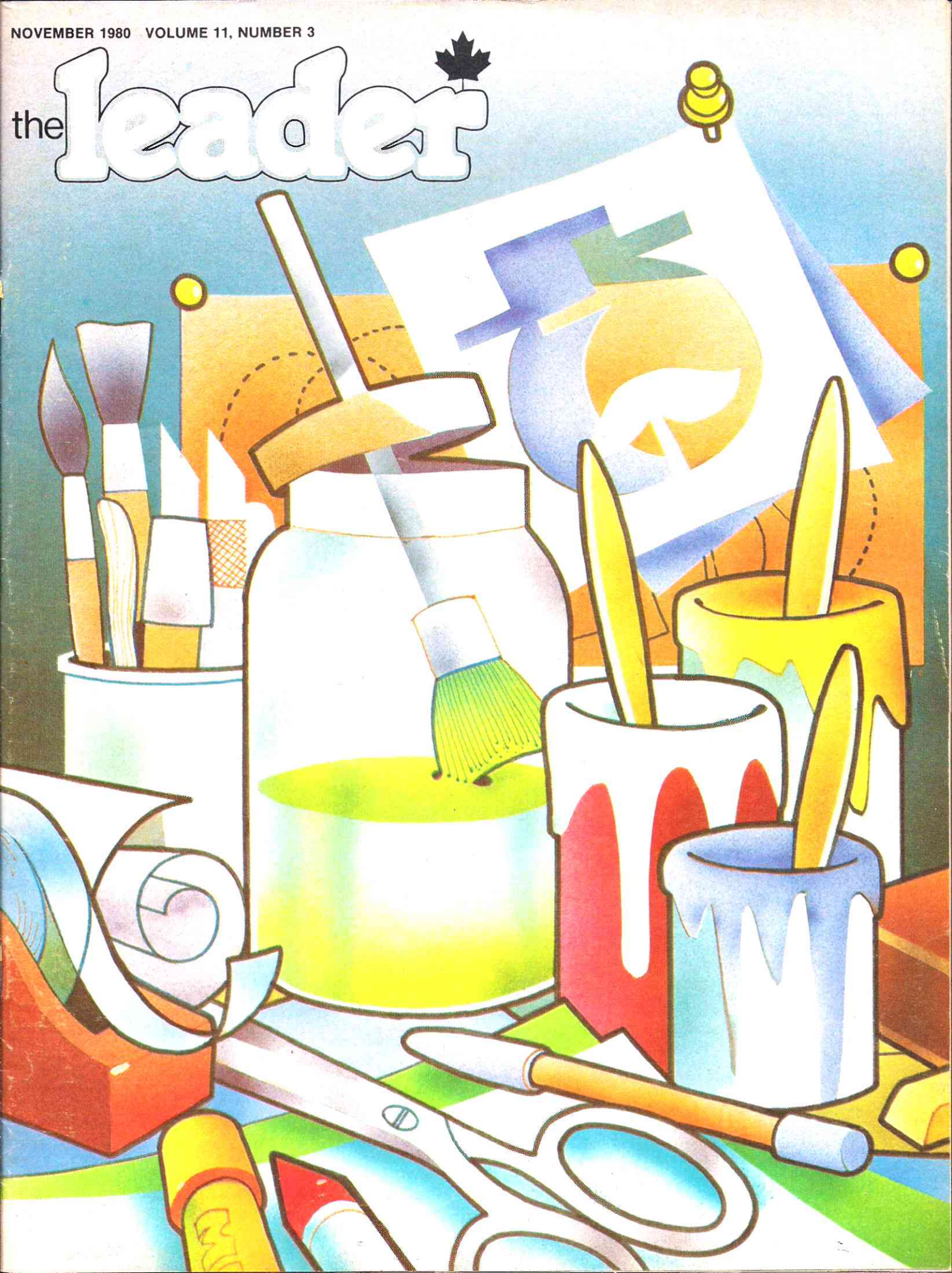


the leader





# Guidelines & Regulations For Winter Camping and Outdoor Activities For Wolf Cubs

by Carl Lemieux

During the May meeting of the National Program Forum, which consists of Provincial Commissioners, Provincial Executive Directors, the National Commissioner and the members of the National Program Committee, the following guidelines and regulations were agreed upon for winter camping and outdoor activities for Wolf Cubs.

## GUIDELINES

Winter can be a time of excitement and fun for Cub age boys. When planning winter activities it should be remembered that an error which may prove inconvenient in other seasons can be disastrous in winter. Proper preparation will reduce this risk.

### Planning

For the purpose of these guidelines, "winter" refers to situations below freezing. A Cub training program for camping and outings must cover:-

- proper clothing
- proper footwear
- personal cleanliness
- keeping warm and dry
- understanding wind chill
- the hazards of metal eating utensils
- winter first aid including symptoms of:-
  - frostbite
  - hypothermia
  - numbness
  - snow blindness.

Stress the importance of observing one another and reporting signs and symptoms to the leader in charge.

Include information about winter conditions peculiar to the region. (e.g., avalanches, high humidity)

### Outings

Plan winter outings to encourage the boys to learn winter skills. Only boys who have been prepared in a winter training program should be permitted to go. When planning an outdoor activity the following questions should be asked:-

- are we prepared in the event of a storm?
- are we prepared for a sudden drop or rise in temperature?
- are we prepared for a serious health problem?

## CAMPING REGULATIONS

The following is a list of requirements that must be met when Cubs camp in heated buildings suitable for sleeping, eating, cooking and games:

- a) At least one of the leaders must be experienced in winter camping.
- b) A minimum of two adults one of whom must be over 21 years of age and one of whom is a Scouter must be in attendance; a minimum of one adult for every six Cubs is required.
- c) Cubs and parents must receive a list of the clothing and bedding required. This gear must be checked by the leader before leaving for camp.
- d) A telephone or similar communication equipment must be available for emergency use.
- e) A vehicle to be used in the event of an emergency must be present on-site.
- f) There must be latrines and indoor washing facilities.
- g) A supply of drinking water must be available.
- h) Arrangements must be made in case of the need for emergency evacuation.

**NOTE:** It is important to ensure that all participants change completely into dry clothing before sleeping.

## WINTER CAMPING UNDER CANVAS

Winter camping under canvas for Wolf Cubs is only permitted under the conditions set by, and with the approval of, the appropriate provincial council.

## RESOURCES

*The Camping Book*, by Boy Scouts of Canada  
*Winter Camping*, by Bob Cary  
*Backpacker or Wilderness Camping Magazine*  
*Outdoor Living*, by Mountain Rescue Association  
*Canadian Scout Handbook*  
*Canadian Venturer Handbook*  
*Scout Leaders' Handbook*  
*Venturer Advisors' Handbook*  
**The Leader** magazine  
Local camping associations/organizations  
Outdoor education associations  
Hiking associations  
Canadian Camping Association  
Other leaders. X

# the leader

The Canadian Leader Magazine

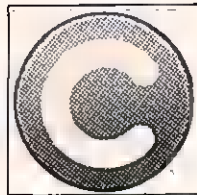
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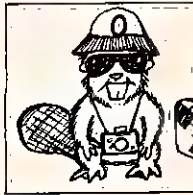
page 4



page 12



page 14



page 20

2

Guidelines  
for  
Winter  
Camping

4

Simple  
Crafts  
for  
Christmas

7

A Year  
Of  
Scouting

8

Going After  
The Mad  
Trapper

11

9th  
Canadian  
Rover Moot

12

On  
The  
Level

14

Scouter's  
Alphabet  
"C"

16

Sharing  
Sharing  
Sharing

17

Brotherhood  
Fund  
Donations

18

Training  
Talk

20

The  
Travelling  
Beaver

22

CJ'81  
Challenges  
For Venturers

25

A Word  
To  
Chairmen

27

Patrol  
Corner

29

Outdoors

31

Venturer  
Log

32

Paksak  
& Beaver  
Happenings

34

Editor's  
Notebook

37

Scouter's  
Five &  
Hints

39

Crafts  
For Cubs

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Editorial and  
Advertising



## COVER

One of the most frequent requests we receive is for craft ideas, especially those suited to younger boys. This month, our lead article suggests a variety of simple crafts that leaders and boys might like to tackle in time for Christmas.

# supply services news

by Bill Johnson

It seems like just yesterday we were looking forward to a nice relaxing summer, and here we are thinking about **Christmas**. That's right, next month brings the joyous holiday season and, unfortunately, it brings back those memories of last minute frantic phone calls for gift items which are needed next week by so many of our leaders. Please folks! put your special orders in to dealers and Scout shops early. They do not carry large quantities of every item so, to be assured of everything you need, give them lots of time to order from us.

Back in 1935 a group of 13 Scouts went out and cut 17½ cords of wood to raise enough **money to buy uniforms**. In other words each boy had 1¼ cords of wood. A full cord of wood, in this part of the country, now sells for from \$60.00 to \$80.00. If boys carried out the same activity today they would have from \$75.00 to \$100.00 to buy the basic uniform. It just proves that fire wood has gone up in price more than our uniforms have.

In the October issue we introduced the new **Song Book Record**. We hope you will consider this item as a Christmas gift. It has already caught on and orders are rolling in from most of our outlets.

We have a new **C.J. '81** item available. An enamelled, five-colour lapel pin of the Jamboree logo. Cat. No. #69-001

Two new fun crests are now available.

No. #03-383 = "Camp in the rain — Save Washing"

No. #03-384 = "Call of the Wild" X

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# SIMPLE CRAFTS



by Betty Rapkins

4

Looking ahead to Christmas we always try, in our November issue, to provide craft ideas you may like to share with your boys. As an ex-craft teacher, I heartily share Judy Evans' comments (see "Crafts for the Uncrafty", The Leader, Oct. '80) on not wasting a lot of time and enthusiasm on items no-one is ever likely to use. As a mother, I too have received my share of "Good heavens, a wallpaper finger-stall — just what I've always wanted!"

But not everyone, among both boys and leaders, can be skilled at craftwork so, this year, I've tried to include lots of simple, fun things your boys might like to give to their folks or their pals for Christmas, or simply enjoy making for themselves. In this way their introduction to craftwork will be a happy, enthusiastic one and they can then perhaps go on and tackle bigger and more expert items with confidence, later on.

## For Young Beginners

### A Hand-printed card (literally)

**Materials:** Coloured card  
Sheet of thin plastic sponge  
Poster paint  
Brush  
Old tin tray or large lid.



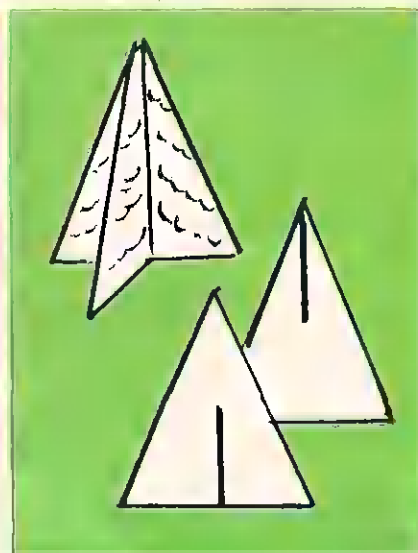
Mix up the poster paint with enough water to make it runny but still colourful. Lay sponge on tray and brush paint into it until evenly absorbed. Fold card in half so that front is a little larger than hand-sized. Now each boy lightly presses his hand onto the sponge and then onto the card. You may want to have a few practice runs on newspaper first. Once a good print is made even the youngest boy could now add the word "Hi" in the bottom left corner. Most can add "Have a Happy Christmas" inside and sign it. Or you could have a special "Greetings" stamp made for this and future

card-making sessions.

It's a nice personal print for mothers to keep afterwards in their "nostalgia collection" but make sure you have plenty of clean-up material standing by to use on all those painty hands.

### A Simple Christmas Tree

**Materials:** Green card  
Scissors  
Glue  
Silver glitter.



It's best to have some blunt ended scissors for younger boys. Simply cut two triangles the same size and slit one half-way through from the base and the other half-way through from the top, as shown. Dab or stroke a little glue on to each piece and sprinkle with glitter, to suggest frost on the branches. When dry, turn each piece over and repeat the process on the back. Now carefully slot them together to form a tree. A little forest of these, in various sizes, would look good on a Christmas party table, or a whole row along Mom's mantelpiece would be decorative.

### A Special Money Box

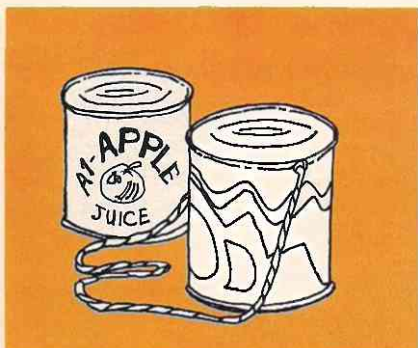
**Materials:** Tin with well-fitting lid  
Metal cutters  
Glue  
Colourful pictures  
Clear varnish.



Young and old alike might appreciate a money box to help them save for that special event. Turn the tin upside-down and carefully cut a slot big enough to take all coins. Cover the sides of your container (a cocoa tin would be ideal) with glue and then stick on suitable pictures. Everyone saves for their vacation so this might be a good theme, using holiday brochures or old, unwanted maps or postage stamps. Finish sides off with a protective coat of clear varnish.

### Tin-can Stilts

**Materials:** Two matching juice cans  
10ft., of 1/4" nylon rope  
Metal punch  
Sticky-backed plastic.



The smaller the boy the more he probably wishes he was taller, so here's an ideal gift for a younger brother. Cover the sides of two cans with decorative plastic and punch two holes on opposite sides of each can, close to the top. (The holes Mom made to extract the juice should be underneath the can.) Cut the nylon rope in half and thread each piece through your two punched holes. Adjust length so that a boy standing on the cans could comfortably grasp the rope. Knot the ends of each rope handle together appropriately.

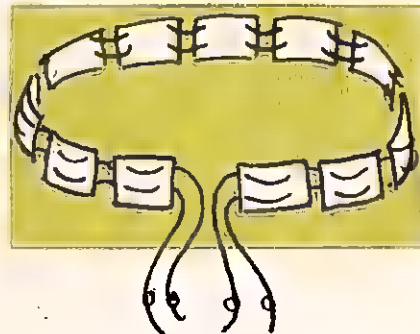
### For More Skilled Boys

Still with simplicity in mind, but more suited to older boys, why not consider leatherwork? This could become a permanent on-going craft for your group because you will need to buy some special tools and to have available a really suitable working surface. As your boys become more skilled you can add further tools and materials to your collection — there are plenty of craft and specialized leatherwork stores these days, to help you choose, plus several good books on the subject but here, to whet your boys' interest, are a couple of easy ideas which require no stitching.

### A Scrap-leather Belt

**Materials:** Scraps of leather  
Punch  
Cord or thonging.

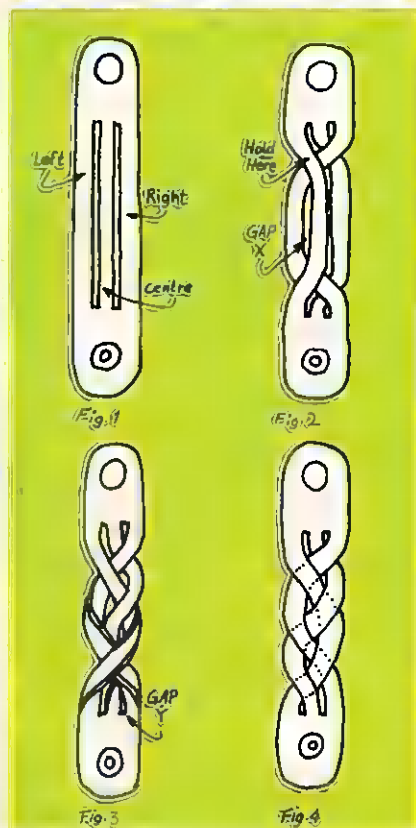
Here's a very simple and decorative belt, as can be seen from the illustration. This could easily be made from small squares or rectangles cut from a discarded leather item or using left-overs from another project.



Cut two cords or thongs long enough to go around the waist of the recipient and with enough left over to tie off attractively at the front. (Twice waist measurement plus one metre would be about right.) Cut matching pieces of leather, punch a hole neatly at each corner, not too close to the edge, and simply thread them together leaving small spaces in between. If you aren't sure of the recipient's waist size, make it roomy and then one or more leather squares can be removed, as necessary, by the wearer. The ends of the thongs could be knotted, to finish it off.

### A Plaited Woggle

**Materials:** A firm worktop  
A cutting board  
A sharp pointed knife  
A metal ruler  
A marking pencil  
Snap fasteners and kit  
Mallet  
Small piece of hide.







If you aren't sure whether you will want to continue doing leather work, most of the above materials will be quite readily available anyway. If at this stage you don't want to spend money on the snap fastener kit, you may find a kindly expert who will fit the snap fasteners for you. Consider too, an old leather belt or purse or a discarded wallet which, although worn, will still give you a woggle-sized strip of fairly thick but supple leather.

Cut out by pressing down hard with metal ruler, and running sharp knife firmly along edge. A tip for cutting curves — draw round a coin or other small circular object. Then use knife in a series of tiny, straight cuts. Hammer pair of fasteners at ends, cut two slits and plait as illustrated.

#### Sand Candles

**Materials:** Paraffin wax  
Wick  
Wicking needle  
Double boiler  
Thermometer  
Dye  
Stearine (optional)  
Sand in a bucket  
Mould.

Fill the bucket with clean damp sand and level the surface, taking out enough from the centre to push your candle-shaped mould into the hole. Remember that the candle's top is now at the bottom end in the bucket. Press the mould into the hole in the sand and then remove it carefully, leaving a well formed shape. Moulds can be household items with pleasing shapes — such as yoghurt containers, milk cartons or even crinkled foil.

Boil water in the double saucepan and add the paraffin wax, a little lump or two at a time, until it has all melted. If stearine (stearic acid) is used add it next, 3 tbsp. per pound of wax. This makes the wax harder and darkens the colour. Next add the dye and heat to 250°F (121°C).

Cut a length of wick slightly longer than the candle and prime it by dipping it into the hot wax and then pulling it straight and holding it firmly until it dries.

Carefully pour the hot wax into the hole in the sand. As the wax cools, it will shrink so stand by with more hot wax to refill the hole as necessary. Now leave it to harden in a cool place for an hour or two. You must now make a hole for the wick by heating the wicking needle (or a metal knitting needle would do), pushing it down through the centre and leaving it overnight.

Next day, carefully dig out the candle, brushing away any loose sand and removing the needle. Insert the wick into the hole and top up around the wick hole with a little melted wax at 220°F (104°C). Allow this to set.

Now carve away areas of the sandy outer covering to create an interesting design. This has proved a very popular craft at many Scout gatherings.

#### A Periscope

**Materials:** A sheet of black card, 31 in. by 11 in.  
2 Small mirrors 3½ in. by 2½ in.  
Sticky tape  
Strong glue.

Carefully measure and mark out your card as shown in *diagram 1*, and fold the card along the dotted lines, to make into a long, open-ended box or square tube shape.

Open out the card again and cut two windows, measuring 2½ in. by 1 7/8 in., as shown in the diagram.

Refold the card into its box shape and stick down the narrow overlap with glue. If the card is springy, you may want to hold in place with a clip at each end and a few rubber bands until it is dry.

On the back of each mirror, attach several strips of sticky tape, as shown in *diagram 2*. Then insert one of these mirrors, right side down, into the inside top of the box, as shown by dotted lines in *diagram 3*. Make sure it is securely attached, then turn box upside down and repeat with other mirror at other end, so both mirrors now face towards the middle of the box.

Hold the periscope upright, look through the bottom window and move it around until you see the reflection from the top mirror. X

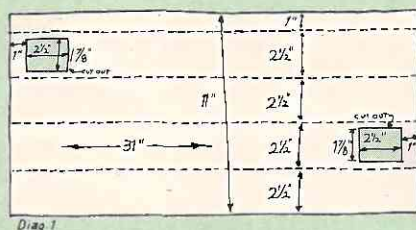


Diagram 1

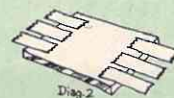
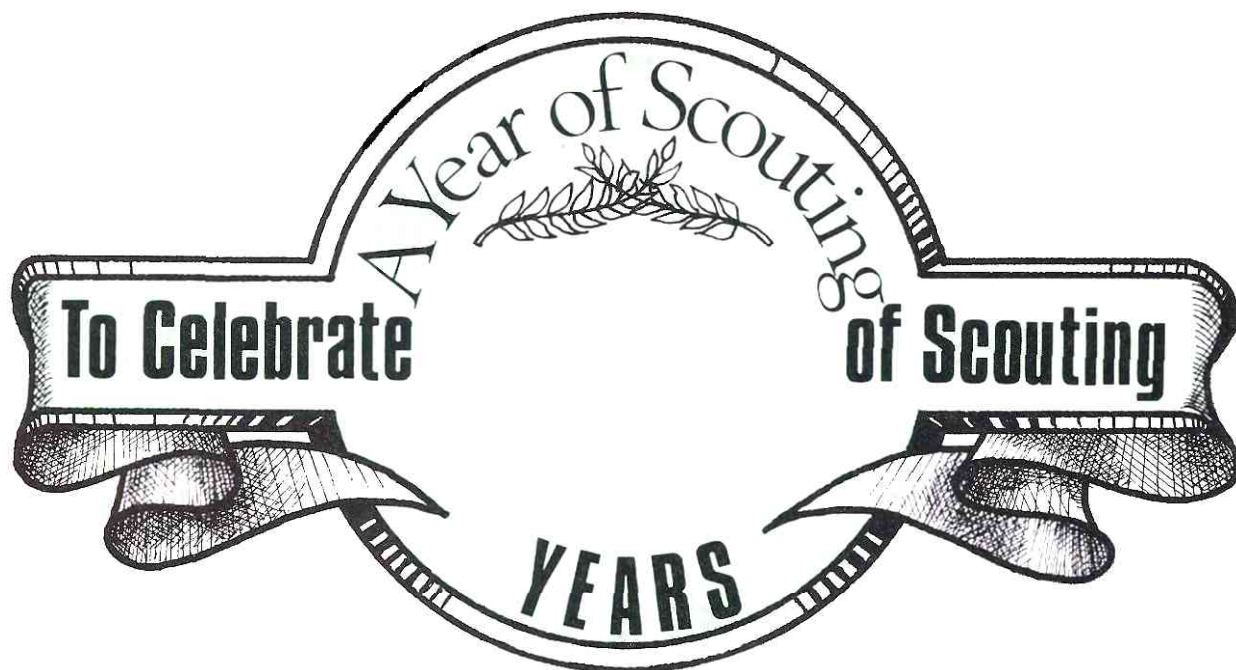


Diagram 2



Diagram 3

(END FLAPS OPTIONAL)



by Robert Milks

February 22, 1982, (which is the 125th anniversary of the birth of Lord Baden-Powell) has been chosen by the World Scout Committee as the start of a "Year of Scouting" in which we will celebrate 75 years of Scouting. This "year", which is actually a period of eighteen months, will end on the final day of the World Scout Jamboree which is scheduled to be held early in August, 1983.

The initial planning for celebrating the 75th Anniversary of Scouting in Canada began early in 1979. In May, 1979, the National Council of Boy Scouts of Canada approved a motion to recognize the 75th Anniversary and a small group was formed to develop ideas for observing the anniversary. An initial list of 30 ideas was developed and this was shared with provincial councils. They, in turn, added another 15 ideas to the list.

The World Scout Committee, subsequently, also approved a motion to recognize this anniversary. Mr. Reginald K. Groome of Montreal, past president of Boy Scouts of Canada and a member of the World Scout Committee, was appointed chairman of their "task force for the 75th Anniversary of Scouting".

In a recent interview with Dr. Lazlo Nagy, Secretary General of the World Scout Bureau, Mr. Groome noted that the World Scout Committee, through the World Bureau, will be producing general guidelines for national associations and that they will be proposing a logo, slogans, posters and other materials which would be developed as parts of a "Basic Information Kit". Mr. Groome said that "the most important aspects of this project remain in the hands of national associations and we will, of course, leave them the final say".

The Canadian task group is now waiting for this Basic Information Kit and the materials it will contain. There are no details on the kit at this time — so it is impossible to say how much of it can, or will, be used. In the meantime the Canadian task group is focussing its attention on how the 75th Anniversary can be designed so that it is considered an integral part of a group's program — not something extra to be added onto the program.

Of the suggestions received to date, many fall into the category of "things". We have a variety of suggestions for the production of souvenirs such as crests, badges, decals, pins and registration cards. It has been suggested that we produce special posters, catalogues, calendars, serviettes and place mats.

Under consideration are ideas of reproducing, as close

to the original as possible, some of Scouting's early books — such as the fortnightly editions of "Scouting for Boys". This would make a beautiful presentation item.

As noted above, most of these suggestions deal with items or things. There are a number of proposals for projects and activities which we would like to share with you, and we ask for your comments on them.

**125th Anniversary of B.-P.'s birth** — basically this will be the launch of our Anniversary Year and be the focus of Scout-Guide Week 1982.

**Brownsea Island Camps** — these would be special camps in July of 1982 — celebrating 75 years of Scouting since Brownsea. Consideration is being given to producing program resources for these camps.

**Groups' re-unions** — some in Canada will be 75 years "young" in 1983 — they, and others, may wish to stage group re-unions in February, 1983. If this were done nationally, promotion could focus on contacting "your" Scout group re your groups' reunion.

**Travelling Museum** — it has been suggested that some material from the Museum of Canadian Scouting be sent, in special cases, across the country — so that more people can see and appreciate our history.

**Time Capsule** — boys would be asked to suggest what should be put into a Capsule that would be opened 75 years from now or in 2057.

**Book of Memories** — all boys and leaders in Canada would put their names into a book — starting in Newfoundland and British Columbia. The two halves of the book would be joined in Ottawa in July 1983.

And, of course, the World Jamboree in August, 1983, and join-in Jamborees for non-participants.

We'd like your input on these ideas and suggestions for celebrating 75 years of Scouting in Canada. Put them on paper and send them to:

**75th Anniversary Program,  
c/o Communications Services,  
P.O. BOX 5151, Station "F"  
Ottawa, Ontario.  
K2C 3G7**



# Going After the Mad Trapper



by Bob Walkington

8

**"The Mad Trapper has raided your camp and stolen your food supplies," read the message to the Mountie patrol trekking through the Frozen Waste. "A secret R.C.M.P. emergency food supply is located near here. To find it, follow these instructions . . ."**

The R.C.M.P. patrol consisted of four Cubs who, along with the other members of their pack, were out searching for the Mad Trapper. Before the search was over, they would be faced with the challenges of harpooning a whale, building a shelter, finding a crashed satellite, rescuing a Mountie from the freezing water and finding their way to safety after being struck by snow-blindness — not to mention catching the Mad Trapper.

Every year the Cub packs in our group hold an Arctic Day, during which we all go out and have fun in the snow while testing our knowledge of simple winter survival techniques. This year, we began our planning by deciding to hold a wide game using the "base" system. We would set up large ovals in the Frozen Waste (a nearby field), and have six bases, each with a different task, spread around each oval. The Cubs would be divided into teams of four or five boys (Mounties), and would visit each base on the oval in rotation. (A little arithmetic will show that, with six bases and teams of four or five Mounties, you can accommodate 24-30 boys on an oval. If you expect more than this number to show up, you will need to set up more than one oval. Each oval will be identical.)

Next, we dreamed up six tasks, all loosely connected with the theme of Mounties chasing the Mad Trapper, and wrote instructions for them in what we hoped was "R.C.M.P. Officialesse". We planned to station an adult, called an Expert Arctic Explorer, at each base to give the

Mounties their instructions and to provide help — as little as possible.

We sent a letter home to the parents, and lined up leaders and parents to be Expert Arctic Explorers. We also appointed Oval Masters, one for each oval, who were generally responsible for keeping things running smoothly. Other adults were to be Field Cooks, since we planned to serve hot dogs and hot chocolate at the end.

We held a meeting after Cubs one night to brief all these people on their jobs, making sure that everyone understood his or her role perfectly. At the meeting we also decided what equipment we would need for the tasks and for the cooking, and assigned responsibility for picking up equipment and buying food.

Meanwhile, the pack Scouters were giving their boys instruction in winter Cubbing, including what to wear on an outing such as Arctic Day, and how to make a simple winter survival kit.

On Arctic Day, as the Cubs arrived we inspected them for proper winter dress, checked their survival kits, and set them to work tramping out the ovals in the snow and hauling equipment to the bases. Meanwhile, the Field Cooks set up their kitchen (a Coleman stove on a wide board), and the Oval Masters and Expert Arctic Explorers received their last-minute briefing. Setting up took about half an hour.

When everything was ready, we had the Cubs divide themselves into Mountie patrols of four or five boys each and sent each patrol to a different base to start carrying out their tasks.

These were their instructions:

**Base 1.** "The Mad Trapper has raided your camp and stolen your food supplies. A secret R.C.M.P. emergency



food supply is located near here. To find it, follow these instructions:

1. Start at the marker.
  2. Follow a north-east bearing for 25 feet.
  3. Then follow a west bearing for 25 feet.
  4. Then follow a south bearing for 25 feet.
- The food supplies were buried here."

The equipment for this base was a compass, a twenty-five foot length of rope, a tin can full of candy, a marker for the start position, and a shovel. The Expert Arctic Explorer replenished the candy, reset the marker, and messed up the Mounties' tracks after each patrol. Most Cubs are a little uncertain about how to use a compass, and they needed some help on this task.

**Base 2.** "You have been travelling for several hours, and daylight is fading. You must build your evening shelter before it gets dark. The shelter must be big enough to hold one or two Mounties."

Equipment was a bunch of old tent poles, some odd lengths of rope and a large plastic sheet. The Mounties erected some structure of their own design and tried to keep it from falling down long enough for a couple of them to crawl into it. The Expert Arctic Explorer dismantled it (if it needed to be dismantled) between patrols.

**Base 3.** "You have been struck by snow-blindness and cannot see. To reach safety, you must find your way by listening to the directions of your Expert Arctic Explorer."

A few tent poles were set up in a zig-zag pattern. Each Mountie in turn was blindfolded and placed at a start line. The Expert Arctic Explorer then gave directions so that the blindfolded Mountie could grope his way from pole to pole until he reached "safety".

**Base 4.** "A Russian satellite has crashed somewhere in this vicinity. You are instructed to locate the satellite and remove its cargo. Put on the snowshoes and trek towards the landmark which will be pointed out to you. When you locate the satellite, remove its cargo and dispose of it in the way you think best.

**Warning:** Leave the satellite where you find it, because it might explode in 30 minutes."

The satellite was a coloured pail with a vaguely Russian sign on it; ours said:

Russian Satellite.  
52nd Cubskis NYET!



It was partially buried in the snow, about 75 metres from Base 4, so that it was invisible from the start point and became more conspicuous as the patrol approached it.

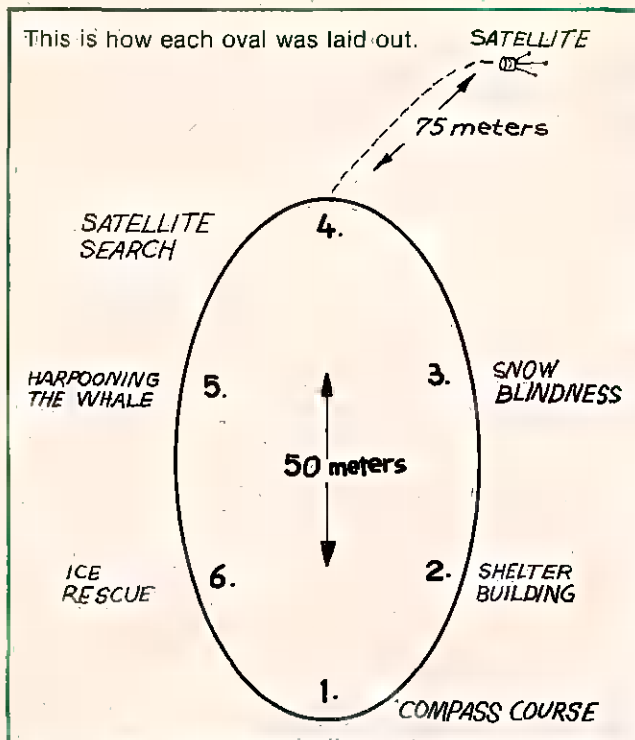
## Making Winter Outings Safe

Here is a list of winter clothing hints to make cold weather activities safer, easier and more fun for you and your boys. Learn them yourself, teach them to your boys and send a copy home to parents for their use. Then, to make sure that your boys have learned the hints — during the cold weather months, instead of inspecting uniforms and finger-nails, check their winter clothing. Do it every week or every second week, and watch their dress improve. (Ed. Note: see also page 2)

1. Clothing will not make you warm. It only helps to keep your body heat.
2. Wool is the best winter material. It helps to keep you warm, even when wet.
3. Keeping your trunk warm also helps to keep your hands and feet warm.
4. Several thin layers of clothing are better than one thick layer.
5. Perspiration will make you cold. When working or playing hard, undo your jacket, or take off a sweater. This helps to control perspiration.
6. Snow pants are okay, but thermal long underwear is better.

7. Wear two pairs of loose-fitting, clean, dry socks (preferably at least one pair of wool).
8. Wear two sweaters. Take one off as you warm up, and put it back on as you cool down.
9. A hooded jacket is best. Wear a hat to cover your ears, even with a hood.
10. Mitts are better than gloves. Two pairs are better than one.
11. Boots should be loose-fitting. In cold, dry weather, non-rubber boots are best for ventilation. Near freezing (in wet snow), waterproof boots are best, but take them off frequently to ventilate feet.
12. Near freezing, everything will get wet, and you will end up colder than if the temperature were much lower. CARRY EXTRA MITTS AND SOCKS.
13. Carry a small knapsack with: extra mitts and socks, a high-energy snack (raisins, nuts, etc.), a plastic garbage bag (emergency overcoat), plastic milk bags (emergency socks), matches, striker, and candle (only with parents' permission). Discuss with your boys what else might go into a survival kit.

— from Bob Walkington, 52nd Ottawa Scout Group, Ontario.



Three Expert Arctic Explorers were used here: two to help put on snowshoes and one lurking near the pail to replenish its cargo with candy.

**Base 5.** "Your food supplies are running low and you must harpoon a whale for food. Each Mountie must take at least three shots and try to hit the whale."

The whale was a large pile of snow a few metres from the base. The harpoons were broomsticks. (This was a very popular task.)

**Caution:** Any harpoon heavier than a broomstick could be dangerous; anything lighter would be very difficult to throw. The Expert Arctic Explorer should make sure that all Mounties stay behind the one taking his turn.

**Base 6.** "One of your party has disobeyed orders and has fallen through the ice. You must rescue him without falling through the ice yourselves. His hands are too cold to hold onto anything."

A hole was dug in the snow. One Mountie crouched in it while his mates rescued him, using the proper procedure: lying flat, making a human chain, each boy holding the ankles of the one in front, and inching away from shore to the hole in the ice. The Expert Arctic Explorer made sure that each patrol understood why they had to do it in this way.

By the time the Mounties had finished all six tasks (about an hour and a half), the food was ready. There's a funny thing about Cubs — no matter how elaborate and exciting your program is, when they get home their parents will ask them how it was and they will always say — "It was great! I had six hot dogs!"

Then it was time to pack up and go home. . . but where was the Mad Trapper all this time?

We saved our Mad Trapper to the end. He was a very large Venturer who had volunteered to be mobbed by about a million Cubs. During the clean-up he came out of hiding and dashed across the field with the Mounties

in full cry after him. They eventually pulled him down and carried him off in triumph, along with the cooking pots and garbage bags.

Your Mad Trapper might not be quite so robust. In that case, you could instruct your Mounties in advance that when they catch sight of the Mad Trapper they are to surround him and force him to give up his loot (more candy).


On Arctic Day it was everyone's job to keep an eye out for Cold Cubs. All adults were briefed to give the following instructions to a Mountie patrol whenever they thought it appropriate:

"The Mad Trapper is a clever, dangerous opponent. To have any hope of catching him, you must be in top physical condition."

This was merely an excuse to get the Mounties exercising vigorously. The Red Star requirement No. 1 exercises, or any others, would be suitable.

A final word about our Frozen Waste: I mentioned that we ran our Arctic Day in a nearby field, but I didn't say what kind of field it was. In summer it is rocky, overgrown with long grass and weeds, with a large muddy patch in the centre; no good to anyone for anything. In winter, with a couple of feet of snow on it, it is a perfect place for Cub activities, and it is only five minutes away from where our Cubs live. Chances are that you have a Frozen Waste somewhere near you.

Bob Walkington is Training Co-ordinator for the National Capital Region and a Venturer Advisor for the 52nd Ottawa Scout Group.



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# 9<sup>th</sup> Canadian Rover Moot

by Phil Newsome

1982 is a Moot year for Rovers around the world and, to help celebrate, Canada will be holding the 9th Canadian (World Invitational) Rover Moot August 10th — 25th, 1982.

The Moot will be held at Camp Wetaskiwin, St. Catharines, Ontario, approximately 176 km from Toronto and 32 km from Niagara Falls.

The Moot theme and program will be based on B.-P.'s book *Rovering to Success*. Although this book is not part of the present Canadian Rover program it is the book that the original Rover program was designed upon. The program committee for the Moot have chosen the following chapters as a basis for the 1982 Moot.

*Rocks You Are Likely To Bump On:*

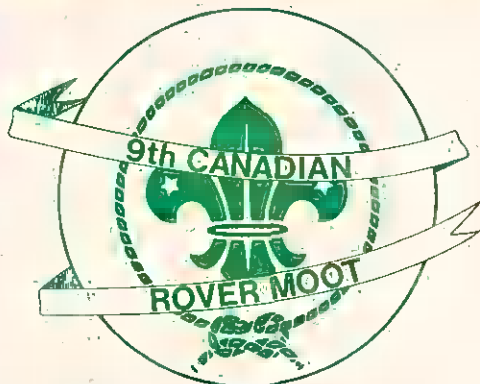
Horses  
Wine  
Irreligion  
Women  
Cuckoos and Humbugs.

As in the past, tours will be part of the Moot program on an optional basis. Plans are now being made to have three days of touring both before and after the Moot. Cost of the tours will be additional to the Moot fee.

The Moot fee has been set at \$160.00 Canadian to cover central feeding, program costs, crest and neckerchief. Crews and individual Rovers attending the Moot will need only to provide sleeping accommodation and personal gear. Feeding will be done centrally with cost built into the Moot fee; no cooking equipment will be necessary.

Individual Rovers or crews who are interested in attending this 9th Canadian Rover Moot are asked to complete the form below and return it to the address given at the bottom of the form. While the Moot is still more than a year and a half away the Moot Committee would like some indication of the participation expected from Canadian Rovers. Now is the time to stand up and be counted. With a year and a half lead time surely most crews can plan on being present at this 9th Canadian (World Invitational) Rover Moot. X

11



**Boy Scouts of Canada  
9th Canadian World  
Invitational Rover Moot  
Camp Wetaskiwin  
St. Catharines Ont.  
Aug. 16th — 25th, 1982**

Please return this form to:

Mr. Boydan Mykolyk,  
9 Jackes Ave.,  
Toronto, Ont. M4K 1E2

## WE ARE PLANNING TO GO!

\_\_\_\_\_ Rovers  
(how many)  
of the \_\_\_\_\_ are making  
(name of crew)  
plans to be present at the 9th Canadian Rover Moot  
in Aug., 1982  
Please send information about the Moot Program  
to the person named below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



As Founder-Members of the TAO Club, this feature has always done its best to foster the "try-anything-once" spirit in its readers throughout the Scout-speaking world, and it is in accordance with this policy that we now draw your attention to the Crown-Grid Locking Device illustrated here. As you see, it is a sort of get-you-there-quick method of throwing the foundation spars of a single-lock bridge over a raging torrent when you are being hotly pursued through the trackless jungle by a horde of hostile tribesmen and have no time to spare for the niceties of orthodox pioneering. Not that raging torrents and hostile tribesmen are essential to this activity. In fact, it might be just as well, less risky perhaps, if you tested the thing first in fail-safe conditions on that convenient patch of waste ground near your meeting place where you usually carry out activities which

cannot be fitted into the confines of the troop room.

The diagram, I hope, will make all things clear. The butts of the six long spars, of course, should be well heeled into the ground and you may find it advisable to spread the outside pair a little to give stability to the structure when some keen but nervous young Scout (lots of them about) is about to have a go.

Do let us know if it works.

#### SCOUTCRAFT FIVE

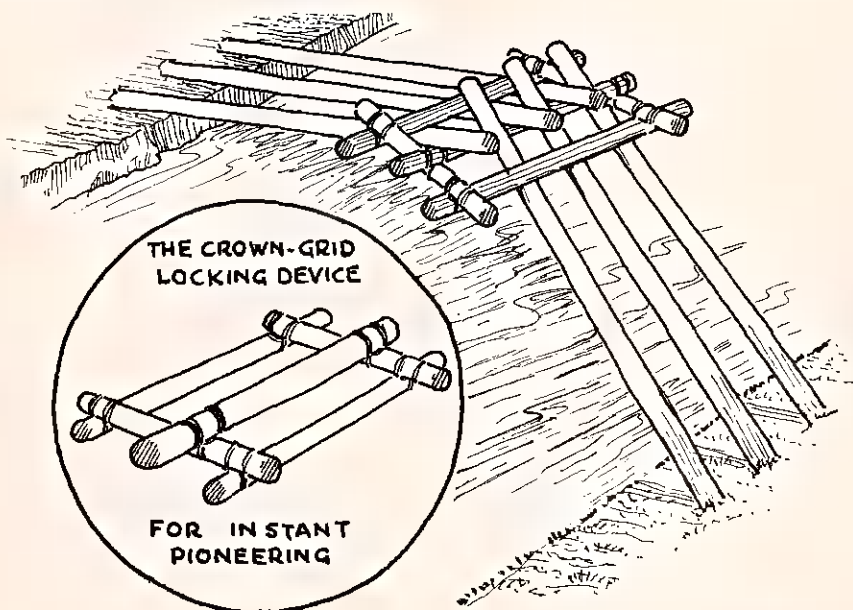
- When making fast with a synthetic rope always leave a long tail and lock your final hitch by opening the lay just below the knot and tucking the tail through it.
- Take as much care of your tent bags as you do of your tents.
- When using a two-handed cross-cut saw the rule is "Pull, don't push". If you cup the whole hand round the handle without engaging the thumbs you won't be able to push.
- Sea Scouts and others who enjoy boating in tidal waters should always know what the tide is doing.
- When sailing a dinghy in broken water, keep the tail of your shirt hitched up under the waistband of your trousers. You will find it a great comfort to have something dry to pull down over a wet behind.
- It is said by shepherds and seafaring men that a bright yellow sky at sunset betokens wind. A pale yellow sky means that rain is coming.
- When selecting a site for your cooking fire in camp, a hillock should be preferred to a hollow.



Try this:

At the next meeting of the patrol leaders' council, each boy should be instructed in one or two simple skills capable of being demonstrated visually, with the minimum of verbal instruction, in not more than 60 seconds: e.g. hanking a 24 foot lashing, making a tucked eyesplice, the handkerchief method of moving an insensible person, the stiff-arm method of throwing a loblino (arm and weighted end of line swinging like a pendulum just clear of the ground, in line with the target and without any kick-up at the back of the swing), the Girl Guide method of tying up a long, narrow parcel, height estimation by the one-in-twelve method, using the handspan to lay off a relative bearing, applying a broad armsling, and so on. The patrol leaders rehearse until they are quite sure they can demonstrate them adequately to the troop at large.

On troop night each patrol leader in turn comes to the podium and demonstrates his one or two skills in rapid succession. The assistant patrol leaders are then handed lists of the skills, which patrols (not in-





dividuals) must try to complete to the satisfaction of the leaders in (say) ten minutes.

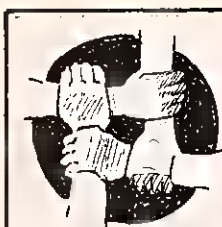
Sufficient gear must be available, of course, to enable several boys to work simultaneously at the same skill and the p.l. instructors should not be above helping a boy in trouble. But on the whole — if your experience of this training technique is anything like my own — I think you will find that it works extraordinarily well.

And what, you may ask, are we trying to prove?

Merely the truth of the old maxim that *Scouts learn by doing, not by watching, still less by listening*; because, in point of fact, when the demonstration period is over, none of them will have mastered a single new skill — it is only when they try to do it themselves that the lesson is learned.

We are indebted to the 36th Halifax, Nova Scotia, for this idea:

Patrols in clumps at one end of the room. At a signal from the Scouter-in-charge they pounce on two of their number and proceed to square-lash them together. They must then carry them with tender care the length of the room and erect them on the finishing line in the form of the Cross of St. Andrew (or St. Patrick if they prefer it). The "Cross" which maintains its balance longest without support is the winner.



TEAMS OF THREE ON STARTING LINE, EACH WITH A LEADER. CALL UP LEADERS, ALLOW THEM A BRIEF GLANCE AT THIS DIAGRAM, THEN SEND THEM BACK TO ORGANISE THEIR TEAMS, SO THAT WITHOUT MORE ADO — AND WITHOUT FURTHER INSTRUCTION — THEY CAN CARRY EACH MEMBER OF THEIR OWN TEAM, BY THIS METHOD, FROM ONE END OF A GIVEN COURSE TO THE OTHER. THE FIRST TEAM TO ARRIVE ON THE FINISHING LINE ARE THE WINNERS. REPEAT THE INSTRUCTION ONCE BUT DO NOT ANSWER QUESTIONS.

"Our Akela," I heard a County Commissioner remark some time back, "has managed to get half of the *nice* little boys in the village into her Cub pack and is now working like steam to rope in the other half of the *nice* little boys. Meanwhile nobody is doing a thing for all the *nasty* little boys".



SIDNEY IS OUR ANSWER TO THOSE WHO SAY WE ONLY CATER FOR NICE LITTLE BOYS

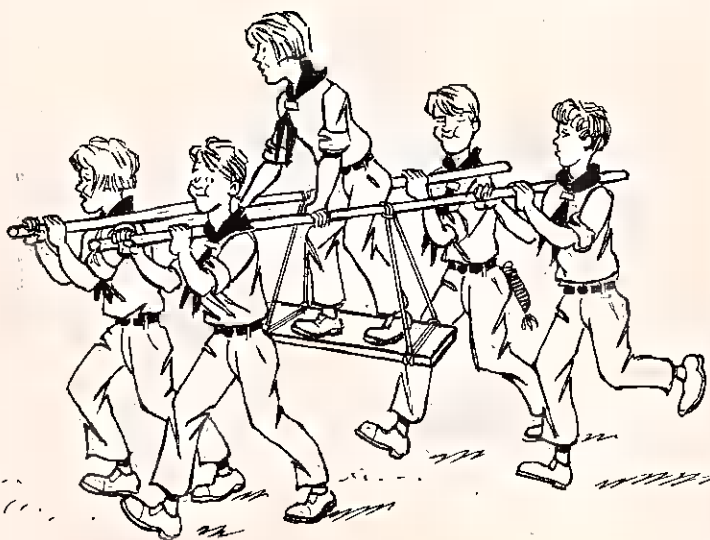
Try this one on your patrol leaders during coffee break at their next meeting:

The idea is to give them a brief specification of some character — for example, "corpulent commissioner" — which they must render down into two rhyming words — "stout Scout".

Here are a few more examples: "simpling youth" (coy boy); "un-trustworthy member of the Cabinet" (sinister Minister); "Her Majesty is seasick" (green Queen); "foolish bowman" (stupid Cupid); "inefficient police officer" (defective detective); "Chanel No. 5" (swell smell); "furious employer" (cross boss).

Do let us know if your boys come up with any good ones.

Tip for cycle campers. Detach the generator from the front wheel of your cycle and fix it to the top of your tent pole, with a wind-operated spinner, so that it can be used to light up your tent.



SLING A BOSUN'S CHAIR FROM TWO LIGHT SPARS AND HOLD A RACE ON A TIME BASIS, OVER, UNDER AND THROUGH A VARIETY OF OBSTACLES, WITHOUT ALLOWING THE CHARIOTEER TO DISMOUNT OR TOUCH THE GROUND AT ANY POINT

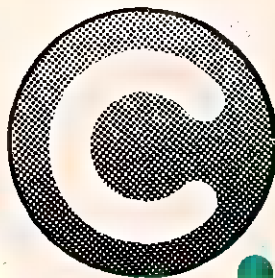
And now a harmless little activity for a wet night in the troop room.

Scouts work in pairs. For each pair, 12 sheets of good quality typing paper, a roll of brown paper gum-strip, six matches, one candle. Place the candles (unlit) in a row on the floor, or on a form, chairs, or what have you, and draw a chalk line on the deck 2.5 metres away. The Scouts should be told that they must carry out this activity as if their lives depended upon it. Speed alone is not the purpose of the exercise. What they have to do is this: Working from behind the baseline, they must light their own candle and then blow it out.

So far as I know there is only one way of doing this and it must be done with the utmost delicacy. Indeed, you can take it from me that if your lads go at it in their usual happy-go-lucky, bull-at-a-gate fashion, they will fail utterly. X

# Scouter's alphabet

by David Goss



and tassel. Don't worry too much how this turns out. Rather, let each boy cut and snip and glue according to his wishes and talents, so it is truly his project. Similarly, let the boys make the eyes and nose out of appropriate coloured construction paper and glue them on. White glue is best for all gluing. Contact glue or rubber cement are acceptable although strong-smelling.

## Mobile Santa

This could be done by Cubs with plenty of supervision, but it is more likely a Scout-age project. However, directions have been laid out for both levels. Begin the project by preparing a pattern for each boy to copy so he can make all the parts needed. Cardboard patterns can be made by enlarging the sketch here, and each

"C" is for Christmas when we have candles, cherubs, candies, carols, churches, cheerful children and crafts. If you don't do crafts with your boys at any other time, you should do some at Christmas. Many boys I have worked with in the Movement still hang the crafts we made on pre-Christmas nights a dozen years ago. Their creations have become like heirloom ornaments and, as each Christmas passes, they become a greater treasure. At first, they shared with parents. Now these same crafts are shared with their children.

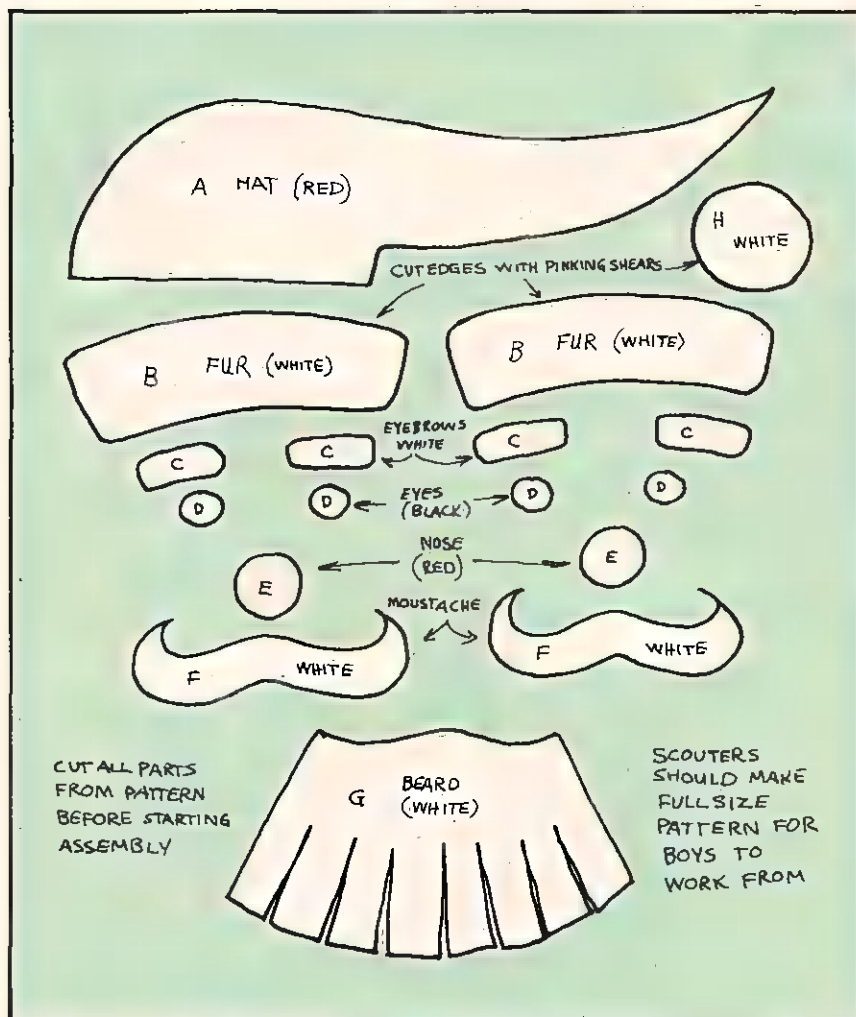
There are dozens of places to get Christmas ideas. Almost every children's and family magazine features articles on suitable projects for children. And **The Leader** always has lots of good ideas too. So, if you don't find something here, visit your news-stand and browse through the Christmas editions of magazines such as *Canadian Living*, *Owl*, *Ahoy*, *Humpty Dumpty*, *Family Circle* and *Woman's Day*, and you're sure to come up with one or more ideas that will suit your boys.

The projects below have one advantage over those you'll find in other magazines though, because they have been done by boys in the Movement and, from personal experience, I know they work and will become keepsakes for the boys who complete them. Have fun and a Merry Christmas.

## Christmas Crafts

### Construction Paper Santa with a Wool Beard

This is primarily a Beaver project. No drawing is given as it is assumed most of you can use a photo as a guide and make suitable patterns for



your Beavers to trace around. Sixteen inches is a good size for the Santa head.

After each Beaver has the head cut out of red construction paper, provide him with wool or cotton batting such as that used in quilt making, so that he can make a fuzzy beard for his Santa, and a hat band

lad can trace his own pieces. Then the gluing and assembly follow with gluing preferably done on one table and assembly at another.

### At the gluing table:

Glue the fur piece B to the red hat piece A. Glue the moustache F to the beard G and glue the nose E about one third over the moustache.



#### At the assembly table:

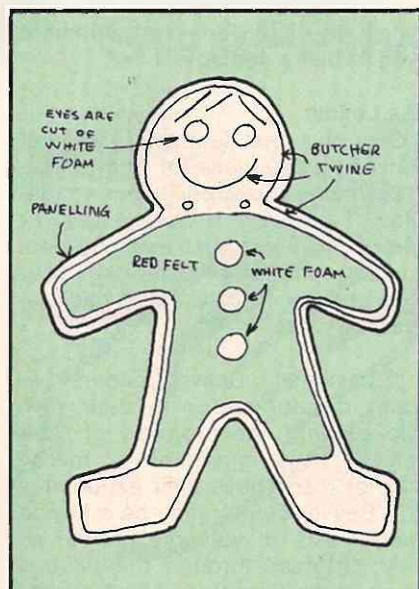
Gather all the pieces previously cut out and lay them out as they would appear when the mobile is hung. On the back of the fur piece B, tape a red thread and, about 2½" below the hat, tape the nose, moustache and beard piece. To the left and the right of the first pieces taped, tape a second and third thread, and to them tape the eye-brow and eyes, so they are in the proper position relative to the hat and beard piece. Keep the tape holding the thread small as it will be covered up by the second eye, eye-brow, nose, etc. Add a foot long piece of thread to the hat piece, making sure it is placed so the entire mobile is in balance, i.e., the eyes, nose, moustache, etc., are in line with one another.

#### Back at the gluing table:

Glue on the second fur piece, nose, moustache, etc., to cover up the tape. Add the tassel and, if desired, sprinkle some glitter dust on the hat and tassel to add a festive touch to the mobile. It is now ready to be hung. After Christmas it can be stored between two flat sheets of cardboard and if this is done it will last for many years as a boy's memento of his time in the Scout Movement.

#### Gingerbread Man

This is a project appropriate to all the levels we serve but, for the youngest, you might have to have all the cutting done prior to the meeting, in order for the project to be completed in one evening craft session. For Cubs, you will certainly have to have the wooden gingerbread man cut out and ready but at Scout level the boy should be able to do all the cutting and assembly in



one session. You know your boys best, so judge for yourself.

**Instructions:** Enlarge the pattern by squaring it off and making a template for the gingerbread man so each boy can trace it on wood and cut it out. Nine inches is a good size.

Using the template, trace a pattern onto panelling and cut out one gingerbread man for each boy, or have the Scouts do this themselves at the meeting. Make a felt coat for each gingerbread man out of red felt and glue it into position with white glue using the sketch as a guide.

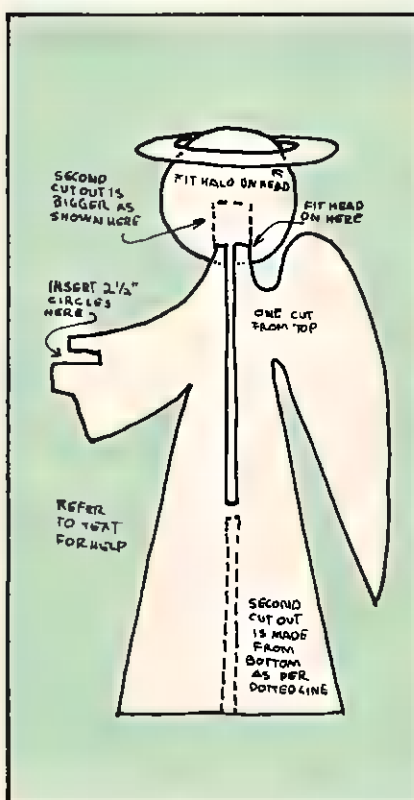
Provide each boy with four feet of butcher twine (heavy string) which he can dip into white glue and then place round the edge of the gingerbread man, somewhat in the way the diagram shows. It need not be exactly as shown. Use short pieces of the twine for the eyebrows and mouth.

Add three buttons and two eyes, all made by cutting small circles out of foam meat trays and gluing them in the appropriate locations.

The holes shown in the face are optional, being used to pass a fine florist wire through to hold the gingerbread man in place on a sprig of evergreens on a house doorway.

#### Cardboard Angel

This is primarily a Scout project but it could be done by Cubs with plenty of supervision.



The angel, halo, discs, etc., are made from corrugated cardboard, which is then sprayed with a fast drying silver enamel. A styrofoam ball can be substituted for the head disc if you have lots of craft money in your kitty but, if not, a perfectly acceptable and low cost project can be completed by following these plans.

Square off and enlarge the pattern to make two body pieces, one slightly different from the other as per the diagram instructions — one is cut from the top, with the bigger one (a longer neck) being cut from the bottom. Make sure these will fit together and stand up before proceeding.

For the head piece, cut a five inch circle and cut a slit in it slightly longer than the neck to enable it to be slid onto the neck of the body. Cut a circle four inches in diameter for the halo and cut the centre out of this

Cut two circles 2½" in diameter for candle holders which fit into the slits in the hand piece. This is optional, as they do not hold well enough to hold candles but look nice anyway.

All cutting in this project is done with X-acto knives or utility knives which must be used with extreme care. Cardboard should be placed under all material being cut to prevent injury to table tops or floors being used as work surfaces. A

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# SHARING SHARING SHARING

"Sharing, sharing, sharing." Each year the Beaver program in Canada seems to be enjoying even greater popularity. Many new colonies are formed and new people are accepting the challenge of leadership in this area. Because there are so many new leaders each year, it can be a help when suggestions are passed along from established groups. The following tips and suggested yearly plan were shared with us by Beaver Leader Wayne Harrigan of Riverview, N.B.

## Planning

Sometimes busy adults are reluctant to volunteer as Beaver leaders because they feel it will require many hours of planning. Our leadership team this year consists of three adults (Hawkeye, Rainbow and Tic-Tac), a Scout (Rusty) and a Cub (Keeo). The leaders met once in September to plan the fall schedule and once in January to plan the spring one. It took a couple of hours each time. A copy of a sample yearly plan accompanies this article. There has to be considerable flexibility

in a plan of this nature, but it does give an idea of the type of program possible. The open meetings are divided among the leaders. This means that in the fall each leader takes responsibility for about four or five meetings; this is not such a heavy burden.

## Songs

TicTac, one of our leaders this year, is familiar with the records by Raffi, a Toronto singer who has produced several very appealing recordings for children. TicTac taught our boys *The Sharing Song* from the Troubadour album, "Singable Songs for the Very Young". Its message is very appropriate (lyrics are printed on the album jacket) and our Beavers sang it for their parents at the Investiture ceremony in November. We have used a number of other Raffi songs.

## Colony Record Book

It is very helpful to keep this book up to date. If one of your leaders takes snapshots, it is not difficult to prepare a well illustrated account of your year.

## Discipline

We have found that a fast-moving varied program does most to overcome problems of this nature. We shy away from shrill whistles and military tactics. Instead we realize that the age span in any colony brings many different attention spans. Many five-year-olds have never attended meetings alone before.

It is important to make each boy feel part of the group. A large part of the enjoyment of working with Beavers is to see the natural exuberance most of them show and to watch the individual development even in half a year.

## The Leader

Over the past few years, a great many valuable ideas for Beaver colonies have appeared in this magazine. If you are a new leader, or your colony has just been formed, contact some other leaders in your area and try to read some back issues.

Occasionally Beaver leaders become discouraged with their own role or with the progress of their colony. It is important to realize that for many boys their experience in a Beaver colony may be a key to many years of valuable growth as they progress through the various levels of the Scouting organization. X

## BEAVERS SAMPLE YEARLY PLAN

SEPT		Registration Brief meeting, parents stay. Introduction to leaders; game	Getting to know you. Ceremonies Game	Lodges Beaver boxes "Friends of the Forest" Chapter 1
OCT	Open meeting (craft) (song) (game) Thanksgiving theme	Outing — visit to a park to collect fall foliage	Ceremonies Practise for investiture	Halloween theme
NOV	Investiture Parents invited Refreshments	Open meetings — continue with "Friends of the Forest" Beaver tails, lodge patches should be made by now		Visitor to colony — a dog trainer told about care of pets, showed tricks her dog had learned
DEC	Open meeting	Christmas theme	—	—
JAN	Show and tell meeting — Beavers bring a toy from Christmas	Open	Winter outing — sliding — hockey game — skating	Open meeting (Investiture for late starter)
FEB	Visitor to colony — a policeman — a yoga instructor — a naturalist	Valentine theme	Scouting Week Church service, perhaps visit from a Cub pack	Open Spring tails could be made by now
MAR	Outing — perhaps to city hall or local TV station	Open	Open	No Beavers — March break
APR	Easter theme	Outing/or visitor	Open	Star Wars Night — program is based on popular characters, etc.
MAY	Outing	Open meeting	Spring hike on a Saturday morning	Open
JUNE	Swim-up to Cub ceremony done in cooperation with Cub pack			





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# training talk

by reg roberts

## TRAINING TOGETHER

During the summer I had the good fortune to participate as a trainer in both of our national training events. Good fortune because in both instances I was a member of training teams that were highly skilled, knew what they had come together to do, had planned well and were fully prepared to meet any eventuality that could arise.

Good fortune because the events were held in Saskatoon, Saskatchewan, where the sun shone brilliantly from clear blue skies almost every day and where the volunteer Scouters and the professional staff were highly supportive and looked after our every need.

And finally, good fortune, because for the first time in my recollection, adult participants from both Girl Guides and Boy Scouts of Canada came together to share a learning experience which proved to be one of the most rewarding events in which I have ever participated.

I am sure some of you are saying: "Well, of course it worked — why would you think it might not, we work with the Girl Guides all the time?" However, in planning to extend the invitation to Guide Trainers to participate in these events, there were some who didn't think it would work — "After all they don't know our program and we don't know theirs and you will have to spend most of your time explaining back and forth."

Perhaps the nature of the course content kept us away from an in depth exploration of each others' programs, because we dealt with leadership skills, with the ways we solve problems, make decisions, communicate more effectively and, in the second

event, we also looked at presentation skills and how to prepare training sessions and how to get along with people in the best possible way.

But as we moved through these events we did learn more about each others' programs and we did learn that our objectives, our purpose in working with young people, is exactly the same. And we did learn that we have the same basic principles and value systems and that we really have much more in common than may first have been thought to be the case.

Together we became wonderfully creative, used our mutual resources, shared each others' knowledge and skills, exchanged ideas and worked together in an extremely supportive manner.

Oh sure, we each blew our own horn from time to time — but never in a competitive way — rather in a prideful way knowing that both Guiding and Scouting came from the same humble beginning to become major forces in the lives of millions of young people and adults too.

We found it easy to laugh at ourselves from time to time; we really had fun together, and we found throughout that we learned much and that our personal growth was significant.

Can one say more about a training event? Well, perhaps — for the measure of success is how well the learnings are shared with others when we get back home. Knowing those who attended these courses I am confident this will happen.

I am also confident that the future is full of promise for more "training together" for Guiders and Scouters not only at the national level but hopefully throughout both of our organizations.

## LEARNING SHOP

I am always hesitant to introduce any more jargon into Scouting than we already have; however a recent article in the magazine *Canadian Training Methods* dealt with a new term that I found interesting and felt that you as trainers would also.

The term is "learning shop" and is defined as a term "that says what to expect".

As trainers you know how difficult it is to get participants involved in their own learning process. The expectations of the trainer and the participants as to how the learning will take place are often quite different.

Participants often come to a training event expecting to be taught — that is talked at in such a way as to be able to sit and absorb all the knowledge without much effort on their part. The trainers on the other hand usually see their role as that of a helper — helping the participants learn by creating situations where learning can take place.

A useful idea then is to think of the training event as a "learning shop" and to use the term in the promotional material that goes out ahead of the event. In this way the participants are made to think about the event and what it means to them, that it is different from a course or seminar and that involvement on their part is an expectation.

With involvement as an expectation conveyed before the event begins, the link to what follows is already established. The trainer is now in a position to ask the participants what they understood the term "learning shop" to mean, thereby setting up a dialogue about the learning objectives for the event and the objectives the participants wish to achieve as a result of attending.

As a result of the dialogue the trainer can summarize the major points discussed under three headings — assumption about adult learning, role of the trainer and trainer expectations of participants. A sample summary could read as follows:

### A. Assumptions about adult learning

1. Adults learn best in an informal setting.
2. Adults learn by doing.
3. Adults have a wealth of experience to share.
4. Adults are concerned about solving problems related to their role in Scouting.

### B. Role of the Trainer

1. To facilitate exchange of ideas, opinions and experience among participants.
2. To provide information.
3. To be in charge of the learning process.



4. To help learn rather than teach.  
C. Trainers' expectations of participants

1. To take major responsibility for their own learning.
2. To be responsible for their own comfort.
3. To provide feedback to the trainer if the learning is not meaningful.
4. To be willing to participate by asking questions, sharing ideas and seeking help.

The content of the summary will vary for each learning shop, depending on the objectives to be achieved, but it should always provide the framework or guidelines for the learning to follow. And the summary should be posted on a sheet of newsprint and remain visible for all to see during the entire event.

Scouting has always believed in and promoted the practice of learning by doing and the idea of participating in "learning shops" is simply an extension of that practice. For the participant it is just like going to the supermarket — you take your buggy and wander the aisles selecting those items you need, passing over those you don't need. For the trainer, just like the store manager, you must make sure that what you put on the shelves is what the customer wants to buy.

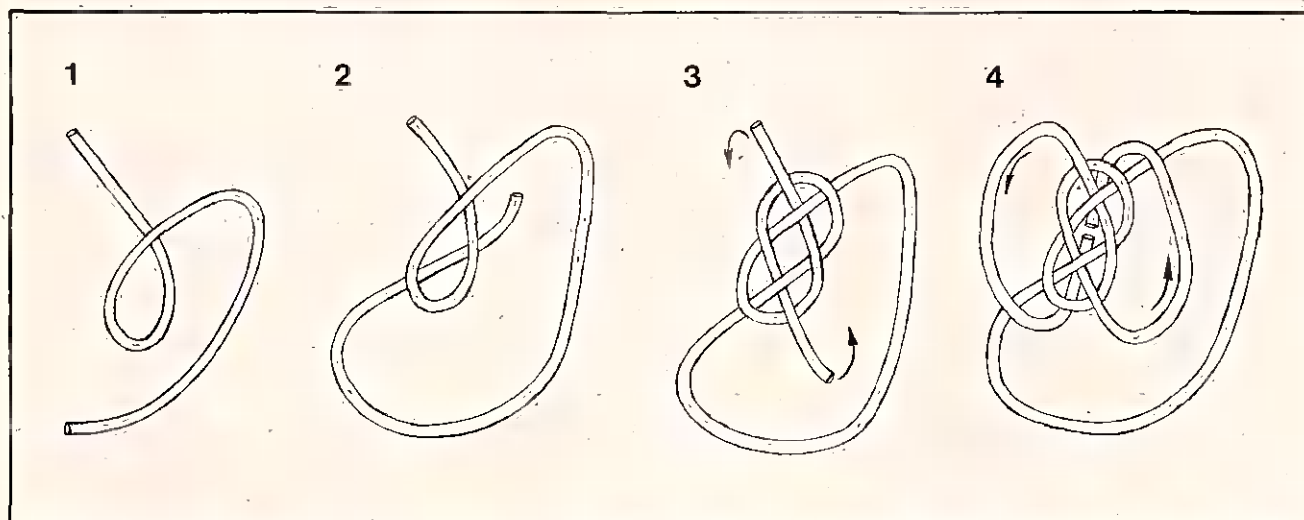
Just as when shopping, the items won't jump off the shelf into your buggy — you have to reach out and take them, so in the "learning shop" participants must involve themselves, must reach out and take what they need rather than have it handed to them. Learning shops — an interesting and practical idea.

## THE DIAMOND KNOT

Years ago when the Wood Badge lace and beads were first introduced to Scouting, the beads were retained on the leather lace by simple thumb knots and the two ends joined together by an overhand knot.

Somewhere in our history the diamond knot also came into use as an alternative to the overhand knot and I recall on the first Wood Badge course I attended having to learn to tie the diamond knot.

Learning to tie the diamond knot is still a practice on some training events and from time to time people ask how to tie it. While the overhand knot is perfectly correct on the Wood Badge lace — if you should like to replace it with a diamond knot — here is how. Remember, though, it takes up a little more lace to tie this knot so your neck opening will be smaller by a couple of inches. X



19



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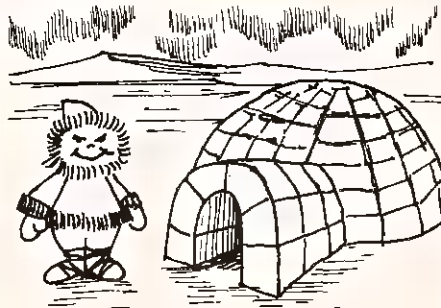
# THE TRAVELLING BEAVER



by Mrs. Dagmar Hamm

For some time Mrs. Dagmar Hamm of the Pierrepark Beavers, Pierrefonds, Quebec, has wanted to share with us some of the good things her group have been doing. In particular, one of the unusual projects they thought up was called "The Travelling Beaver" in which their beaver, a specially made stuffed soft toy, was sent on an imaginary trip around the world. During his travels, they put a lot of emphasis on the language, housing and special characteristics of the various countries they visited. Here are some of the interesting details of the project, as she described them to us.

First, I went to see the Eskimos. A little Eskimo boy said, "Ai" (Hello) and "Hampik" (How are you?) to me and invited me to go hunting and fishing. He also offered me some *whale blubber* as candy but I politely refused — no, that was not for me. All that night I slept nice and cosy in my friend's *igloo*.



From there I travelled south to meet the original Canadians and Americans: the Indians. They invited me to a *pow-wow* and told tales of buffalo hunts. Did you know that the *bison* (buffalo) was as vital as life itself to the Indian because its flesh was his meat, he drank its blood, its hide gave him his *teepee* (tent), *moccasins*, clothing, bed blankets, cooking pot and shield, its ribs made sled runners, small bones furnished awls and needles, its sinews became thread and bowstrings, hooves made glue and gallstones made paint?

The chief invited me to his *teepee* and presented me with a bow and arrow as a friendship gift.



## U.S.A.

I also met "Modern America".

One little boy I remember dreamed he was an *astronaut*, floating with his space ship around other planets high up in the universe. Of course, we spoke English together, as we visited the *skyscrapers* which made me dizzy. But on the ground I nearly lost my tail! Cars... cars... and more cars. Oh, what a fast way to live.

Before I knew it I was in...

## Mexico

"*Hola — buenos días, amigo. Como estas, amigo?*" I turned around and here was this little Mexican boy. We became the best of friends. He took me to his *adobe* to meet his family who were partly Spanish settlers and partly Indian. He gave me a *sombrero* to protect me from the sun and a *poncho* of beautiful colours.



## Australia

After a long journey across the Pacific ocean I landed in Australia. Here the language was familiar to me. I was invited to spend a few days on a sheep farm. My new friend Peter took me to see the *kangaroos*. In the *eucalyptus trees* there were lots of *koala bears*. Did you know that "koala" means "the animal that does not drink"? An *aborigine* (an Australian native) taught me how to use a *boomerang*.

We worked with a lot of different materials, partly from nature, partly odds and ends like wool, egg shells, rice and cork. Clay was used a lot to create some of the animals and plants and, as a base for the project, we used a 4' x 8' sheet of panelling with a map of the world taped to it. Then we just added all the different little things we had made for each country.

The beaver was made specially for the project — a stuffed toy dog was turned inside out, stitched up here and there to get a beaver shape and a leather tail was added so that he really looked quite authentic.

The suitcase for his travels was an empty salt carton, covered with construction paper. A pipe cleaner served as a handle, plus small sticker flags from different countries to give a "well-travelled" look.

All in all, it was a very satisfying project for all leaders and boys too. Don't anybody tell us that Beavers are not capable of absorbing information and knowledge of this sort!

## OUR BEAVER'S TRAVEL LOG

### Canada

A little sad — but eager and excited I started my journey around the world.



## Asia

Another island I visited was Japan just off the Asian continent. The people there bow to each other as they say "*Kon nichi wa*" (good day), "*Moshi moshi*" (hello) and "*Arigatow*" (thanks). When I heard the word "*Keo*" — which means today — I felt a bit homesick.



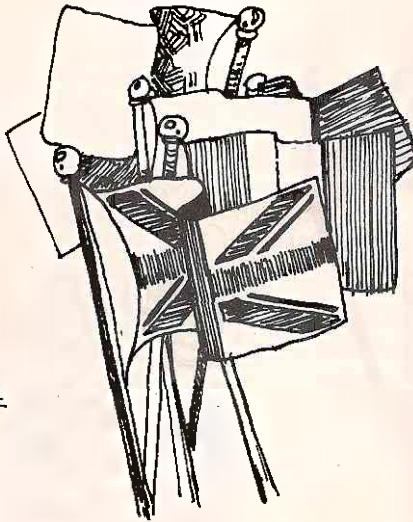
I dressed in a *kimono* with a dragon on the back. I lived in a beautiful *pagoda* overlooking Mount Fuji. I ate a lot of rice and raw fish. Then I took a *junk* (boat) to China.

I arrived at the time of the Dragon Festival and enjoyed the sing-song language of my many friends. They took me to see the Great Wall of China. The legend tells of a great dragon falling asleep against the wall and thereby giving it its jagged shape. I toured the important places in a *rickshaw*.

On my way to India I crossed the Himalayas, afraid of meeting the Abominable Snowman, or *Yeti*. I was relieved not to meet him but in India I was really frightened by a *cobra* who was being played to by a *snake charmer*. It was nice to have come during the *monsoons* (rainy season) but I had to get out of the way of the *sacred cow*.

I noticed that many of my friends in India lived in huts, made of sun-dried mud bricks, with thatched roofs. I heard a lot of English being spoken but the different dialects were too difficult for me to learn.

My next place to visit was the U.S.S.R. Did you know that Russia is the largest country in the world? It is part of two continents, Asia and Europe, with the Ural Mountains dividing it. Russia also has a space program, which started with the *Sputnik* flights. My little Russian friends are very artistic and hard working. I admired the gold and silver *cupolas* (domes) of the buildings, and enjoyed wearing my shiny black boots and my little pill-box fur hat.



## Europe

Finland, Norway, Sweden and Denmark are the Scandinavian countries. The people who lived there a thousand years ago were the *Vikings*. They were great sea travellers in their huge *draken* (ships). The people I enjoyed best were the *Lapps*. They are nomads who travel on *pulkas* (sleds) pulled by *reindeer*. During the summer it is never truly dark and during the winter it is never truly daylight in their country.

I followed the routes of the Vikings and went on to Scotland. I would have liked to have a swim in the cool water of *Loch Ness* but all the tales of the Loch Ness Monster scared me away. My new Scottish friend, Ian MacPherson, invited me to visit an old castle in the *Highlands* where I heard the sounds of *bagpipes* and admired the colours of the *kilts* of the different clans.

In Ireland I only stayed a little while; a *leprechaun* whisked me to London, *England* to see the *Changing of the Guards*. I tried on one of those big black fur hats — but oh boy, was it ever hot underneath! I also visited the birthplace of *Lord Baden-Powell* while I was in London.

An exciting trip on a *hovercraft* took me across the Channel to France and in Paris I went up the *Eiffel Tower*. From there I went on to Holland and since it was spring time there were *tulips* everywhere. Did you know that the word "*Holland*" comes from "*hollow land*"? I learned that *windmills* were built by the Dutch people to pump water back to the sea. I sure got sore feet from wearing those *wooden shoes*, but I rested on the boat that took me up the Rhine river. I will always remember the lovely castles and green vineyards along the Rhine. I stopped off to visit a Canadian Beaver colony in the Black Forest region of Germany.

## Africa

Travelling south I entered the vast jungles of Africa and met some *pygmies*. These little folk seldom measure more than 120 cm. I spent a night in the village hut and after the stories of the *witch doctor* the noises of the jungle animals frightened me. Did you know that there are many national parks in Africa to protect the wildlife? I even had a chance to go on a *safari* in East Africa and I took lovely pictures of elephants, giraffes, lions and antelopes. I really learned a lot about other animals, and also that the *Kilimanjaro* is the highest mountain on that continent. My underground visit to a diamond mine in South Africa was very interesting but I prefer my lodge under water back home.



## South America

This was the last continent on my journey around the world. To go there I thought of swimming across the Atlantic ocean but because I don't enjoy salt water I decided to go by boat. I arrived in Brazil and was surprised to hear Portuguese being spoken instead of Spanish as in the rest of South America. Here are a few words for you: "*Obrigado*" (thanks), "*Bon dia*" (good morning), "*Si*" (yes), "*Adaus*" (goodbye).



I returned home knowing that I had made many, many friends all over the world and was better able to understand and share their hopes and dreams. X



# CHALLENGES FOR VENTURERS

by Robert Milks

The Venturer program for **CJ '81** was developed some eighteen months prior to the Jamboree — that is really being prepared!

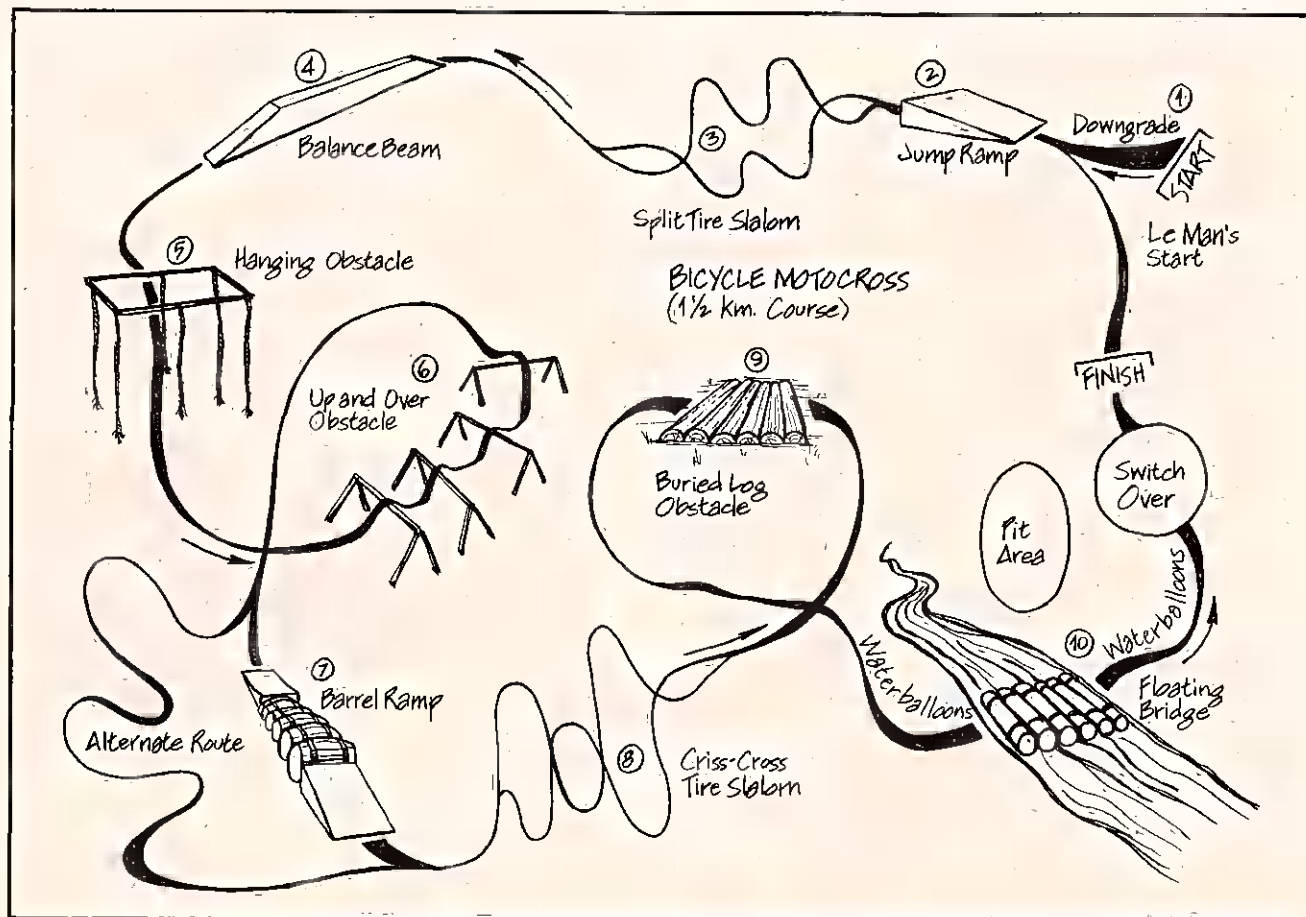
But, on seeing all that is involved in the design and preparation for these challenges, it is easy to understand why so much must be done so far in advance of the Jamboree.

The best example of the need for advance planning is the **Venturer Overnight Hike** — a 36-hour experience in lightweight camping in a unique wilderness setting. It was necessary to design this activity so that on each of the five

departure days, sixty groups of 10 Venturers (3,000 in all) would be able to participate. The Southern Alberta Region has accepted the responsibility for this activity — including recruiting and training the sixty "hike masters" that will be required. A camp was held in 1980 to prepare for this important job.

Another council in Alberta has agreed to operate the equally challenging **River Raft** experience. This involves Venturers in designing and building a raft which they will use to float down the Kananaskis River — which flows beside the Jamboree site. These rafts had better be well-de-

22





signed to handle this fast flowing river or Venturers may find themselves swimming. The local council is arranging to have safety boats on hand to ensure the safe arrival of all participants at the end of the trip — even if all the rafts don't make it.

Again, Alberta hunter safety personnel will be responsible for the **Trap Shooting** area — providing competent instruction and supervision for this popular activity.

While these three activities have been staffed, the Venturer Committee is looking for a number of people to work on the rest of the challenging and exciting activities that will be available to Venturers. They are looking for Scouters, male or female, who have the necessary skills to work on any of the following:

**Canoeing and Kayaking** — Basics will be established with canoes and kayaks and competent instructors are needed for these bases. At least twenty people are needed in this activity alone.

**Archery** — A minimum of ten people who have a knowledge of archery, and can pass it on to others, are needed to staff this activity area. Only with competent instructors will this be a meaningful activity for those involved.

**Bicycle Motorcross** — This is a dirt bike race with a number of obstacles designed to challenge even the most competent bike riders — definitely not for the faint of heart! Scouters will be needed to supervise this activity and to time the teams as they negotiate obstacles such as a jump ramp, and barrel ramp, a balance beam, a criss-cross time slalom and even half buried logs. These timed races will require timers and Scouters with first aid experience.

**Crisis Challenge** — Imagine an orienteering race where instead of check points you come across a variety of realistic simulated accidents. This is an activity designed to test the companies' ability to cope with emergency situations. Two experts are needed as well as Scouters who have a solid background and experience in first aid procedures.

**The Lumberjack Challenge** — will provide the opportunity for Venturers and companies to challenge other Venturers

and companies to see who is the "King of the Camp". The challenges can vary from the rugged pole climb to the fun-filled experience of trying to crowd a whole Venturer company onto a raft that is only 2-foot square. Scouters with experience in pioneering might consider signing up for this activity.

**The Assault Course** — provides another opportunity for Venturers to test each other — to challenge others, as individuals or as companies, to a race over an interesting obstacle course. Because of the competitive nature of this activity, some Scouters with first aid skills are required.

**The Corral** — will make it possible for Venturers to emulate those cowboys that they saw at the Calgary Stampede. All the action is there — including a newly designed piece of equipment to simulate bull-dogging. (Right now I'm betting on the dogie).

**The Catapult** — Imaginative people are needed when Venturers work on this event. The winning company will have shot, or is it cast, a baseball the farthest distance — using a catapult that they have designed and built. A good reaction time and ability to "duck" projectiles would be a definite asset here.

**Pyramid Tower Program** — Definite experience in lashing and pioneering is a must for those Scouters working on this activity — not that you have to build the tower, but giving some competent advice may be required.

**The Great Canadian Boat Race and Whale Hunt** — For those with experience in matters nautical — well, maybe not. (Note: any similarity to the real thing is purely accidental!) Needless to say, this activity is guaranteed to be a real laugh for all concerned.

In looking over the projected activities for Venturers, it is obvious that this Jamboree will be both interesting and challenging.

But Scouters are required to ensure that these activities will operate as projected. If you feel that you have the necessary skills, sign up for the Venturer program. It's the next best thing to being a Venturer and participating in these challenging activities. A

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# A WORD TO CHAIRMEN

(of Group Committees)

by Pat Horan

... about Scouting for Boys with Handicaps

Dear Murray,

Our pamphlet *Scouting for Boys with Handicaps* states "Scouting is for all boys who want it and this includes those who may have a mental, physical or emotional handicap."

As next year is the *International Year of Disabled Persons*, I think it is a good time to review this topic with your leaders who have enquired about this aspect of Scouting.

You and your leaders will be interested in the above pamphlet and in the excellent and comprehensive resource guide *Scouting for Boys with Handicaps — A Leader's Guide* available through any Scout Shop.

Both these resources emphasize that the aim of Scouting for boys with handicaps is to help such boys to help themselves to overcome or minimize their handicaps.

Through stressing what they can do, not what they can't do, Scouting helps such boys to feel part of the

group; gives them an incentive to do things for themselves; helps remove them from isolation and provides them with a greater association with other boys through taking as full a part as they can in regular activities.

To get the program under way and operating effectively, leaders need to learn how to focus on the boy concerned not his handicap; how to search and find out those things such boys can do, not those they can't do; and to see the challenge involved in incorporating such boys fully into their Scouting programs.

How to organize is spelt out in detail in the pamphlet and *Leader's Guide*. Essentially, there are three approaches which, in some cases, may be combined:

- boys are encouraged to join your Scout group and take part in as many activities as possible;
- boys who are confined to their homes may become "Outpost" members of your Scout group and be visited on a regular basis by their fellow Scouts and leaders;
- boys who are in special treatment centres may also become "Outpost" members (or "Outpost" patrols, if there are enough of them), be attached to your Scout group and be visited on a regular basis.

The idea is to *integrate* such boys into regular groups and allow them to participate as fully as possible in all Scouting situations. For example, plans for **CJ '81** allow for the inclusion of such boys.

Therefore, in co-operation with parents and others, Scouting can help such boys not only to live with their handicaps but to work toward attaining the greatest degree of happiness and success possible for them.

Murray, let me know how you and your leaders make out in this challenging venture.

Sincerely,

Pat x

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# PATROL CORNER

by Phil Newsome

## Life Saving Badge

The Royal Life Saving Society of Canada has just completed a review of the requirements in the Canadian Life Saving Program. The changes which come into effect January 1/81 necessitate the following changes in the Scout life saving badges.

The Boy Scouts of Canada Scout badge review task group is still hard at work reviewing all the Scout badges and the task group is aiming for a first draft to be completed by the New Year. In the interim Scouters are advised to acquaint their Scouts with the changes in the life saving badge requirements.

## Bronze Stage Requirements.

1. Demonstrate rescue breathing with a victim of the candidate's choice or with a suitable device in the following situations:
  - a) Victim and rescuer on land
  - b) Victim in water and rescuer on land.
2. Demonstrate the appropriate care of external bleeding.
3. Simulate in the water the appearance of a victim who is a poor or weak swimmer and one who is a non-swimmer.
4. Demonstrate defense methods from front and side. Assume ready position and reassure the victim after each defense. Tread water throughout.
5. Demonstrate a stride entry and a front roll entry.
6. Demonstrate a head first surface dive to a depth of 2-3m followed by an underwater swim of 3m.
7. Demonstrate the ability to perform reaching, throwing and wading assists while maintaining contact with edge or bottom.
8. Perform a rescue with a buoyant aid (approach 20m); encourage victim to safety while maintaining a safe distance and calling for assistance.
9. Swim continuously 275m in the following order:
  - 75m — legs only
  - 100m — front or back crawl
  - 100m — breast stroke or side stroke.

## Silver Stage Requirements:

1. Demonstrate on land the appropriate care of a victim suffering from shock.
2. Simulate in the water the appearance of an unconscious victim and a victim with an injury or cramp.
3. Demonstrate each of the following:
  - a) H.E.L.P. position (Heat Escape Lessening Posture) while wearing a personal flotation device or while holding onto a buoyant object — 3 minutes.
  - b) Front survival for 3 minutes.
  - c) Treading water — 3 minutes.
4. Demonstrate the egg-beater kick to show the basic co-ordination of the leg action. (Arms may be used for support.)
5. Demonstrate a stride entry and a shallow dive entry with suitable towing aids.
6. Demonstrate defense methods from front and rear. Assume ready position and reassure the victim after each defense. Tread water throughout.

7. Perform a rescue of a non-breathing victim in shallow water; return with the victim to the beach, dock or poolside while performing rescue breathing. Untrained bystanders assist in victim removal.
8. Perform a rescue with a buoyant aid (approach 20m); encourage victim to safety while maintaining a safe distance and calling for assistance. Rescuer performs appropriate follow-up.
9. Perform a rescue of a poor or weak swimmer with a towing aid (approach 20m); tow victim to safety showing ability to avoid contact. Rescuer performs appropriate follow-up.
10. Swim continuously 400m in the following order:
  - 100m — legs only
  - 150m — front crawl
  - 150m — breast stroke or back crawl.

## Gold Stage Requirements.

1. An oral or written examination (or both) which identifies the purposes of the practical items included in this award:
  - a) Aims of the RLSSC
  - b) An understanding of the RLSSC slogan: REACH, THROW, ROW, GO, TOW.
  - c) The increasing degree of risk to the rescuer as one experiences more complex rescue situations
  - d) How respiration and circulation work
  - e) Emergency care for victims of: asphyxia, bleeding, shock, hypothermia
  - f) The recognition of various types of victims in difficulty in the water.
2. Demonstrate Rescue Breathing with a subject of the candidate's choice or with a suitable device. Rescuer begins with full, quick inflations and continues with follow-up. Candidate demonstrates adaptations for victim size, regurgitation, airway obstruction, external haemorrhage.
3. Demonstrate in the water, the appearance of each of the following victims:
  - a) Unconscious
  - b) Non-swimmer
  - c) Weak or poor swimmer
  - d) Injured swimmer.
4. Demonstrate each of the following:
  - a) Defense abilities from front, side and rear
  - b) Ability to effect releases from front, side and rear.
 Break contact and assume a ready position at the conclusion of each defense and release. Tread water throughout.
5. Demonstrate a foot first and head first surface dive to a depth of 2-3m or yards. Perform a logical search of a specified underwater area at that depth.
6. Perform a minimum of three rescues in which each of the following are presented:
  - a) A non-breathing victim
  - b) Weak or poor swimmer
  - c) Non-swimmer
  - d) Injured swimmer
  - e) Hypothermic victim.
 At least two rescues must pertain to open water situations requiring a minimum of 20m or yards tow or carry. Situations are to emphasize contact and non-contact rescues, victim care and follow-up procedures.
7. Swim continuously 450m within 16 minutes in the following order:
  - 75m — legs only
  - 175m — front crawl
  - 200m — breast stroke or back crawl.

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# **Outdoors**

Carl Lemieux

## Backpacks

This month I would like to talk to you about backpacks. Before going out and buying a pack you have to decide what purpose you want it to fulfill. There are some packs that are for special types of uses and it would not make sense to pay for features that you don't really need. Essentially there are three types of packs.

### Frameless Pack

This has a single compartment, a body and it may or may not have side pockets. The addition of side pockets is sometimes useful for those quickly needed items and they help to keep things separate. The frameless pack puts a lot of weight on your shoulders. You can buy a hip belt that transfers some of the weight to the hips, which helps in balance. They are less expensive than frame packs. They are good for climbing or ridge walking because your profile tends to be kept very low. There is no frame to give you any problems such as breaking or catching on things. However when you are packing a frameless pack you have to take more care and if you don't have a full load it tends to be a bit uncomfortable.

### External Pack Frame

The majority of these packs ride high on your back, mostly on your shoulders, but again the addition of a hip belt tends to transfer some of the weight to the hips, helping with stability. Most of these packs have side pockets and the advantage of this pack is that they are good for a large load on even ground. The capacity is good and the access to the contents is good. Most of these sacks come off the frame, however. Packs with frames are not very good for ridge walking and during windy weather because of the height.

The construction of the frame is very important. My personal preference is the welded type construction, with various coupling devices. Your best bet is to test before you buy, of course, without breaking the frame. The diagonal stress test (see *January 1977*) is extremely useful in this endeavour. If it doesn't feel strong then it probably isn't.

### Internal Pack Frame

This is the most recent development in backpacks. Most of the frames can be contoured and the straps can be sized to the user's back. They are usually used with a large hip belt and most of the weight is carried on the hips. They are easy to load and pack, and they offer good balance and stability because of the low ride. The capacity for these packs tends to be less than the other two. However, with increased development I am sure the capacity will equal the other two packs.

### Shoulder Straps

Your shoulder straps should be padded and wide. They should be adjustable. In the cheaper models you

will notice a very slippery nylon belting and when you are carrying a heavy load these tend to slip at the wrong time. Check the nylon is not slippery by pulling in the direction of the load and lock. Stitching on a pack is extremely important. You should check the outside and inside stitching. It should be made of durable nylon or cotton wrap nylon. A very important aspect of stitching is that the smaller the stitching (the higher number of stitches to the inch) the better. Check particularly the pack bottom and pocket seams as this is where the majority of the weight is carried. Check for good reinforcement and double row stitching at high stress points where the bag fastens to the frame. The top corners of the pack under the storm flap and zipper endings are also very important points to verify.

### Hip Belts

The hip belt should be well padded. It should be no more than two pieces. However, the one piece is the better model as it permits the pack to move on the hips. The two piece holds the frame too tightly against the back for some people. Most packs come with a two piece but you can buy a one piece and add it to your own pack.

In general, your pack should be waterproof or water repellant and should have a storm flap that is large enough to cover the top of the pack when fully loaded.

The storm flap should have a drawstring on it and holes or eyelets attached to the main body of the pack so that it can be tied securely.

The outdoors, which is the title of this column, has a significant meaning. I found this in an old *Scouting* magazine:

- O**utdoor activity is essential to the spirit and development of a real live patrol.
- U**s as a leader should make sure that your troop has the opportunity to take part in hikes, overnights and camps.
- T**ogether — patrols should get outdoors often. Make a point of having at least one patrol hike or overnight each month.
- D**evelop a tradition for being an all-weather camping and hiking troop.
- O**pportunities for training and progress are greatest outdoors. Your own progress and that of your troop will be most effective outdoors.
- O**ur aim must be to have each member of our troop spend at least 10 days under canvas annually.
- R**ugged Scouting, full of adventure, fun and progress is the main reason for boys joining Scouting. Make sure that you, as a leader, do your share in giving it to them.
- S**pirit of the troop takes root, grows and blossoms outdoors, at camp, on hikes and overnights. X

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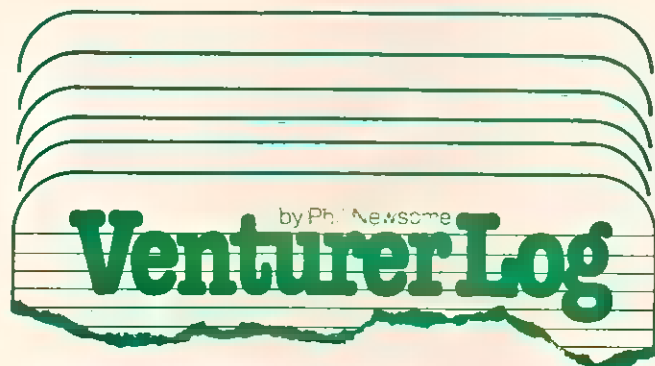


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## Girls in Scouting Update

In the June/July '80 edition of **The Leader** a Girls in Scouting article appeared, providing a review of the National Council task group activities in the collecting of data on the feasibility and effect of co-ed membership on the Venturer program section.

During the past summer the task group has been extremely busy collecting background data on Canadian Venturing through the use of a "Background Data on Canadian Venturer Companies" form. While not all Venturer companies across Canada have responded as yet, we hope to have all forms returned by the New Year. If your Company has not completed its form please do so as soon as possible. Additional forms are available from your provincial Scout office.

Work has now been completed on the questionnaires to be used to collect data from the experimental sections, and the Dalhousie group is waiting to process applications received from the provincial co-ordinators in each province.

The process developed by a Dalhousie University research group requires three groupings of Venturer companies within the experiment.

G<sub>1</sub> — Venturer companies with a present all male membership that wish to remain all male as part of the experiment.

G<sub>2</sub> — Venturer companies with an all male membership that wish to be co-ed as part of the experiment and are randomly selected to proceed by the research group.

G<sub>3</sub> — Venturer companies as above but who were not randomly selected to proceed as a co-ed experimental company.

Towards the end of the project a small sampling will be done within a fourth grouping — those companies that were already co-ed prior to November 1979.

G<sub>1</sub> and G<sub>3</sub> will be known as control Venturer companies within the experiment.

Each provincial council has been allocated a number of experimental and control sections based on current registrations. Both the co-ed and control sections will be registered through a provincial co-ordinator in each province. Each section will be required to meet specific standards and be formed according to established guidelines.

Guidelines for the establishment of experimental co-educational Venturer companies and control Venturer companies as well as application forms to take part in the program are now available from your provincial co-ordinator. Venturer companies interested in more information or application forms may contact their provincial co-ordinator through their provincial Scout office. A



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# packsat

by Carl Lemieux

1981 has been designated as International Year of Disabled Persons. In keeping with supporting such endeavours we received the following from Mrs. Ruby Chatfield of Toronto.

"Every Wednesday at noon hour a group of physically handicapped boys meet for their pack meeting under the leadership of Mrs. Ruby Chatfield and two other uniformed assistants plus two volunteers.

"The boys are in braces, wheelchairs and some are on crutches but a happier group you will not find and the keenest of Cubs. The program that they use is taken from *The Cub Book* with alternatives to suit the boys' abilities. No corners are cut for them because they are handicapped and Stars and Badges are given by a leader on her judgment of the boy's determination and capability, and in conjunction with whatever his problem may be.

"At the present time we have twenty boys, a smaller number than other years, but we hope to increase again next fall. We meet in the gym and come straight there from the lunchroom which only gives us 35 minutes of program time. We open our program with a Jungle Opening, with each leader taking a part. One Cub is chosen to do the Grand Howl and this is rotated so as to give each boy a chance to participate. Following the Grand Howl instruction groups are formed with each leader having four or five boys to take care of. We find working on one Star works best, because of the limitation of the boys, but it is up to each boy as an individual to do his best and complete it. The competition is quite high among the boys. Sometimes the work is done in a circle due to absent leaders and helpers. But all in all the boys

do enjoy working on the Stars and Badges. The school looks on the Cub pack as an extra activity during the day.

"For the Cubs, we have designed some test papers typed up by Akela and taken home by the boys. The parents' cooperation is asked for but the boy's work should be his own, with the least possible help from parents or relatives. The paper is then signed by the parent and brought back to be checked over.

"Cooperation from the swimming instructor at school has been given very freely. Akela discusses what she would like the boy to do over the season and asks that this be kept on record and given to her so she can award the appropriate badges.

"We teach the boys the highway code, basic first aid and knots. For the boy who cannot use his hands he is shown by the leader and then he in turn tells the leader how. They have to do at least five for the test. At the end of the time period allotted to the pack we have a closing ceremony where Badges and Stars are awarded when they have been earned and a prayer, which is a must as far as the boys are concerned, is said. On May 28 the closing meeting for the season was an exciting one for the Cubs. Badges were given out and two awards to assistants for good turns done for the group. The climax of the day was the serving of hot dogs, cookies and orange drink. A very happy meeting came to a close and a good season of work done by the boys.

"Akela and her assistants find great satisfaction in working with the boys. It is surprising and an inspiration to never see an unhappy face among the boys, no matter what the health problem is. In case you may think it is all work and no play we set aside one day a month as a fun day for games and handicrafts. As a matter of interest, the number of years of service among the leaders totals 103 years which is quite a record. Unfortunately we do not have Scouts anymore. We have tried to begin a troop again but there are too many other activities going on at lunch break for the older boys. Possibly next year we will be successful." X

32



Here is a little song from Eleanor Newsome of the National Capital Region.

Tune of Frere Jacques:

We are Beavers, we are  
Beavers  
Having fun, having fun  
Playing games together  
In any kind of weather  
Sharing too, sharing too.

It seems as though this has almost become the 11th "B" colony song

and they are sharing it with other colonies in the area. Eleanor gives us an added little note, and says to use "lodges" and sing it as a round.

Here is a story from Mrs. Chris Clark of the 3rd Rochingham Beavers in Halifax, Nova Scotia.

In October the leaders decided to use the Beaver Law, Promise and Motto as their theme for the coming months. We have done a great many things such as clean-ups, good deeds, but our two major items had to do with Sharing. In October we started a "Sharing Bottle". Each week the Beavers were to bring extra money for the bottle. They did not ask their parents for the money but brought it from their own spending money. The boys were not pressured to bring money for the bottle, but they did a great job. Our sixteen boys raised over \$20.00. During our last Beaver meeting we donated the money to Rainbow Haven, a camp for under-

privileged children.

Another sharing project was our Christmas party. Instead of exchanging gifts each Beaver donated a good item to a sharing basket. The basket of goodies was given to the Halifax Kiwanis Club who then gave it to a needy family. We believe in practising the Law, Promise and Motto and we hope the boys will continue this as they swim up to bigger and better things.

With Christmas right around the corner here is a great way to keep the interest of Christmas alive and for the children.

Plan an evening where the boys can write to Father Christmas in Oslo, Norway. It seems there is quite a group of people who have taken the time to keep Christmas for the children and they answer all these letters individually. The letter simply has to be addressed "Father Christmas, Oslo, Norway." X



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## EDITOR'S NOTEBOOK



**Ed Abeele, A.D.C. Scouts for Wellington District in Guelph, Ont.,** researched some of our back issues recently and came across a story about the Great Egg Race at the Toronto Science Centre. (See **The Leader**, January '78.)

This started him thinking that this would be a great idea for Scouts. Further research eventually brought about Guelph's "First Annual Egg-Mobile Race" during Scout-Guide Week 1980.

Rules, regulations and specifications were worked out, the aim being to transport a raw egg over a given course by means of a vehicle propelled by a rubber band.

Each of the 20 participants was required to build his own vehicle from whatever materials he chose. However, each was supplied with a No. 10 elastic band as a power source and a raw grade A large egg as a payload.

The course was a smooth level surface 40 feet long by 4 feet wide with a ramp at each end. Ramps were 4 feet wide and 4 feet long X 6" high.

Vehicles had to be self-starting from a dead stop. (Ed: from a point on one of the ramps by the look of our photo.)

Race officials measured the distance each vehicle travelled back and forth until it came to a stop on the level part of the course.

A vehicle had to remain on the course until the finish of the run with the egg still intact.

Each participant had three attempts and the longest distance out of the three was scored.

There were three categories of competition: the greatest distance by a Scout; the total average distance covered by a troop including leaders; and the most original design.

On the day of the event, the participants took their vehicles to a pre-arranged site at one of Guelph's shopping malls where they formed part of Scouting's Scout Week display.

Also on view were the trophies fabricated from wooden plaques and the egg-shaped tops of a brand of pantihose containers.

A sign beside the track explained the general rules of the race so everybody could understand what the objective was.

Organisers were pleased with the turnout and the proceedings of the event.

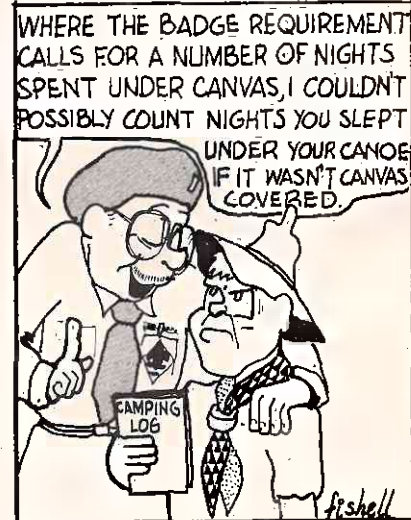
**Scout Anthony Abeele** won the distance category with an Egg-Mobile which travelled 97 feet.

Ed would like to see this become an annual event with competitions between Scout groups on a province-wide and even a nation wide basis.

If any Scout troop is interested in further details, please feel free to contact Ed Abeele at Wellington District Scout Office, 50 Crimea Street., Guelph, Ont., N1H 2Y6. He would appreciate a self-addressed stamped envelope.

We have written to Ed asking him to share with us one or two sample designs for Egg-Mobiles which we hope to share with our readers in a future issue.

**If the shoe fits.....**



Visiting groups of Scouts and leaders from Canada and abroad are a common sight around Boy Scouts of Canada National Headquarters during the holiday season and this summer was no exception.

Of particular note was a group of 54 boys and 10 leaders from the **1st Banchory Scout Troop in Kin-cardineshire, Scotland**. This smart







looking group in kilts got a lot of attention wherever they went.

After a few days of home hospitality in the National Capital Region, the boys and leaders travelled to Toronto's Scout camp at Haliburton, where they had a ten day introduction to Canadian black flies and mosquitoes — an experience they will never forget.

Following the camp they were treated to another few days of home hospitality in the Credit Valley Region during which time they made a day trip to Niagara Falls, where they were hosted by Scouting families in the Niagara District.

In order to make this expedition the group spent two years of hard work to raise money in a wide variety of imaginative fund-raising activities.

**Expedition Leader Graeme Wilson** has asked us to extend, on behalf of all the Scouts and leaders of the 1st Banchory Troop, thanks to all Canadian Scouts, leaders and parents who they met during their visit.

Graeme writes "The success of the expedition was due entirely to the tremendous support we received from everyone involved in Scouting in Canada and the unanimous comment from everyone who was on the trip was that it had been a great privilege for us to have visited the beautiful country of Canada and to have met such an excellent representation of your Scout Movement."

We have learned that there are already a couple of Canadian groups exploring the possibility of a trip to Scotland.

There are many adults who are anxious to continue their service to Scouting but do not have the time to become totally involved, as is necessary for a full time Scouter.

**The B.-P. Guild** is one way to continue service on a more limited basis.

Guilds are constantly on the look-

out for ways they can be of service to Scouting. A few of these include: responsibilities at campsites for church altars, memorial stations, campfire circles, buildings and various shelters; assisting at camps and jamborees; establishing funds to assist Scouts in various ways; assisting at Scout troop and Gilwell reunions; apple days; regional council community projects; and regional fund raising. Guild members also take an active part in collecting and processing stamps for the International Stamp Bank, service Scout archives at the provincial and regional levels, act as badge examiners and judge Scouting displays as well as the cataloguing and indexing of regional libraries. Many Guild members serve as members-at-large on provincial and regional councils, camp committees, training sessions, etc. In addition a few community projects include conducting Easter services, organizing United Way walkathons, building and maintaining "courtesy" benches, etc.

As many Guilds include men and women who have been friends in Scouting for years there are also

social functions, some associated with service projects. There are BBQs, theatre parties, bowling outings, carol sings, dances, field trips, etc., you name it — all in the Scouting spirit.

For the many individuals in situations where forming a Guild is difficult, the Canadian Council of B.-P. Guilds has recently organized a Central Guild to keep them informed of Guild happenings, until a Guild is formed in their home area. Guilds are growing slowly, the latest being formed in Swift Current, Saskatchewan.

Anyone wishing information on forming a Guild or on becoming a member of the Central Guild should contact the **Canadian Council of B.-P. Guilds, W.D. Touzeau, 1447 54th St., Delta, B.C. V4M 3H6.**

Every two years the **Vancouver Coast Region Scout Council** holds a "Hikathon" both as a family participation event and as a fund raising exercise.

This year's event took place on a Sunday in April when nearly 5,000 participants joined in the hike around the Stanley Park Seawall. Over half of these hikers had pledges on their walk totalling approximately \$43,000. One third of this money went back to the participating groups.

Besides being a good fund raiser, this event is an A.1. public attention getter.

The "bed gimmick" from East Howe Sound District caught the attention of the local media. X



Photo credit: The Vancouver Province

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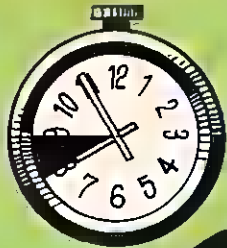
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# SCOUTER'S 5 MINUTES & HINTS



## PACK SCOUTER'S SURVIVAL CHECKLIST

- 1. When the boys won't pay attention and you feel like blowing your top, count to ten, then blow your top!
- 2. So you tied the flag on upside down. Smile knowingly, give five points to the Cub who spotted it and a lecture to the others on being unobservant.
- 3. Accept the boy for what he is. If that's impossible just be thankful he isn't *your* son!
- 4. Learn to laugh at yourself. The Cubs probably think you're hilarious anyway.
- 5. Too many Cubs and not enough leaders? What a compliment. It must be *you* they like!
- 6. When everything goes wrong remember Job. At least you don't have boils.
- 7. If maintaining your dignity concerns you ... quit!
- 8. So you feel like a failure next to the hot shot running the pack next door? Relax ... he's probably got ulcers.
- 9. Your spouse has threatened you with divorce if you don't slow down? Slow down... fast!
- 10. Forgot the Cub Promise while investing a new chum did you? Blame your diet.
- 11. Remember you *are* human, no matter what the boys might tell you.

- • Save inner cardboard tubes from kitchen and toilet rolls, stuff with waste paper and use as firelighters.

- • Cut a rubber glove, when discarded, into thin strips to create varied rubber bands.

- • Did you know that the egg white left in empty egg shells makes good glue? Use it for scrapbooks, etc.

- • Stick interesting coloured pictures from magazines onto cards and cut up into jigsaw puzzles. Store in a plastic bag.

- • If you spill anything onto clothing it is always best to try and remove the stain with *cold water first*. Hint from a dry-cleaning expert who says too many people rush to rub chemicals or hot water into spot and thus "fix" it forever.

- • If you are painting and have some paint left over, put lid on *firmly* and store upside-down. Then, if a skin forms on remaining paint it will be at the bottom when you re-open the tin.

- • The next time you wonder what to do with your boys, why not try some of the local amenities — the kind of things tourists to your area do? Have you ever been on a local boat trip or to the top of your highest building?

- • When using a bucket for a messy job, line it with a plastic bag which can be thrown away afterwards.

- • The best way to clean windows is to use wet newspaper, followed by dry newspaper.



## Have You Helped ?

- A large sheet of plastic, carried on long trips, is useful in many ways — from ground sheeting to an impromptu tent. Similarly, always carry a folded plastic bag for taking home interesting finds, for carrying water in emergencies, etc.

- Do the handles get hot on those old cooking pots you take camping? Buy plastic coated fuse wire and make a neat job of winding it all along the handle, tucking the ends in.

- Enjoy scrambled eggs but don't get stuck with a hard-to-clean pan. Rinse it out with cold water first and leave a very thin layer of water in the bottom before adding egg. Hey presto! Easy to clean.

- To separate egg yolks from the whites, crack egg into a saucer. Turn an eggcup upside-down over the yolk. Tip off white into a basin.

- Take the backache out of washing messy pans by always filling used pans with cold water straight away.

- When popping corn, you'll get the best results if you place corn in the freezer for a day, or as long as you can, beforehand.

- Save your used eggshells in a jug of water. In a few days it will be ready to use on your indoor plants, as the resultant liquid makes a good plant food.

- Now let's hear some of your favourite quick hints for better camping, cooking, cleaning.

Hints — page 606



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12. So what if you lost your cool on parents' night? At least nobody thinks you're dull!

13. Running a meeting is a breeze? You're in trouble. Go take a training course.

14. You had to cancel summer camp and nobody loves you? Sure they do. Just ask who's coming back to Cubs next year!

— Our thanks to Judy Evans.

### A SCOUT'S PRAYER

We have hiked along life's pathway,  
Our packs upon our backs,  
We have pitched our tents and rested  
Here and there along the tracks.  
We have used our compass wisely  
To guide us on our way  
And hope to reach the campsite  
Of our Great Chief Scout some day.

We have tried to be trustworthy —  
Kept our honour high and clean,  
We have been as loyal as any  
To our Country and our Queen.  
We have done our best at all times —  
Kept our Promise — been prepared,  
And hope our good deeds please Him  
When at last our souls are bared.

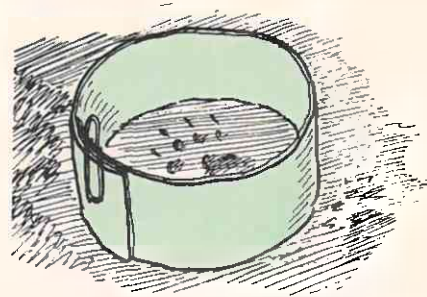
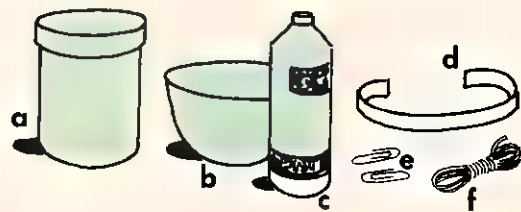
We have lightened others' burdens,  
With our smiles along the way,  
We have kept our hand in God's hand,  
Walked beside Him day by day.  
And when our span of life runs out,  
We'll make this gentle plea —  
May we sit around His Campfire  
At the Final Jamboree.

— from "Scouting in New South Wales".

Scouter's Five Minutes — page 476



# John Sweet's CRAFTS FOR CUBS



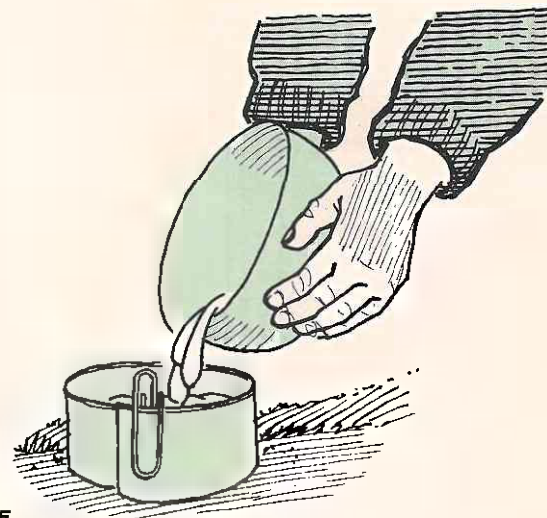
## PLASTERCASTS

You will need: a. plaster of Paris (dental plaster is best)  
b. a bowl and spoon to mix the plaster  
c. water  
d. a strip of fairly stiff paper or card 5 cm wide by 30 cm  
e. a wire paper clip  
f. string

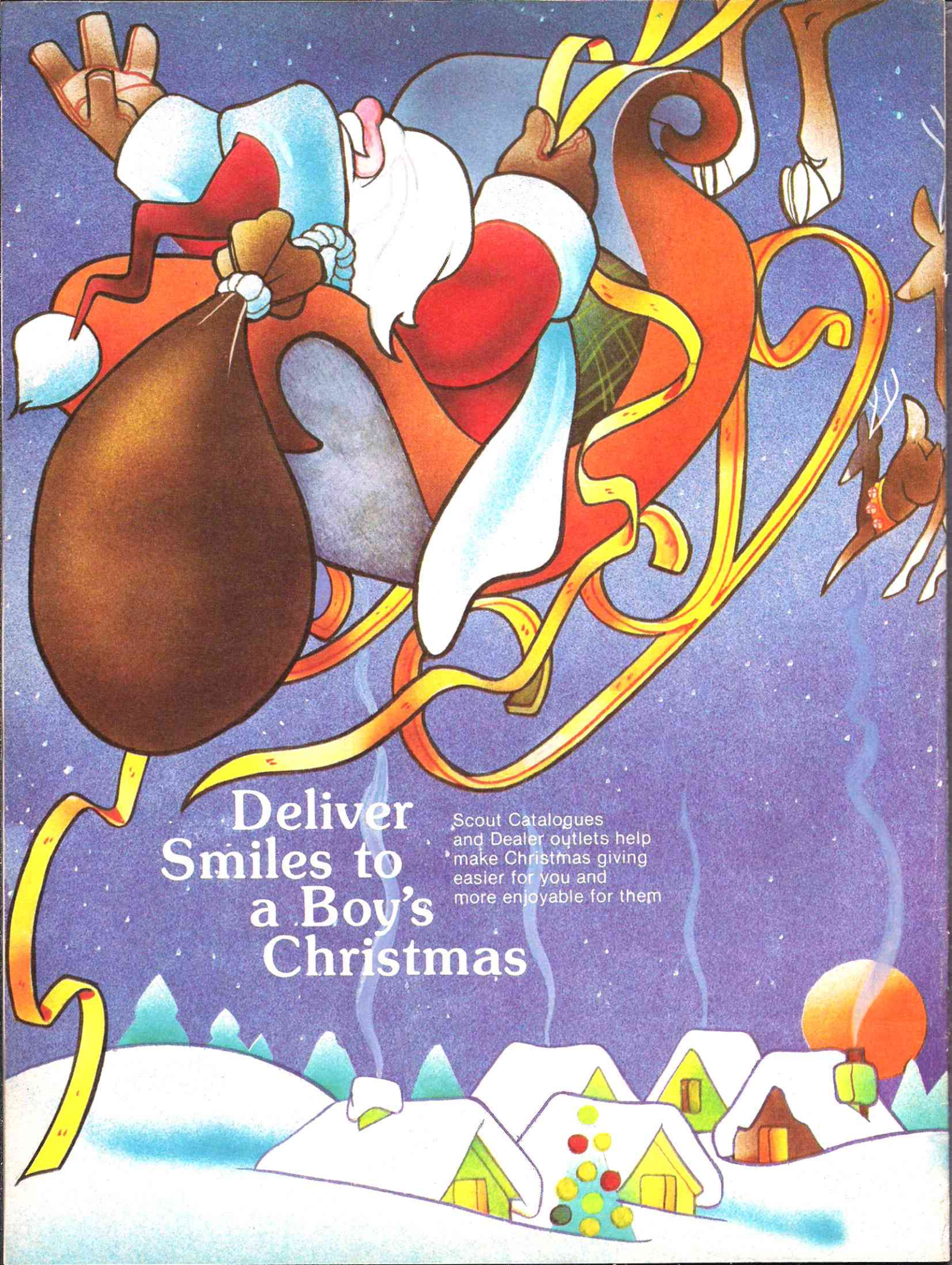
Look for your track in soft ground. The edge of a pond is a good place to start. Loop your strip of card to make a collar, held in place with the wire paper clip, and press it gently into the ground round your track. Put a small quantity of water into the bowl and sprinkle in the plaster of Paris, stirring it gently (to avoid creating bubbles) while you add more plaster until the mixture is like thick cream. Pour it into the track until the plaster is about an inch deep inside the collar.

The plaster will take a few minutes to set. Wait until it shows signs of stiffening and then, without disturbing the cast, press a small loop of string (or, if you like, another wire paper clip) into the back, so that you can hang your completed cast on a wall or board.

If ordinary plaster of Paris is used, you can speed up the setting process by adding a pinch of salt to the mixture. X







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