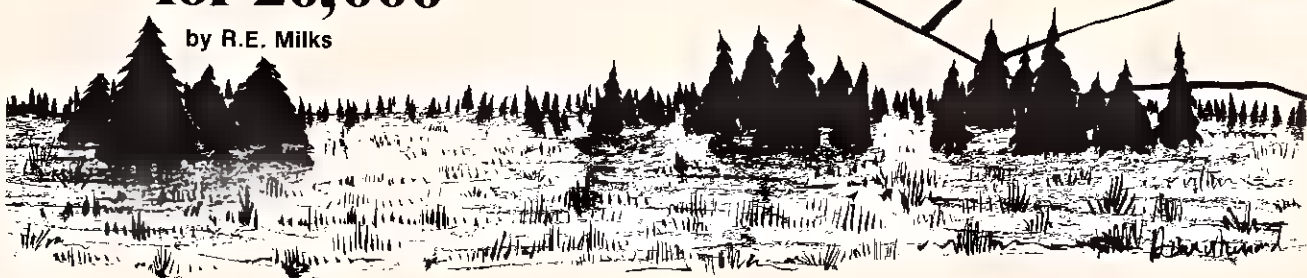
company

L I M I T E D

416-225-4087

CJ '81 Programming for 20,000

by R.E. Milks



The logistics involved in planning programs for the 20,000 participants at **CJ '81** stagger the imagination!

For instance, as a member of the Scout or Venturer Program Committees, you know that you must provide enough activities for around 1600 patrols and 300 companies. You also know that, in keeping with the concept of the Jamboree, each company or patrol is to be given the opportunity to design its own Jamboree program by selecting a number of activities from a program catalogue prior to the Jamboree.

It's like sending 2,000 people to a salad bar to make their own salad. The greater the choice of ingredients at the salad bar, the more likely it will be that each salad will be distinctive. The greater the selection of program activities, the more likely it will be that each patrol and company will have a distinctive program.

There are only two activities that all at the Jamboree will enjoy. The first is CJ Day — on the afternoon of Saturday, July 4, 1981. This will be the major ceremony of the Jamboree — one of the few times that all 20,000 will be assembled in one place at one time.

The second is a visit to the world famous Calgary Stampede! Arrangements have been made for every Scout, Venturer and Scouter to visit the Stampede, to be given tickets for both the afternoon and evening rodeos and to have a number of passes for midway rides.

Patrols and companies will have to select eleven activities for the rest of the week — one of these is to be a free period — time to get to see the Jamboree, time to use the obstacle course, time to visit Sports Canada or just time to rest for the next day's activities.

But, choosing those eleven activities will take some work. For instance, Scout patrols have a selection of 19 types of activities to pick from in the Scout Program Catalogue shortly after they register for the Jamboree and must choose the activities they want to try. Those who register early and submit their program early will have the best chance of ensuring that they get all of the activities that they want.

The nineteen activity centres in the Scout Program have been designed to make best use of the terrain at the Jam-

boree, to test Scout skills and to be fun. A brief description of these activities follows:

CALGARY STAMPEDE

An all day trip to Calgary which includes general admission to the Stampede, midway ride tickets and Grandstand tickets to both afternoon and evening shows.

BANFF TOUR

Bus trip to Banff campsite for the day. At Banff Scouts could take the chair lift ride to Mount Norquay and gondola lift to Sulphur Mountain, the Hot Springs, various museums and other points of interest in this famous national park.

OVERNIGHT HIKE

A challenging overnight hike and lightweight camping experience for the most adventurous and experienced patrols. This is not just an overnight hike but "something special".

FORESTRY

A series of forestry type challenges with eight activities including pole climbing and topping, lumber mill gang, fire tower and a special forestry demonstration.

SCOUT CRAFT

Thirteen sub-activities which provide an opportunity for each patrol or Scout to practise a wide variety of Scout craft skills including such things as cooking, flagpole raising, string burning, the Ostrich Walk, knotting, etc.

OLYMPICS

Fifteen activities providing both personal and team type skills and tests like tug-o-war, caber toss, stilt walking, broad jump, high jump, etc.

INDIAN VILLAGE

Another program with fifteen sub-activities including head dress making, fire making, Indian lacross, Indian war painting, travois racing, etc.

EMERGENCIES

With twelve sub-activities providing a variety of challenges that have the aspect of fighting against time for the patrol to either save themselves or to save others, which includes rescue from a burning house, a water rescue, snow blind maze, escape from a swarm of bees, etc.

MIND BOGGLERS

A series of challenges for the patrol including how to deal with atomic disaster, passing through a mine field, tapping the oil well, Hercules transport, etc.

PIONEERING

With fourteen sub-activities providing the patrol with experience in both using and doing various pioneering projects including a rope bridge, parbuckling, aerial runway, flag raising, etc.

RODEO

A series of twelve fun activities that follow the general theme of a rodeo including a chuck wagon race, branding, bucking bronco, bull dogging, etc.

OUR WORLD

A ten part activity of do-it-yourself projects intended to illustrate how the forces of nature can be used to man's advantage or can be worked and lived with, including harnessing the wind, the sun, the rain, no-trace camping, etc.

CAP HANDI

With twelve sub-activities where, through simulation, our participants are given the experience of working with both difficulties and abilities of those who have a variety

of physical and mental handicaps. Such activities include soccer on crutches, typing and telephoning with mechanical aids, wheelchair skills, silent scavenger hunt, etc.

OBSTACLE CHALLENGE

Some seven major obstacles face the patrol providing both mental and physical challenge and offering the opportunity of working together as a team, which includes climbing a wall, shooting, crossing a stream, traversing a swamp, etc.

SCOUT SKILLS HIKE

A day long hike for the patrol over mountainous trails of approximately five miles during which the patrol will be involved with twelve uniquely different challenging activities utilizing basic Scoutcraft skills.

MOUNTAIN HIKE

A day long hike for the patrol to the top of a mountain where the view can best be described as exhilarating. This provides the opportunity for every boy and leader to "climb to the top of a mountain".

KLONDIKE

A series of ten sourdough type activities including log sawing, nail pounding, snow shoe racing, raft racing, etc.

MUCK-A-BOUT

An opportunity for patrol members or the entire patrol to participate in a variety of fun-filled games each designed to challenge. Some require strength, some require skill and others are just plain fun.

In a future article we will outline the activities scheduled for the Venturer Jamboree at **CJ '81**. λ

QUEBEC PROVINCIAL JAMBOREE



TAMARACOUTA
JULY 5-12, 1980

For Collectors...

The Quebec Provincial Jamboree — Jam-Bec '80 will be held at Camp Tamaracouta Scout Reserve from July 5th — 12th. To help commemorate this important event, the Organizing Committee has designed the cachet illustrated. Prepared on a #8 envelope, the Fleur-de-Lys will be divided in two with one side of the petal in the Venturer blue and the other side in Scout green. The Jam-Bec '80 will be in brown twig lettering with red extended diamond border.

This cachet envelope is to be franked with current commemorative Canadian stamps and will be processed by Canada Post with a philatelic branch cancellation, thus creating an interesting cover to properly record the event for philatelists.

These covers are available for 85¢ each or 3 for \$2.25. For those who may be interested in having unaddressed covers, any orders should be accompanied with a #10 or suitable size envelope, properly addressed and additional 35¢ to cover postage.

Orders should be sent to Jim Cooper, Boy Scouts of Canada, 2001 Trans Canada Highway, Dorval, Quebec, H9P 1J1, and must arrive before June 30, 1980. We ask that people do not send stamps for payment. Any payment should be made in either Canadian or U.S. funds. λ

EDITOR'S NOTEBOOK



In a recent discussion with some of my colleagues it was suggested to me that one thing that we (both Scouting and **The Leader**) ought to be doing these days in re-emphasizing the concept of Service.

The idea sent me searching through my files for a back issue of the *World Scouting Newsletter* that I had been saving for just such a opportunity. Reproduced below is an extract from a letter to the editor of that Newsletter, by Vic Clapham of South Africa, which makes a plea for the same renewed focus.

"As I pursue the idea of a 'Good Turn' theme to mark 1982's Anniversary of Scouting, I realise I run the risk of being dubbed old-fashioned; but coal was old-fashioned too until the world started running short of oil! These are key considerations as

I see them:

"Man is a spiritual being, though many seem unaware of it in a material world. Scouting at base, is a spiritual Movement — built on the rock of a Scout Promise that enshrines 'Duty to God' and 'helping others' — two elements which are indivisible. Drop this, and you drop Scouting.

"Man is self-centred. We progress as individuals only when, in place of desire solely for ourselves, we substitute thought for others. Herein lies the inner secret of life — and of Scouting. As the darkness deepens in today's world, Scouting needs more than ever before to show boys how to bring brotherhood alive through meaningful love and service to one's fellows. The ideal of brotherhood can only be made manifest in action — through service. That is Scouting's primary mission on earth, if the Promise still means anything. . .

"Scouting's task, with the Scout Promise to the forefront, is to provide a stimulating program which will assist the boys to learn something of the real meaning of brotherhood and service — that the boy will learn by doing, and discover that the world is a better place for his presence, and that he is all the happier for the service he has rendered. We need to rekindle the torch of service, and hold it aloft that all may see — that the lives of millions of boys, and countless others around them, may be enriched. And so I reiterate: Let us set a target of 75 Million Good Turns to mark Scouting's 75th Birthday in a fitting manner."

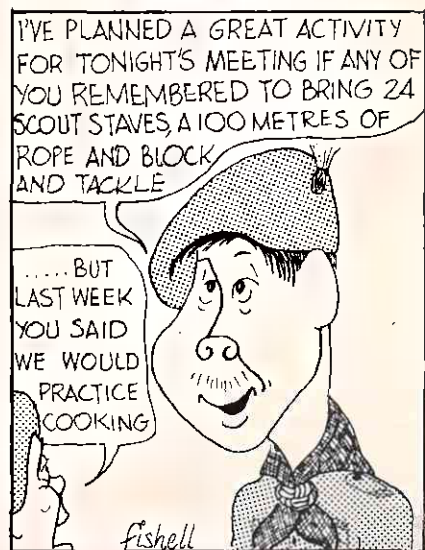
Well? Is this something worthy of our attention? Should we all make a

special effort to provide our members with some opportunities to make meaningful contributions to their community?

Service is the motto of our Rover section; it is one of the experience areas in the Venturer program and it is very much a part of citizenship in the Scout section. It is reflected in the Cub "good turn" and the Beaver "helping to take care of the world".

We at **The Leader** will certainly make an effort to print stories we receive on this theme. An example from Cornwall, Ontario, appears elsewhere in this edition of *Editor's Notebook*.

If the shoe fits.....



In December 1979, the Boy Scouts of Canada in **Cornwall, Ontario**, collaborated with the local L'Association des Scouts du Canada to sponsor a Christmas blood donor clinic. Specially designed crests were awarded to any Scouts who brought in a donor to the clinic. In spite of freezing temperatures, Scouts were easily able to persuade 300 donors to visit the clinic and give blood.

Pictured here, Santa greets donor **Jack Garbutt**, a member of the Canadian Armed Forces while Scouters **Wayne Conway** and **Colin Marshall** (right) look on. The photo is reprinted with the courtesy of the Cornwall *Standard Freeholder*.



We thank **Mrs. Eileen Kent**, wife of one of the Scout leaders in **Igloolik, Northwest Territories**, for the adjacent photograph. It shows the Chief Scout, **His Excellency the Right Honourable Edward R. Schreyer, C.C., C.M.M., Governor General of Canada**, being greeted by an honour guard of Scouts as he arrived in



Igloolik. The Chief Scout, together with **Mrs. Shreyer** and **Commissioner John Parker**, President of the N.W.T. Scout Council, were on a tour of northern settlements. The party seemed surprised and pleased to be greeted by this honour guard and the Chief Scout took time to speak briefly to each boy. This troop of 32 boys and 4 leaders is just one segment of Scouting which is active north of the Arctic Circle.

In searching for resource materials to operate section programs, many leaders like to go (and rightly so) beyond those produced by Boy Scouts of Canada. One such source can be one of the related organizations with which we often share programs, such as the **Canadian Red Cross Society** or **St. John Ambulance Association**. I came across a Red Cross pamphlet recently which outlines eight program packages which may be of use to leaders in Scouting, to broaden or provide variety to regular activities. I've seen a couple of these packages and they seemed entirely appropriate to use with our boys. The pamphlet states that not all of the programs are available in every province so I suggest you contact your local Red Cross office to enquire about their availability in your locale.

The eight programs are summarized below.

One Earth, Why Care? — Teaches youth about the global community and their place in it by direct confrontation with the seven most common misconceptions of the Third World.

Babysitter Course — Teaches youth from 10 to 14 the basics of child care

and safety so they'll be better — and possibly more willing — sitters.

I'm Taking Care Of Myself — A program for teaching young children the importance of health and hygiene.

Bike For Life — Uses a colourful and attractive guide to help children learn the basics of safe bicycling.

Environment Resource Packages — To assist youth in understanding environmental responsibilities and "quality of life" questions through activity and guided research. Separate packages are available for younger and older children.

Playing It Safe — A nine unit instruction program including illustrated aids and comprehensive par-

ticipation sheets on what to do in emergencies involving bleeding, breathing, poison, burns and fire as well as chapters on home community, and outdoor safety.

Safety Is No Accident — An eight unit course based on everyday experience of children; they learn by doing and by exploring the meaning of their activities.

Basic First Aid — For grade 6 aged youth. Four easy to read texts teach how to handle the hazards of life through accident prevention, performing first aid and rescue.

Reginald K. Groome, left, receives an award "as meritorious citizen" from **Quebec Lieutenant-Governor Jean-Pierre Côté** "in recognition of his long and outstanding dedication and service to the youth of Quebec, through the Boy Scouts of Canada". Presented at the 71st annual banquet (see page 20) of the Quebec Provincial Council of Boy Scouts of Canada, at The Queen Elizabeth Hotel, which was attended by over 1,000 persons, it was only the second time the Lieutenant-Governor, honorary patron of the Quebec Council, has made such an award. Mr. Groome, now a member of the World Committee of Scouting, is chairman and president of Hilton Canada and general manager of The Queen Elizabeth. He is immediate past president of the national council of Boy Scouts of Canada and has been active in the Movement from his youth. A

33



Be prepared with **CREST-O-MATIC**

**We're prepared too...to
answer all your needs
for washable and non
fraying crests...**

The CO-527™ vinyl Crests
are unequalled by any type
of crests in the market. So
save money and shorten delivery
time!

We also produce badges
with pins, stickers, pennants,
etc. For free estimate, send
your model with required quan-
tity to:

**crest
o
matic**

2600 Wurtele,
Montréal,
Québec H2K 2R4
(514) 527-9116

**THE largest vinyl crest
manufacturer
in Canada**

The 3rd Asia-Pacific Jamboree

by Norman Dodd

One of B.-P.'s often quoted requests was that "Scouts should leave nothing except their thanks". The 7,000 Scouts at the 3rd Asia-Pacific Jamboree held at Oamaru in the South Island of New Zealand did this in a big way. As a part of a community service required to obtain their "Achievement Award" they turned an 11.5 hectare scrubby field and hillside into a delightful park.

The Achievement Award card issued to every Scout listed more than forty different "New Horizons" which he (or she — there were a few Swedish girl Scouts at the camp) could attempt. These included hectic activities like the "New Zon" Fitness Testing Station, in fact a vicious but extremely popular assault course with a horrible 20 metre mud slide into a gooey muddy pit! There were overnight hikes, a daily train expedition to Dunedin 120 km away, aircraft flights supplied by the local aero club, high speed boat rides in jet powered craft, sailing, canoeing, sea and river fishing, panning for gold, for there is still a little to be found in the streams, and fox hunting with radio receivers. This latter activity was imported from the last World Jamboree and proved very

popular. It is a development of orienteering in which a "radio active source" bleeping every minute or so is located using the receiver, a compass and map. Motor cycling enthusiasts were catered for by the Yamaha Company who loaned trail riding bikes for use by the older Scouts, and horsemen were looked after by a group of local riding clubs who kindly lent their mounts and acted as instructors.

Radio New Zealand obtained a special licence to operate a station in the Jamboree. This permitted the Scouts to speak over the air and to request records from "on site" popular disc jockey Jack Ramsey, a District Commissioner from Dunedin. Although the station had a limited range, suitable items could be re-broadcast over the national network.

It was interesting that the camp branch of the National Bank of New Zealand was staffed by Scouters or Rovers drawn from branches throughout New Zealand. They, like the Scouters who manned the Post Office, wore their uniforms and so were very much a part of the camp. Scouts in New Zealand are encouraged to open their own camp savings accounts, and, using their bank books, can draw money out when at camp. The manager said it worked well even though some Scouts appeared three times a day to draw out one dollar!

Scouts were entertained in homes and made welcome throughout the town. In return many spontaneous "good turns" were carried out — and well reported; cars were cleaned, gardens and churchyards tidied and old folk visited.

Although the ladies were prominent in the Guild, Rovers and Cub sections, so far in New Zealand there are no lady leaders in the Scout section though a lady GSL has been appointed. There are some girls in the Venturers but so far no girl Scouts. The Swedish Girl Scouts therefore caused a good deal of interest, and information on progress on this front was much in demand. One young lady Rover told me that a "poll" was held recently in some Scout troops and there was an overwhelming majority in favour of lady Scout leaders because "they are more reliable than the men!"

With that challenging thought it was time for us to leave the kindly folk of Oamaru with the certain knowledge that at least 7,000 Scouts of the Asia-Pacific Region have discovered some "New Horizons".

Photographs courtesy of The Oamaru Mail.

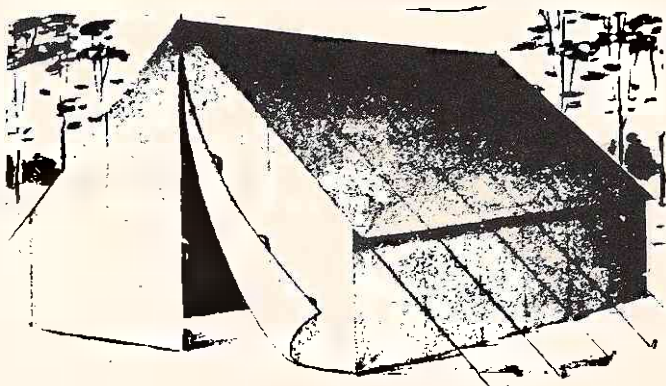


35

The **QUALITY, WORKMANSHIP** and **DELIVERY** that we have to offer you on our **SCOUT TENTS** is very seldom equalled by others. Write or call for our free, current price list.

Canvas Equipment Limited

P.O. Box 519, Cornwall, Ontario K6H 5T2
613-933-2925



'SCOUTMASTER'



MESSAGE
OF
YOUR
CHOICE

YOUR PROBLEM:

Fund raising

THE SOLUTION:

PEN PAK

YOU ONLY PAY
FOR PAKS YOU SELL



If you are planning a fund raising campaign, the "Carrier Pen Pak" is your answer.

The pak consists of three BIC medium point pens (2 blue 1 red) inserted in an imprinted vinyl case. You pay only 52 ¢ per pak and this price includes imprinting a message of your choice on the vinyl case, sales taxes and shipping charges.

Your suggested sale price is \$1.00 per pak for almost a 100% profit.

There is no risk involved since you only pay for paks sold, six weeks after date of invoice and you return the left-overs.

This offer is valid until August 31, 1980 and applies to a minimum order of 300 paks.

Simply fill-in and mail this coupon.

Please ship usCarrier Pen Paks (300 minimum)

☐ Please send sample only.

Six weeks after date of invoice, the buyer agrees to pay for the paks sold and to return the left-overs to: Carrier Pen Co. Ltd. 45 Rideau, Suite 508, Ottawa, Ont. K1N 5W8

ORGANIZATION

ADDRESS

CITY

PROV.P. CODE

PHONE NO. HOME:BUSINESS

NAME

TITLE

SIGNATURE

COPY TO BE IMPRINTED

.....

.....

.....



Orienteering

Over the past few weeks I have had the opportunity to read Steve Andresen's book, *The Orienteering Book* published by World Publications 1977. This is an excellent book that Advisors may wish to keep in a resource library to help Venturers who show an interest in orienteering.

The sport was started by a Swedish Scout leader, Ernst Killander, in 1918 and has since spread throughout the world. As many of you will know, orienteering is a sport in which the orienteer attempts to find a set course in unfamiliar territory as quickly as possible using a topographical map and compass as his/her only guides. Orienteering courses are marked on maps by a series of circles corresponding to actual control points to be visited. These circles are numbered and connected by straight lines to indicate the proper sequence. The orienteer, however, is free to choose any route to travel from one control point to another and the objective is to find all the control points in a faster time than one's competitors. In the author's words:

"The course is marked on the terrain by a series of red and white control markers. The markers are usually made of nylon or cardboard, but any type of marker can be used. In addition to the markers, each control point has a coded punch which the orienteer uses to punch a small card, proving that he has visited that particular point."

It is important to remember that the orienteering course can be made as simple or as challenging as the compass and the running skills of the Venturers allows. Many Venturer companies have access to district camps suitable for orienteering courses since you need a large area for the more advanced courses.

The only equipment required is a good compass and a large scale map of the area, which is probably already available if the course is on existing Scout property. Those setting up the course should ensure that control points are accurately marked on the maps and are visible from about 20 metres in every direction. An orienteering course should be set out with a choice of routes available none of which should be dangerous. The correct choice of route is the most important, not necessarily the shortest distance between two control points.

The sport of orienteering combines physical fitness with skill in map and compass work, two items which are central in many Venturer company programs across Canada. Steve Andresen describes it best, "... complete independence from other people is sometimes frightening and sometimes exhilarating. Complete dependence upon a map and compass may cause a little nervousness at first (but you soon find that a map and compass are reliable guides)."

Forming an image from a map of the terrain and then arriving on the spot to find it exactly as you had imagined, is an almost mystical experience. It's like predicting an event will occur before it actually does, and being right! ^

SCOUTER'S 5 MINUTES & GAMES



B.-P. SAID . . .

Plato said long ago — I think it was in his *Republic* — that the effectiveness of the education of a country could best be gauged by the amount of ill-health and crime in the community. His judgment does not seem very far out today. Education, handicapped by the multitude of demands upon it, is doing its best, but it is here that the Scout and Guide movement can lend a useful hand to help it. It is open to us to take up the physical training more definitely, side by side with our character development of the young, and so to do a national service.

— from *"The Scouter"* November 1934.

Let no man say,
And say it to your shame,
That all was beauty here
Until you came.

— sign in an English park.

God requires a faithful fulfilment of the merest trifle given us to do, rather than the most ardent aspiration to things to which we are not called.

— St. Francis De Sales.

FOOD FOR THOUGHT

When you get what you want in your battle for self

And the world makes you king for a day,
Then go to your mirror and look at yourself
And see what that guy has to say:
For it's not a man's father or brother or wife
Who's judgment upon him must pass;
The person who's verdict counts most in this life

Is the guy staring back from the glass.

— From *South Saskatchewan Region Bulletin*.

Here is a selection of games with an orientation theme which may help develop your boys' powers of observation and sense of direction.

Compass Teaching Game

Cut a circle, two feet in diameter, from $\frac{1}{2}$ " plywood. Divide into 16 equal parts. On one side mark the points of the compass. On the reverse side mark North only. Drill a hole in centre and place a stove bolt through the hole plus a washer to give clearance. Then add a needle of an appropriate size, with another washer so that it will spin freely. The compass needle could be of light metal or wood, coloured to show up well in front of a group of boys.

Have the boys take turns to spin the needle and call out the compass bearing it points to. Then reverse the compass so that only North shows. This time when the needle is spun, the boys should be able to call out the direction it stops at, working from North.

This can be played as a relay game, if a compass board is provided for each team and leaders check which group has the most points right.

For younger boys, a similar idea would be to make a clock face with two hands, to help them learn to tell time.

— This idea was sent in by Cub Master Samuel L. Redstone of Fredericton Junction, N.B.

Pathfinders

Patrols are given a time limit to collect answers to various questions about their neighbourhood, buildings of historical interest, heights of towers, dates of older buildings, numbers of bus routes to and from various points, and perhaps distances to nearby towns. Points could be given for correct answers, graded in accordance with their difficulty.

To THE CANADIAN LEADER Magazine
 Canyouth Publications Limited
 Box 5112, Station F
 Ottawa, Ontario
 K2C 3H4

05/80

Subscription Rates:

Registered Adult Members BSC	\$3.00 per year
Others in Canada	\$5.00 per year
Outside Canada	\$7.00 per year

I enclose money order (cheque) for:

- ☐ 1-year subscription
☐ 2-year subscription
☐ 3-year subscription
☐ New Subscription
 ☐ Advanced Renewal

Name _____

Address _____

City _____ Postal Code _____
 Prov. _____



Have You Helped ?

Street Trail

Two patrols are sent out to follow a circular route in opposite directions. The one first back wins. This can be done on bicycles if preferred. The clues are written on a sheet of paper in the form of disguised names of streets, public buildings, mapping signs, compass directions, etc. All the streets on the route must be included in some form and each patrol must describe their route on return.

— from *"The Scouter"* (U.K.) 1946.

Point Orienteering

The leader takes the troop on a 2 km hike over a selected route. Each Scout is provided with a copy of a map through which the route will pass (can be street map without names) and must mark his position on it each time the leader stops. For every millimetre between his mark and the correct position, he concedes one point. At end of course, the Scout with the least number of penalty points is the winner. Scouts use observation to check whereabouts.

— from *"Scouting in New South Wales"*.

Postcards

Pin up assorted picture postcards of different countries. Number them. Boys list the numbers and guess which countries they represent. Choose pictures with clues.

Country Outlines

A good observation game — trace the outline of several well-known countries, and one or two less obvious ones, onto plain sheets of paper. Go over tracing with a black felt pen. Or silhouettes could be cut from black paper and mounted on a white card. Boys must try to identify country by outline alone.

THOREAU

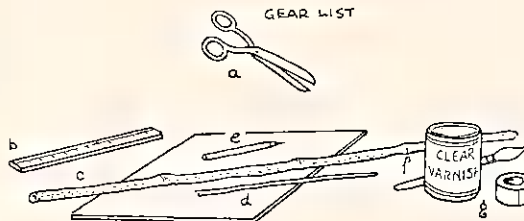
It was a pleasure and a privilege to walk with him. He knew the country like a fox or a bird, and passed through it as freely by paths of his own. He knew every track in the snow or on the ground, and what creature had taken this path before him. One must submit abjectly to such a guide, and the reward was great. Under his arm he carried an old music-book to press plants; in his pocket, his diary and pencil, a spyglass for birds, microscope, jack-knife and twine. He wore a straw hat, stout shoes, strong grey trousers, to brave scrub-oaks and smilax, and to climb a tree for a hawk's or a squirrel's nest. He waded into the pool for the water-plants, and his strong legs were no insignificant part of his armour. On the day I speak of he looked for the Menyanthes, detected it across the wide pool, and, on examination of the florets, decided that it had been in flower five days. He drew out of his breast-pocket his diary, and read the names of all the plants that should bloom on this day, whereof he kept account as a banker when his notes fall due. The *Cypripedium* not due till tomorrow. He thought that, if waked up from a trance, in this swamp, he could tell by the plants what time of the year it was within two days . . . He saw as with a microscope, heard as with ear-trumpet, and his memory was a photographic register of all he saw and heard. And yet none knew better than he that it is not the fact that imports, but the impression or the effect of the fact on your mind.

— from Emerson's *Miscellaneous Pieces*.

John Sweet's CRAFTS FOR CUBS

A GARDEN WEATHERCOCK

GEAR LIST



A GARDEN WEATHERCOCK

You will need: a. scissors
b. a ruler
c. a long garden cane
d. a short split cane
e. a pencil
f. a sheet of thick cardboard
g. clear varnish
h. sticky tape

Choose a cane that has one end free of joints, so that the split cane can be inserted for at least two-thirds of its length. The split cane must turn freely in the hollow cane. It will help if you give both the split cane and the top of the long cane a good rub down with glass paper before you begin.

Make an enlarged copy of the cock (or fox) on your sheet of cardboard. The squares are there to help you. Just mark off your card with the same number of squares and you will find it much easier to get your drawing right.

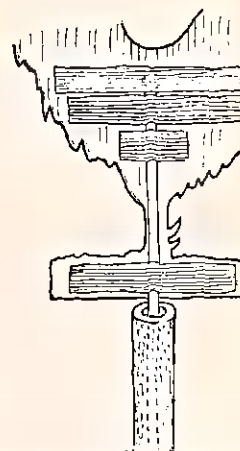
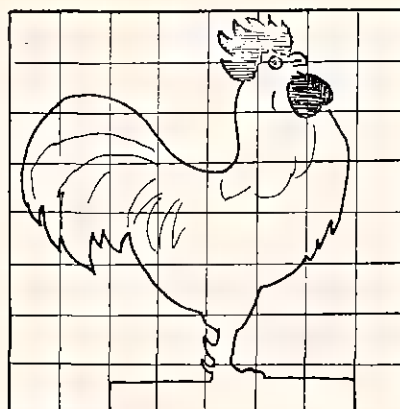
Cut out the shape you have chosen. If you intend to keep your weathercock out of doors for any length of time, it will protect it from the elements if you coat it with clear varnish. Remember to cover the tabletop with a sheet of newspaper.

When the varnish is dry, lay the cut-out face downwards on the newspaper and fasten the top third of the split cane to it with strips of sticky tape. Note that the cane must be much nearer one side of the cut-out (the head) than the other (the tail or brush).

Make sure that the long cane is absolutely upright when you stick it in the ground. (You will soon know if it isn't when you drop the split cane into the tube, because the weathercock will immediately swing round of its own accord — even on a still day.)

Make sure, of course, that you have put your weathercock in a spot which will catch the wind from whatever direction it blows.

If you have done your job well, the cock (or fox) should "stay put" — until the wind blows. Then it will swing round to face it boldly. \wedge



GROUP

GROUP

MOUNTAIN
38th

**NO SPACE
CAMPORÉE**

18th TORONTO CUBS

2914 GROUP

2015 GROUP

A NEW SERVICE FROM CUSTOMIZED T-SHIRTS!

A visual and useful reminder of — Jamborees, Camporees, Groups, Crews, Colonies, Wood Packs, Troops, Camps and all Special Events.

☐ Prices
☐ Designs
☐ Penants

For full information or
Special Courses,
Styles
Colours
Hats
Neckerchiefs

Also —
Delivery
Boy Scouts of Canada
Supply Services

Write: P.O. Box 5151, Stn. F,
Ottawa, Ontario

2914 GROUP