

OCTOBER 1980 VOLUME 11, NUMBER 2

the leader[🍁]

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ghosts,
goblins
and scary
things.





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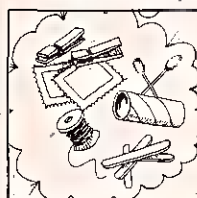
the leader

The Canadian Leader Magazine

OCTOBER 1980 VOLUME 11, NUMBER 2



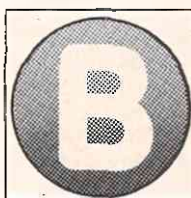
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R.C. BUTCHER
Editor

BETTY RAPKINS
Assistant Editor

KAY HOTHAM,
Editorial and
Advertising



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October brings Halloween with its annual crop of pumpkins, witches, ghosties and ghoulies. Turn to "Orange Phantoms for Halloween" on page 4 for all manner of ghastly ideas and sinister suggestions, to keep boys of all ages shouting and shuddering through an evening of scary goings-on.

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supply services news

by Bill Johnson

● By now, everyone should have received the 1980/81 catalogues. This issue of **The Leader** contains the Book catalogue and the Leaders' edition was enclosed in the August/September issue. The Youth edition was sent out in July to all council offices for distribution. If you live in the provinces of British Columbia, Manitoba, Ontario or Newfoundland the Leader and Book catalogues have not been included in **The Leader** magazine. These provinces preferred to distribute the catalogues through their council offices.

● Our new T-shirt service got off to a roaring start with nearly 4,000 shirts and 600 hats being produced for groups and events across the country. A full page ad in this issue shows off some of our creations. Feedback on both quality and price has been excellent. With **CJ '81** coming up, we hope districts, regions or provinces contemplating contingent shirts or hats will keep us in mind.

● Speaking of **CJ '81**, thirty-eight people have already volunteered their services for the Jamboree Trading Post. We need a lot more, so, if you want a job where you will meet virtually everyone at this great event and work with a tremendous group of people, contact your local council office for an application form.

● I must also make a comment about another full page ad this month. We are now offering a record of popular campfire songs. We watched the development of this disc through the summer and we are really excited. All the songs, which are sung and played by professional entertainers, have been campfire favourites throughout Scouting for many years, and if you, like many of us, cannot carry a tune well enough to teach your Cubs and Scouts, then this is the answer. Simply play the disc a few times for the boys and they will all be experts. If the record is a successful seller, we will also be looking at cassette tapes and probably a second record with many new songs. Scout Shops and dealers should now have this record on their shelves. A

Orange Phantoms for Halloween

by Betty Rapkins

Inspired by the dastardly doings of the Yellow Hand Gang, Dan Pilcher, Grey Brother to the Beverley Acres Cub Pack of Richmond Hill, Ontario, devised a program of Orange Phantoms for his Cubs.

It all took place at an overnight camp where many a cryptic message, unearthly yell and horrible kidnapping culminated in the dramatic discovery by the boys, of their leaders tied back-to-back in an old quarry.

This seemed to us to have great potential as a Halloween Happening, which others might use at camp or care to adapt for an evening meeting at the witching season. So here are some suggestions, based on Dan's experiences one dark and stormy night . . .



Ghastly Idea No. 1

Drop hints at earlier meetings that a certain area nearby is out of bounds to the general public and to Cubs in particular, due to mysterious sightings of a gang of kidnappers who call themselves the Orange Phantoms.

Sinister Suggestion No. 2

Find an old (but not too rickety) deserted building or an outdoor area with interesting spooky features — adventurous but not downright dangerous of course — and obtain permission from the owners to use it.

Nauseous Notion No. 3

Carve several pumpkins, to be illuminated on the night. Cut out and string together a few skeletons to gleam and glow if possible. Create a bunch of life-sized black witches, a scrabble of cats and a bevy of brooms.

Dreadful Plan No. 5

Don't underestimate the power of lighting. Use torches, campfires, floodlights, flickering candles to create appropriate effects. A quick beam of light on a horrifying sight and then sudden darkness can be very telling.

Horrible Thought No. 4

Tape all the scary noises you can find, from a cackle of crows to a babble of insane laughter (oh this *is* going to be a jolly evening!) and set up tape recorders (the more the merrier — and certainly the skerrier) in out of the way vantage points.

HA HA HA HA HA
OOOOOOO
EE-i





Scary Plot No. 6

Borrow a few athletic Scouts or Venturers who are lithe and quick on their feet. Find a few old sheets to drape over them, cutting out the necessary eye holes — which might be edged with black to good effect. Rehearse them secretly to glide, to flap, to make no sound.



Foul Imagining No. 7

Borrow a few more of the biggest lads and fit them out in orange sweaters, track suits or dyed sheets. These are the dreaded Orange Phantoms. Set them the task of carving themselves a large pumpkin apiece to wear as complete over-the-head masks. These will rest on their shoulders and should wear particularly nasty expressions. They should also have the eye holes accurately lined up with the eyes so that they can see what they are doing. We don't want the night air rent with muffled crashes and strangled cries of "Double-dra! and slime!" (Oh, I don't know though ...)



Gruesome Moment No. 8

On the Dreadful Day itself, take the boys for a moonlit hike past the chosen spot and make sure they come to a sign saying: "GO AWAY, DO NOT STAY, DANGER, YOU HAVE BEEN WARNED." Sit them down nearby and dole out Halloween food — perhaps a slice of pumpkin pie apiece plus an orange decorated with a sinister face. While they eat these, let them find a ransom note tucked into each orange. But don't let them see that the leaders have silently slipped away.



Awful Agony No. 9

Just as they come to the end of their snack, have them catch a glimpse of the Orange Phantoms somewhere in the forbidden area. Let them hear their leaders scream from a distant spot in that same direction.



Fiendish Finale No. 10

Now leave the rest to them ... and to your own ingenuity. For example witches might beckon from a murky corner somewhere and offer them a cauldron brew of cocoa plus a hint or two about where to go next. But do make sure the boys eventually find their leaders — perhaps just in time to save them from a fate worse than death ... And Have a Happy Halloween my dears ... he! he! he! ^



Crafts for the Uncrafty

6

by Judy Evans

Let's face it, some people can rustle up a craft at a flick of their fingers and others can't. It's all to do with the imagination I think. Those of us who were shortchanged in that respect, the more mundane types, are quite incapable of looking at a pop can and seeing a miniature CN Tower or picking up a burr and envisaging a brush for a budgie. It puts us under considerable stress y'know. The prevalence of crafts in our society suggests that anyone unable to create the expected pots, wall hangings and planters is something of a misfit and no-one, not even a Cub leader, wants to be any more of a freak than he can avoid. A quick flip through *The Cub Book* will only make you feel worse. The pages abound with craft ideas, a whole star is devoted to the subject, as well as a badge for the fanatics. No matter which way you look, someone is waving a craft at you.

So, what do you do? You could ignore the whole subject of course, which is by far the easiest way. All kinds of excuses come to mind. "They get plenty of that at school", "They'd only make a mess" or "I'm too busy

trying to get them through this star work". The trouble is that, after pursuing that course for a while, you get to feel uneasy, especially when the boys start asking when the crafts are going to start or usually, a little more bluntly: "How come we don't make stuff like my friend Pete's pack? I told him I thought you didn't know how".

The only answer, it seems, is to take the bull by the horns, brace yourself and take a long hard look at what options are open to you.

The first, and most obvious, is to get someone with the appropriate talents to set up a craft program for you. A Craft Co-ordinator if you want to give the job a little "pizzazz". The idea has a lot to recommend it. For one thing it lets you off the hook and more importantly it involves an outsider which is always a plus.

Before you approach anyone, it is important to have a clear idea of what part you want crafts to play in your program. Do you want them dotted throughout the year, maybe in conjunction with high days and holidays like Mother's Day, Christmas and Easter? Or do you want to work through the Tawny Star or perhaps the Handicraft Badge? You are far

more likely to recruit someone if you can tell them exactly what you have in mind, including the time element.

Along the same lines, if you want crafts in your program but to a lesser extent, you could approach people for individual projects. They are not too hard to find. Ask who inspired the wierd looking wooden spoon rack at a friend's house or the large cardboard bumble bee dangling from the ceiling. Any lopsided pot will lead you to someone interested in working with clay, an activity the boys particularly enjoy. Check the local schools; they sometimes have a parent who comes in for craft work, or the YM-YWCA where, in many branches, they have a regular craft program. Your registration forms may give you a lead. I can tell you from the parental point of view that no-one puts a skill, interest or hobby on that form unless they are prepared to share it.

It is again important to spell out exactly what you expect. Is the craft to take up the whole evening, part of it or perhaps to be spread over a couple of weeks? How many boys are involved, where will the materials come from and how much adult help will there be? If all these seemingly trivial details are thought out, the person you are approaching will feel less as if he or she is being thrown to the lions. Sometimes it is a good idea to mention a previous craft the pack successfully completed, not the one

where they all stuck themselves to the floor with Krazy Glue but the other time when a half decent craft was taken home and everyone felt good about it.

It is a common fallacy that small boys don't like crafts, which doesn't help your recruiting campaign, but one visit will soon dispel that idea. We had one mother who offered to show the boys how to make wishing wells with baby food jars and clothes pegs. She arrived with fear and trepidation and proceeded to demonstrate the craft. The boys were so quiet you could have heard a pin drop and, gradually, as she realised they were genuinely interested, she relaxed and started to enjoy herself. The craft took the whole evening and was an unqualified success. Not only did the boys have something to take home which they had made themselves but it had a use as well. I saw several of them putting wild flowers in it on the way home.

This brings me to another point. With four children we have accumulated, over the years, a vast collection of crafts lovingly brought in from camps, school, Cubs, Brownies and other gatherings they have attended. I am still using the rabbit with the mouth made out of a clothes peg that holds letters, and the rather lumpy pot the thumb tacks live in. The wooden candle holder is produced at regular intervals and the bird feeder gives us a great deal of pleasure in the winter. However, the cardboard toothbrush holder had a short and undistinguished life, as did the mobile made of gossamer thin thread and tissue flowers. The point I am trying to make is that, if it is worth spending valuable time on a craft, the finished article should be either useful or at least decorative to the point where it will be put on display, not surreptitiously hidden in the back of the kitchen cupboard. A toilet roll mouse will not even make it home and neither will the undersized tissue box letter holder. It is very tempting to make a craft for crafts' sake but it really is a waste of time unless the finished article is presentable.

If you simply cannot locate a person willing to help with crafts there is another avenue worth exploring. After all, where do all the wierd ideas come from in the normal course of events? Who can be guaranteed to think up twenty-five other uses for the rotating flagpole holder you made, or construct a moonmobile out of a pile of wheels and wood? The boys of course. So why not put all that excess ingenuity to work? At

the beginning of the Cub year ask if anyone made an interesting craft during the summer. Get them to bring it in and presto! — you have not only the idea but also someone ready to show the rest of the pack how to do it.

Alternatively, give each six in turn a theme for a craft, mobiles, something to hang on the Christmas tree, a Father's Day gift, etc., and see what they come up with. If it is their idea, you can at least be sure they will be enthusiastic about doing it and they will also feel that they have accomplished that much more. If the craft, as they present it, is not practical, tell them why — too expensive, materials not available, etc., and then help them adapt it to one that can be utilized.

... If it is worth spending valuable time on a craft, the finished article should be either useful or at least decorative to the point where it will be put on display ...

Occasionally during the year, why not give them the raw materials, along with a theme, and let them make up their own crafts? Give them some wire, nuts, bolts, tinfoil and different shaped pieces of metal and ask them to make a mobile for their room. Puppets are popular with our pack. We used them at camp one year. Our raw materials consisted of assorted coloured socks, felt, wool (Phentex makes terrific punk rock hair); wobby eyes and the usual accessories, scissors, needles, thread, etc. Stage props were to be constructed out of a large sheet of cardboard, tape and coloured markers. Instructions were simple. "Make puppets and stage scenery and be prepared to present a puppet show later in the day". At the risk of getting four "space" productions, we left the themes up to them and finished up with one pirate tale, a Cub camp story, the expected *Star Wars* theme and a Playboy Bunny show which had to be terminated in something of a hurry.

If all else fails, look into the possibility of setting up your own craft program. Even if you consider yourself completely useless in this field, there is so much help available in the way of ideas, tips, etc., that you will be able to do an adequate if not brilliant job. Your best start is probably *The Cub Book* where the crafts are tried and tested. **The Leader** also has something in that line in practically every issue. Keep in mind that crafts for other sections can frequently be used or adapted for use

with the Cub age boy. Visit a craft store and talk to the people working there. The help is out there. All you need to do is go and get it.

If you have never attempted much in the way of crafts beforehand, there are a few basics to keep in mind:

- Keep it simple to start with, until you are sure both of your own ground and the limits of the boys' capabilities. A very simple craft can always be made more interesting by allowing them to embellish it in one way or another.

- Learn to scrounge. If you have been in the Scouting Movement for any length of time you will be expert at that anyway but it is particularly useful for a craft program. All kinds of materials are thrown away. Off cuts of wood, end rolls of paper, tin-foil pastry cups, odd pieces of felt, etc. Avoid buying any more than you absolutely have to. Remember also the boys themselves can sometimes provide the raw materials you need.

- Plastic eyes are handy for beginners so get a good supply in. They can be attached to almost anything from mobiles to pet rocks.

- It is a good idea to alternate crafts between those for the boy himself and those for home or parents. Just as he will enjoy taking home a pipe rack or letter opener so he will cherish the woggle he made out of clay or a belt he wove for himself.

- Remember to recruit extra help when your program includes a craft. That way you can be sure the boys will get the individual help they require.

- If your craft is a birdhouse, feeder, or something along those lines, follow up at a later date with a discussion about which birds nested or were spotted nearby.

- Remember to credit any crafts completed to the appropriate badge or star work, even if you are not actively working on that section.

- Finally, be careful you don't get hooked (pun intended)! Craft work is contagious. When you find yourself scanning the ground for popsicle sticks or twiddling a plastic lid to see if it would make a good windmill, then all is lost. You have become what is affectionately known as "one of those craft nuts" and you will never be the same again. X

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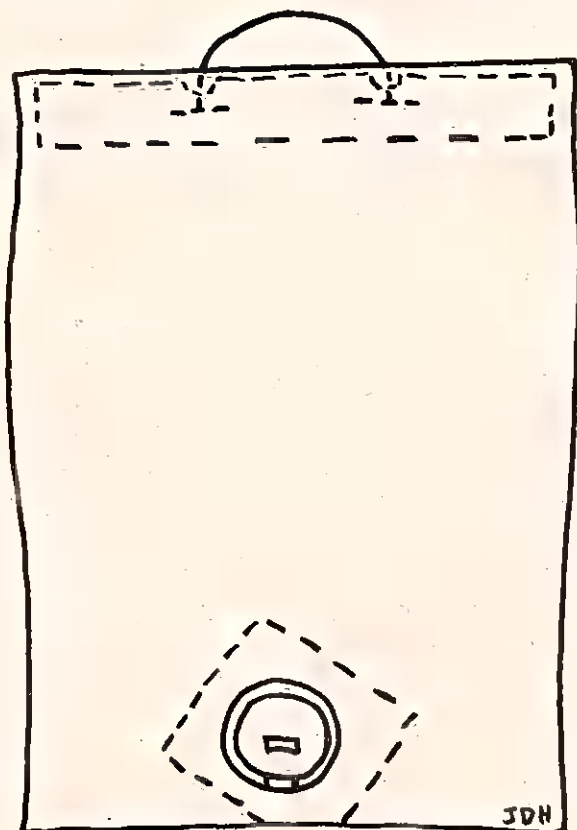
by Carl Lemieux

Here is a camp tested fluid container made from scrap material. This idea was sent in by John Hall of the 3rd Bell's Corners group in the National Capital Region.

This ultra-lightweight container excludes air from the liquid, the bag collapses as liquid is removed. The outside can be wetted and hung in the shade for summer cooling, or left dry and hung in the sun for summer or winter warming. Liquids are safe frozen in the bag and by immersion of the bottom in hot (not boiling) water, a suitable amount may be thawed out. Filled with hot water it makes a good hot water bottle for your sleeping bag, and in the morning you will have a pourable water supply for coffee making. The container should not be used for solvents or fuel.

Materials

Remove the plastic bag, spigot and handle from a discarded 4 litre wine container. The valve with the "push up" tab works better than the "press in" type in cold weather. From a discarded bleach bottle cut a strip of plastic about 5 cm (2") wide and 25 cm long. Obtain a piece of dark, absorbant, strong cloth about 35 by 100 cm (14" by 40"). Black cotton or linen is best.



Construction

Carefully cut two holes in the bleach bottle strip of about the size and spacing (10 cm) found on the original cardboard carton. Fit the handle into these holes, and bend the strip into an inverted U-shaped channel. Fold the cloth in half (35 by 50 cm) and lay the bottom of the plastic bag even with the fold. Mark the size and position of the spigot on one side of the cloth. Unfold the cloth and sew on a 10 by 10 cm patch with several rows of stitches outside of the spigot hole area. Cut a hole to fit the neck of the spigot through the cloth and reinforcement patch. Hem the two short edges of the cloth. Fold in half (hemis and reinforcement patch outward) and sew up the two long edges to form a bag with the seams about 30 cm (12") apart. Double stitch the open end with each end turned inward, leaving an open centre slit about 10 cm (3 3/4") long. Turn the cloth bag inside out, fit the plastic bag inside, with the spigot protruding from the reinforced hole. Slide the handle and plastic strip into the slit, turn and allow the handle to project from the slit.

It is easy to fill the bag by pulling off the valve and pouring liquid in while supporting the neck of the spigot. Snap the valve back on and you are ready to go!

Have you ever considered asking the members of your section to live out an adventure for 24-48 hours? Dr. Claude Cousineau, of the University of Ottawa incorporates this type of program, in the camp operated by the University. I was introduced to "Programming for Theme Adventure" at the Ontario Camping Conference held in Toronto, March 6, 7, 8. The following is what transpired.

He defined adventure as a state of mind. In theme adventure planning, the participants in the adventure are asked to choose an unusual lifestyle and plan to live it for 24-48 hours. An important part of theme adventure program planning is to encourage the participant to develop the adventure and not have the adventure imposed upon him. This enables the participant to fantasize. He gives the following "Adventure Plan" to use in the development of the program:

- Title of Project (theme)
- Objectives (challenge)
- Schedule and Place(s) of event
- Transportation
- Equipment
- Safety measures (identify possible dangers and required safety precautions)
- Other Considerations

He gave everyone a number of samples of small group outdoor adventures that older campers could undertake. They suggest an unusual life-style where the camper will have to rely on his/her basic needs of food, shelter and well being, as well as to "sustain" the challenge that his/her chosen adventure implies. Such an adventure should be of at least 24 hours duration.

I. Life on a shipwreck

The challenge consists of living on a floating "shipwreck". The participants (3 to 6) will have to construct a catamaran with canoes or rowboats plus planks, plywood or any other materials that they think they might need. They may even consider a way to have a fire aboard for cooking purposes or they may even rig a sail. Their adventure would consist of living on board and "drifting" on a lake for at least 24 hours without going on the shore.

What adventures has your section had this past summer? Send them along so that others can read about them and possibly adapt them for their group's next trip. X



10

BEAVER DAY CAMP

by Marjorie White

Adam was exhausted but very excited and he had to tell his parents about Cub Camp. Amongst other things, he'd played Kick the Can, been the barrow in the Wheel Barrow Race, tried Kim's Game and followed a trail. Oh, that trail! He explained in great detail four special signs that led him weaving up and down a mountain, round and round, and back to the lodge. It had been wonderful. Over and over he described the signs until his parents thought he would never stop. You see — Adam was only six and a Beaver the first time he went to Cub Camp. He went with the 175th Toronto Beaver Colony to the fall camp of the Cubs at Goodyear Memorial Scout Camp, for one glorious grand day. At least, that was the way Adam and the other Beavers felt. The leaders — well let's just say that although we thought the day had been successful we were tired. Somehow we could not muster up the same enthusiasm at 6 o'clock that night. Maybe it was because we didn't catch forty winks on the bus coming home.

Anecdotes like these are many, as we have now been to camp for a day three times. Our original purpose, which was to introduce Beavers to Cubbing and Cub leaders, remains the same but we have discovered many other reasons for holding joint events. For example, I remember the time the Cubs found out that the Beavers wanted to go wading, but the Beaver leaders did not want to dry 60 feet, replace 60 socks and do up 60 shoes. I wonder why? Anyway, Cubs quickly paired up with Beavers and, hand in hand, led them into the river — later teaching them to dry their feet on the grass, and tying up their laces. Since then we have been exploiting this natural brotherly relationship and, as a group, have reaped many benefits.

Beavers often can't wait to be a Cub . . . want to go to camp when they are 7½ years old . . . and at the very least are not as frightened at that first Cub meeting after Swim Up. Cubs learn leadership, tolerance, kindness and help-

fulness. Leaders of both sections have the chance to work together, learn about each other's activities and form a very supportive relationship. The Akela and Rainbow of our group even wound up getting married!

The following is an outline of our 1979 plan for the day and a summary of the letter sent to parents three to four weeks before the big day. I hope they are of use to you and that after you've done all your own planning and the big day is about to start, you'll remember to be flexible. If one of those brotherly moments occurs — don't miss it. Forget your plan. Believe me, we planned a nature walk back in 1977 — we did not plan a wading adventure.

TIMETABLE

- 9.00 — **Meet at school** to board bus. Call the day before to confirm your booking arrangements.
- 9.45 — **Arrival at camp** and an immediate visit to washrooms. Various washrooms should be pointed out and leaders assigned to keep an eye on the situation. We haven't had an "accident" since 1977!
- 10.00 — **Hike and sing song.** Along the way a leader leads and changes the mode of progression, e.g. marching, skipping, running, hopping, jumping, etc. We call it *Copy Rainbow*. If everyone is told to stay behind Rainbow and in front of Malak and Rusty then you won't lose anyone.
- 10.30 — **Break** of cookies and juice for Beavers and coffee for leaders.
- 10.45 — **Kim's Game** — played in teams of Cubs and Beavers. If spelling is a problem, they can draw pictures of what they remember.
- 11.15 — **Trail** — sixers have set the trail; (simple but exciting). We use four signs:



Each sixer takes a small group of Beavers outside lodge, teaches the signs that have been set out on a picnic table, and escorts the group over the trail with as little guidance as possible.

- 12:00 — **Lunch** — hot dogs, soup, apples, and milk and cookies. We had enough apples left over to give each Beaver one to eat on the way home.
- 1:00 — **Rotations** of approximately twenty minutes, with two teams at each event.

Craft — It must be easy enough for a Beaver but fun and challenging for a Cub. Since we were approaching Halloween we did *Scary Halloween Pictures*. Our materials were black and orange construction paper, white tissue paper, white chalk and lots of imagination. We found that everyone loved it.

Poems, or a story, will help get the creative juices going.

Soccer — This game is self explanatory. The rules can be made ahead of time by the leader involved, and explained to the boys.

Relays — Some examples are:

Basic running relays for a warm up.

Dress Yourself — Each team is given 5 pieces of clothing, tie, hat, shirt and two socks. The first person dresses, runs to a designated spot, undresses, picks up clothing and returns, giving the bundle to the next person.

Three Legged Race.

Wheel Barrow Race.

Peanut on a Spoon.

Kick the Can — a form of Hide and Go Seek.

2.30 — **Snack** — juice and cookies and coffee.

2.45 — **Sing Song** around the fireplace in the lodge. Favourite Beaver and Cub songs were sung. Evidence of the full day was witnessed when two little Beavers nodded off during the sing song with half-eaten cookies in their hands.

3.15 — **Washroom and hike** to the place where we met the bus.

4.30 — **Arrival** at home.

Information Sheet for Parents Should Include:

1. Description of site and facilities.
2. Affirmation that it will be a rain or shine event.
3. Names of leaders and parent helpers to attend.
4. Phone numbers for any questions.
5. Cost of the day — to include bus, lunch and crest.
6. Brief outline of program.
7. Reasons for the event.

Marjorie is the wife of Justin White, one of our regular contributors of Cub program material. X

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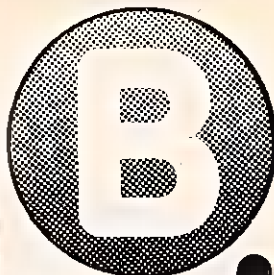
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Scouter's alphabet

by David Goss



Baden-Powell — How to pronounce the founder's name always comes up at banquets and public gatherings, and that is nothing new. The great man himself had the same problem when he was alive and, to set people straight, wrote the following verse:

Man, Nation, Maiden,
Please, call it Baden.
Further, for Powell
Rhyme it with Noel.

Every boy should know this little ditty, as well as the basic facts about B.-P.'s life, and how he founded this great world-wide Movement. Unfortunately, too many haven't the foggiest idea who B.-P. was, or what he did. Probably not one in a dozen knows he visited Canada on several occasions, the last being in 1935. During that visit, B.-P. attended rallies from Victoria, B.C., to Sydney, N.S., and these rallies make good reading for anyone interested in Scouting in general, and B.-P. in particular. Why not try to convince one of your local historians to do a paper on the 1935 visit to the community nearest to your Scouting territory and present it to your Scouter's club, or arrange to have it published in your local paper during Scout week. To aid you, the following dates of B.-P.'s 1935 itinerary are taken from *The Scout Leader*, vol. 12, April 1935, which was the forerunner of the magazine you are reading now. The dates: Victoria, April 13; Vancouver, April 15; Calgary, April 22; Edmonton, April 26; Saskatoon, April 29; Regina, May 1; Brandon, May 2; Winnipeg, May 4; Fort William, May 8; Sudbury, May 9; Toronto, May 11; London, May 14; Ottawa, May 18; Montreal, May 24; Quebec City, May 27; Saint John, June 1; Sydney, June 5; Halifax, July 1; Charlottetown, July 6.

Balloons — As an aid to good programming these are imperative at the Beaver level, indispensable at the

Cub level and very desirable at the Scout level. Don't agree? Well, read on anyway, and consider adapting these ideas to fit your section. Then, like myself, you'll never go to a section meeting without a full pack of balloons for that odd moment when the program needs a diversion.

Balloon Boxing: Each competitor has two balloons tied about his chest, the object being to break the other fellow's balloons before he breaks yours.

Balloon Stomp: Same as above except the balloons are tied to the contestants' ankles with a 16" length of string.

Balloon Battle Royal: Everyone has a balloon tied to his ankle and, on a signal, each contestant tries to protect his balloon while trying to stomp on everyone else's.

Balloon Grab: A large balloon is tied to a 3 foot string and is thrown between two teams. One team tries to keep it up, the other to haul it down and break it.

Balloon Blowing Contest: All players blow up their balloons, with the largest after 60 seconds being the winner. Alternatively, do the above contest but no hands are allowed on the balloon. To finish, try game again but the rules are changed so that the last man to break his balloon by lung power alone is the loser.

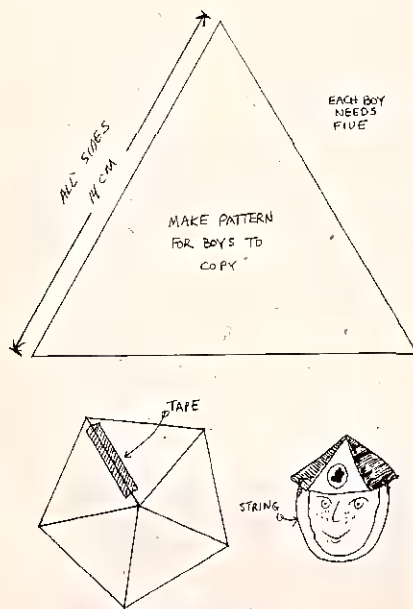
Banquets — You might say, if you have been in the Scouting Movement for any length of time, that there is but one type of banquet — the typical father and son, or parent and son, affairs that are so common during Scout week. These are quite well run and enjoyable but they are not the only type that can be arranged. Here are some other suggestions: "A banquet for B.-P.", which was popular in our town and a great way of remembering the founder. Guest of honour was, of course, B.-P. himself and a chair was always left at the head of the table for the old gentleman. When he

didn't show, a larger than life framed picture, painted by one of the local Scouters, was brought in and placed in the chair. Obviously, this got the boys interested and when pictures, slides or speechmakers were added to the program, it was a thoroughly successful event. Flip back to item one in this column, re-read it and see if an idea or two doesn't pop into your head. Other suggestions . . . The popular roasts for an especially popular Scouter; a "This is Your Life" banquet for a well-known Scouter; a sponsor's night banquet, when you thank your sponsor and those who provide your meeting hall; a comedy night — with skits from each family present; an old English dinner banquet, or any country, an Italian banquet being nice, or a Chinese buffet, both possible with today's convenience foods; or how about a "Kids cook it banquet", where the boys serve the parents the kind of meals they prepare at camp? Or a "Fabulous Fifties" where the dads and the moms and all the kids come dressed as greasers and there is lots of rock n' roll in the background, hot dogs, cokes, French fries for the meal, and lots of time for reminiscing? There is always the possibility of moving the entire affair outdoors for a barbecue, corn boil, salmon roast, clam bake, and all the more fun if it is out of season . . . i.e. in the dead of winter for a barbecue. Or who wouldn't delight in a corn boil around the middle of April? Some food for thought, eh? (Heavens, I'm getting as bad as John Sweet . . . must be reading too much of his stuff!)

Bean Bags — These were once part of every pack equipment box, and many troops' too. You should have some for your colony or pack. Here is how to make them and a couple of ideas on how to use them. From a heavy fabric, cut two identical pieces about 3" x 3". Place them together and stitch the edges, leaving about two inches unsewn along one edge. At this opening, pull the bag inside out and fill with beans, making sure you get an equal weight of beans in each bag. Sew the opening securely. (Thanks to Valerie Auvinen, Recreation Supervisor, Saint John, N.B., for this information.) And now a couple of bean bag game ideas: Substitute the bean bags for the ball in a game of baseball, or in relays, circle games or tossing contests. Play milk carton bowling using bean bags by adding a bit of sand to weigh down the milk cartons. Cut holes in a cardboard box, number them and use it as a bean bag board. Play shuffleboard bean bag game, where the bean bags are slid along a

standard shuffleboard court. Try dodge ball, snatch hat, throw tag and any other games that would be a bit more interesting if a change was made in the normal way of playing it.

Beaver Beanies — Next time you have a group over to visit your colony, or your Cub pack, why not make a beanie as a souvenir of the occasion?



The complete diagram is given here for this simple craft project. You could use the colours of your group or your group and your visitor's colours in the case of a Cub pack. But with Beavers you are limited to blue and brown, so perhaps you could pick up some suitable decals, or district

badges to glue or pin in front, as suggested in the last picture. Whatever you do, the project is certain to be a popular one, and lots of tips of the hat will be made to the leader who introduces it.

Beaver Bites — Shown below is a novel way to get Big Brown Beaver to stand up and take notice of the Tail Slap ceremony. It is simply a piece of tree that some "wild" beaver has chewed upon, mounted on a piece of 1" x 10". Big Brown Beaver stands on the 1" x 10" with his teeth just resting on the bite marks on the end of the tree. If you want to get fancy, drill a hole in the base to hold the Beaver's food, i.e. the coins the boys drop in every night as dues to feed the Beaver.



Bible — Whatever our religious beliefs, our duty to God is an important part of the program often overlooked, due to the leader's lack of skill in this area. There are countless little books available at Christian bookstores, for

example, and one suggestion would be to buy up a quantity of the very tiny scripture tracts, have the boy read the entire booklet to the colony, pack or troop and then let the reader keep the booklet. These take only three or four minutes to read and they become a memento for the reader to take home and share with his folks. Another bonus of a bookstore visit is the wide range of books on crafts, games, skits, etc., which are suitable for introducing God and His world to the boys. Many of the excellent games and crafts can be adapted to introduce Scouting programming into your activities too.

Bulletin Boards — How many times have you gathered your boys for announcements that you expected to take three minutes, and ended up killing the better part of twenty? Often, if you are like many of us. This is where a good bulletin board pays dividends, especially at the Scout age where the boys are perfectly capable of carrying a pencil and shirt pocket notebook to keep records of upcoming events. It will take a while to introduce this idea but once a pre-meeting visit to the board becomes standard in your troop, you'll have fifteen more minutes for the stuff that Scouts really join the troop to do . . . and a lot less unstructured horseplay prior to the meeting, which is when most of the accidents that I have heard about in troop activity occur. Packs and colonies can adapt this approach too, but have duplicate notices for every boy to rip off and take home, and have someone at the door each night to make sure it has been done. X

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SOMETHING NEW IN HONOURS AND AWARDS

14

by Reg Roberts

In the spring of this year representatives of a number of regional and provincial Honours and Awards committees met together in Ottawa to form a task group to examine the process of recognizing people who are members of Boy Scouts of Canada and to determine if the practices now in use are as effective as they might be.

The following comments reflect the results of the work of this group of people.

Recognition Process

While the task group found the present system to be generally sound, it was felt that it could be more effectively applied and that some specific changes should be introduced to improve it. The act of recognizing Scouting's membership was seen as extremely important.

For the most part, recognition committees across the country are effective in responding to recommendation for awards for people of whom

they are made aware. Unless someone initiates an award, however, some people tend to be overlooked.

It is essential that those deserving of an award, whether for service or courageous acts or gallantry (youth members or adults) are brought to the attention of local committees.

The task group felt it important to state that *all* members are eligible for consideration for an award, be it for service, or courageous or gallant acts and provided of course that they meet the appropriate requirements.

The task group recommended the development of a kit containing information and guidelines that would assist local councils in the initiation and preparation of recommendations to more senior councils, and this will be considered.

Gallantry and Meritorious Conduct

The task group recognized the difficulty of early identification and follow-up of an action that could lead to a recommendation for these awards and urged those seeing or being aware of such an action to seek the

co-operation of appropriate police personnel, firemen, life guards and indeed any individual who can substantiate a gallant or courageous action having taken place. In this way the required documentation can be completed and a recommendation for an award put in motion.

Outstanding Service

In the matter of recognition for service, the task group noted that service generally has to be of an outstanding quality — that is, something above that which is normally expected of the occupant of a particular position.

Service recognition often indicates only the position held and places where the service took place omitting what it is or was that the person actually did to warrant the recognition being granted.

Recognition should not be granted automatically because someone filled a certain position but rather because the position was filled and the particular job carried out in an outstanding manner.

Bar to the Silver Acorn and Medal of Merit

The task group recognized that people who have already received the Medal of Merit may *continue* to provide "especially good" service for which further recognition is appropriate though not at the level to warrant a Silver Acorn. Similarly, there are cases of continued service of an "especially distinguished" nature where further recognition is appropriate though not at the level of the Silver Wolf. With this consideration in mind the task group recommended the introduction of a Bar to the Silver Acorn and a Bar to the Medal of Merit. In May, the National Council approved the introduction of these two new awards.

Each of these bars will be accompanied by a certificate and an emblem to be worn on the uniform. For formal or ceremonial wear the medals will be worn around the neck as with other medals and have a special ribbon to signify it as a "bar".

Medal for Good Service

For many years a Certificate for Good Service has been a part of Scouting's award system, however, its use has been somewhat limited and the task group concluded that one of the reasons for its limited use was the absence of a formal decoration. With this in mind, the task group recommended that the certificate be changed to a Medal for Good Service.

This recommendation received National Council approval at the May meeting in Montreal and will take the form of a bronze fleur-de-lis worn on a ribbon around the neck as with existing decorations. The Medal for

Good Service will be accompanied by a certificate and an emblem.

Certificate of Commendation

With the upgrading of the Certificate for Good Service to a Medal for Good Service, the members of the task group realized that a form of recognition would still be required to recognize those members of Scouting who perform commendable service in the Movement.

A recommendation was made and approved by the National Council in May and a "Certificate of Commendation" will become a part of Scouting's recognition system, designed to recognize service for which a Medal for Good Service or a higher award would be inappropriate.

Other Recognition

The task group noted that Warrants of Appointment represent a means of recognition that provinces may choose to encourage for their members, and in a freewheeling brainstorming session identified many other forms of recognition such as: local tributes; presentation ceremonies; newspaper items; plaques; Thanks Badge awards; Life Style Award; Honour Rolls; Appreciation Certificates; Royal Bank Award; thank you letters from the Chief Scout, Provincial, Regional or District Presidents or Commissioners; Good Citizen Awards; Order of Canada; Recognition Dinners; Recognition to wives and/or husbands who support active Scouters; Man or Woman of the Year Awards; Municipal Government Awards; names in local Scout publications; house organs of employee's company; to name just a few.

Wearing of Decorations

The task group confirmed that holders of more than one award should wear only the senior of their awards on formal occasions and that *emblems* of all awards are worn on the uniform in order of their seniority.

A Final Note

The members of this task group spent many hours in their deliberations of the recognition system of Boy Scouts of Canada, the result being the introduction of some new levels of recognition and some upgrading of some of the existing items. They are to be thanked for the work they did.

It needs to be said, however, that no matter how effective or impressive the ribbons, medals, certificates and emblems may be, their major value is in their presentation to worthy recipients for commendable contributions to Scouting and the communities that Scouting serves.

All volunteers are to be commended for the work they do in the service of youth, work that is done without thought of recognition other than the feeling of satisfaction gained from knowing that a contribution has been made.

That some will be rewarded for especially good service or for gallant or courageous acts makes the service of those who don't receive an award no less significant in anyone's eyes — certainly not in the eyes of the boys and young people who are members of Scouting. However, let us all ensure that the award scheme is used to the fullest extent, so that recognition is given when it is due and with appropriate flourish to those who deserve it. A

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training talk

by reg roberts

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Role and Responsibilities of Scouters in Training

The following observations are shared with you as a result of a letter from Bud Jacobi of St. Catharines, Ontario and should be of interest to anyone planning a training course for S.I.T.s.

S.I.T.s — Who are They?

Scouters-in-Training are just what the name implies — male or female youth 16 — 17 who are registered with a section to work as members of a leadership team in the operation of a colony, pack or Scout troop. Female members work only with the colony or pack.

Age is both an advantage and a disadvantage. Boys in the section will often relate better to someone closer to their own age and confide in them their wishes and concerns, rather than to the section Scouters who are adults. That's often most helpful in dealing with boys who have a prob-

lem, and also in finding out how Scouts really feel about the program and activities that they are involved in. A wise leader listens to the S.I.T.s.

On the other hand, an S.I.T. is sometimes torn with divided loyalties in case of conflict or disagreement between Scouters and boys. Should he side with the boys or the leaders? Should he "snitch" on the boys if he is aware of misconduct? It is important that section leaders create a relationship between all members of the leadership team that is open and honest and where sharing is encouraged to take place. At the same time caution must be exercised not to compromise the trust that S.I.T.s and boys have developed between them.

S.I.T.'s Role (Where do they fit in?)

They are part of the leadership team and, like other leaders, are expected to work in harmony for the benefit of the whole section. They must earn and keep the trust and confidence of boys, and at the same time support the leaders in a loyal manner. A major task is certainly to bring boys' wishes and concerns to the attention of the Scouters and to express their own opinion on all subjects of which they have some knowledge. S.I.T.s

are to be encouraged to be as supportive as they can be for both the boys and their leaders and at all times do those things that will improve and enhance the self-worth of the boys and the morale of the section.

Decisions will be made by the leadership team with which an S.I.T. may not always agree. However, having had an opportunity to participate in the discussion leading to the decision, S.I.T.s, like other members of the team, are expected to support and implement that decision.

S.I.T.s and Authority

S.I.T.s are an integral part of the section operation and will work with other leaders to ensure the section operates smoothly and with as few "control" problems as possible. In some sections (such as the troop) they may serve as patrol counsellors or advisors. Caution may be required here so as not to become so close to the patrol members that the unity of the troop is jeopardized.

They need the respect of the boys and must be consistent in expecting attention to instructions. In dealing with discipline problems, they should assert themselves in a positive manner. Sometimes taking prompt action with one difficult boy will settle down the others immediately. A quiet private chat with a troublesome boy will help although this should not be done in front of others. Keeping boys interested and active is vital. Teaching about a badge or skill or running a challenging game is a good idea. S.I.T.s should be supportive of the leadership of a patrol leader and intervene only in emergency situations.

S.I.T.'s Duties

S.I.T.s are not there to play cards, shoot/baskets during meetings, or sit talking with other S.I.T.s in a corner. Their job is to assist Scouters with the work of patrols or sixes, such as opening ceremonies, inspections, looking after dues, recording badge progress of each boy, giving demonstrations, recording points for competitive activities, giving instruction, leading games, helping on hikes and at camps, checking equipment, assisting with fund-raising drives, passing boys on tests, attending planning meetings, planning section outings, helping with the "older boy program", participating in a Scout's Own, helping with wide games or campfire programs, safeguarding health and safety rules, demonstrating a variety of activities depending on the section they are a part of.

Personal Development

Personal example by living the

Scout Law is important in all aspects of an S.I.T.'s leadership role. Boys will copy their behaviour. Wearing proper uniform at meetings is an important example to set and one that will encourage boys to wear their uniform.

S.I.T.'s can develop themselves, by attending conferences, workshops and courses, by reading or by specializing in skills such as woodcraft and pioneering, lifesaving, craft making, first aid, games, songs, acting and generally learning to get along with the section members and by practising their skills in such areas as playing a musical instrument, song-leading, story telling, novelty cooking, kayak building, Indian lore or astronomy. As a member of the leadership team, they should be encouraged to gain a variety of experiences in different leadership situations.

S.I.T.'s will learn by taking charge of various activities and programs, by watching how other leaders work with boys and by acquiring an understanding of the characteristics of boys of different ages.

Some young people who accept a leadership role as an S.I.T. will have an abundance of natural leadership skills and should be encouraged to use them. Others will have few skills and will require much coaching and guidance by the "older" members of the leadership team.

At all times, however, it should be remembered that S.I.T.'s are not just a source of free labour recruited to do the "joe" jobs. They too are volunteers who are concerned and interested in "Scouting for Boys" and in growing towards fully competent leaders and adults in their own right.

When The Service Scouter Visits

(From the South Waterloo
Newsletter)

What is a Service Scouter? Why does he visit YOUR section. Is he spying? Is he inspecting? Is he criticizing? Is he there to run the meeting? Do you have to put on a special program?

First, the Service Scouter is a volunteer Scouter — just like you. He is a friend who is sharing an evening of his time to serve you, the leader of boys. The Service Scouter's job is to help leaders be effective through moral support, sharing his experience and knowledge, providing information about district happenings, program changes, training resources available and also keeping the "District" informed of your needs and wishes.

As to those questions above, the answer is NO. The Service Scouter is not there to spy, he isn't on an inspection tour, it's not his job to criticize although he will share his observations with you if he thinks they can be helpful. He didn't come to run the meeting and you do not have to put on a special program when he visits.

During this year most Service Scouters expect to visit each section about three times as well as make phone contacts to keep everyone as up to date as possible. No surprises — your Service Scouter will call in ad-

vance to say he would like to come that week. The visit will be for a whole meeting.

Please do NOT change your regular routine. He is not there to judge or criticize. He is also NOT there to run your meeting. However, if you need an extra pair of hands for a craft, game, etc. Service Scouters usually like to get involved — just ask. He may share a new game, song or story if you want him to.

Service Scouters try to spend about 15 minutes with you *after* the meeting to discuss upcoming events, your needs and problems, and any suggestions either of you may have. This discussion should include all the section leaders. The Service Scouter will make a note of your requests, and anything else that needs a follow-up, and get back to you.

Remember the *telephone works two ways*. Service Scouters are busy too; if they don't get to you when you need them — CALL. They are available and approachable but are not mind-readers. You have to tell them your needs.

Besides program and general section operations, Service Scouters are trained to help with information on Scouting policies and procedures, interpersonal relationships (leader to leader — to group committee — to District Council), resource people, literature and many other areas of interest that you as a section leader may have.

Make use of your Service Scouter — their job is to help you in whatever way they can, and they, like you, are dedicated to making Scouting worthwhile for its members. X

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packsat

by Carl Lemieux

The month for goblins and ghosts has arrived, as you'll have noticed from our lead article, and Halloween lends itself to theme programming very well. If we consider the eight program elements we can develop a program that would incorporate these eight essential items. Here's how:

Acting

A Halloween play — Visit the local library for suggestions.

A Halloween skit — Ask the boys to develop a skit dealing with safety on Halloween night.

Crafts

Halloween masks — Use papier mâché and chicken wire and let the Cubs make their own goblin heads, etc.

Costume making — Where there is a head there is a body. Have the Cubs design the costumes needed for their masks.

Halloween party decorations — If you are planning a Halloween party, consider involving the Cubs in making the decorations. Why buy when the Cubs can make them and take pride in making them?

Games

Black Cat Relay — Cut two large cats out of black construction paper. Run a string about 12 feet long through the head of each cat. Tie one end of each string to a chair across the room high enough from the floor so that each cat stands on its hind legs. Divide the players into two teams. Give the captains of each team the loose ends of the strings and tell them to move the cats by flicking the strings across the room. The next man runs to the chair

and retrieves the cat, bringing it back to the starting position and repeating the process. The first team through wins the race.

Black Magic — Two "magicians" devise a code. One is in the hall when some object is decided upon. The other is called in and eventually guesses the object. The pack must try to discover what code the magicians are using. Example — the magician who knows the object asks the other "Is it this? Is it this? Is it this?" pointing to various objects and then at the correct one when he says "Is it that?" Alternately, it may be the third or a later object that the first magician indicates.

Blow! Blow! Blow! — Form two teams, the "ghosts" and the "witches". Take a grinning Jack-o'-lantern with a glowing candle and place it in the centre of the table. One at a time, lead each ghost and witch to the Jack-o'-lantern. Blindfold him and turn him around three times. Then tell him to blow out the candle. He may blow three times and, if the candle goes out, he wins a point for his team.

Music

There are a number of Halloween songs that can be used. Some interesting suggestions are available from your local children's library. Also, with adaptation, see "Halloween Fun for Beavers" **The Leader**, October 1976.

Stories

Your local children's library should have a number of Halloween stories for your use. Also, with adaptation, see "Halloween Fun for Beavers" mentioned above.

Outdoors

You can use the outdoors for playing games, or consider storytelling in the outdoors.

Star and Badge work

These other two elements can be inherent throughout your program. For example:

Tawny Star — Many of the requirements could be met through these activities.

Troubadour Badge — Requirements 2, 4, 8 and 10 could be met through these activities. A



As leaders, we all know and understand that 5 year olds and 7 year olds are not alike. They are at varying stages of development and mental abilities. The tail level is the "public recognition" that the Beaver receives because he is growing. Keeping in mind the fact that there is no competition in Beavers, this form of recognition is seen as appropriate. All of this is understood by most people involved in Beavering. Confusion sometimes begins when we try to implement an activity based upon the different tail levels.

Using the chart on page 25 of *The Beaver Leaders' Handbook*, we know that normally there are three different tail levels at any one time in the colony. However, if your colony gives

out tail levels on a monthly basis in small groups or individually on boys' birthdays, you could, theoretically, have all six tail levels present at any one time. This approach does not easily lend itself to tail activities but with careful planning it can be done.

The total group approach, where everyone changes at the same time, is more convenient for program planning. It does not mean that you must plan three different activities, although this is possible; you can plan one activity with three levels of difficulty. Everyone can work on the same type of activity but at each level the amount of skill needed is increased

— for example:

Activity — wall plaque for Mother's Day.

Green Tail

- all material has been prepared by leaders
- paper cut
- design of plaque or plaque itself is ready
- all that the Beavers have to do is assemble and decorate it with the help of a leader.

Red Tail

- Beavers are involved in the choosing of pictures and the cutting of what they want to put on their plaque. There is less of a need for leaders to help in cutting and gluing.

White Tail

- the shaping of the plaque offers an opportunity to develop dexterity and hand/eye coordination
- if it is a wooden plaque — the sanding and staining
- possibly using *decoupage* as a challenging method of decorating their plaque
- in all of these, the leader's involvement is strictly as a guide and helper.

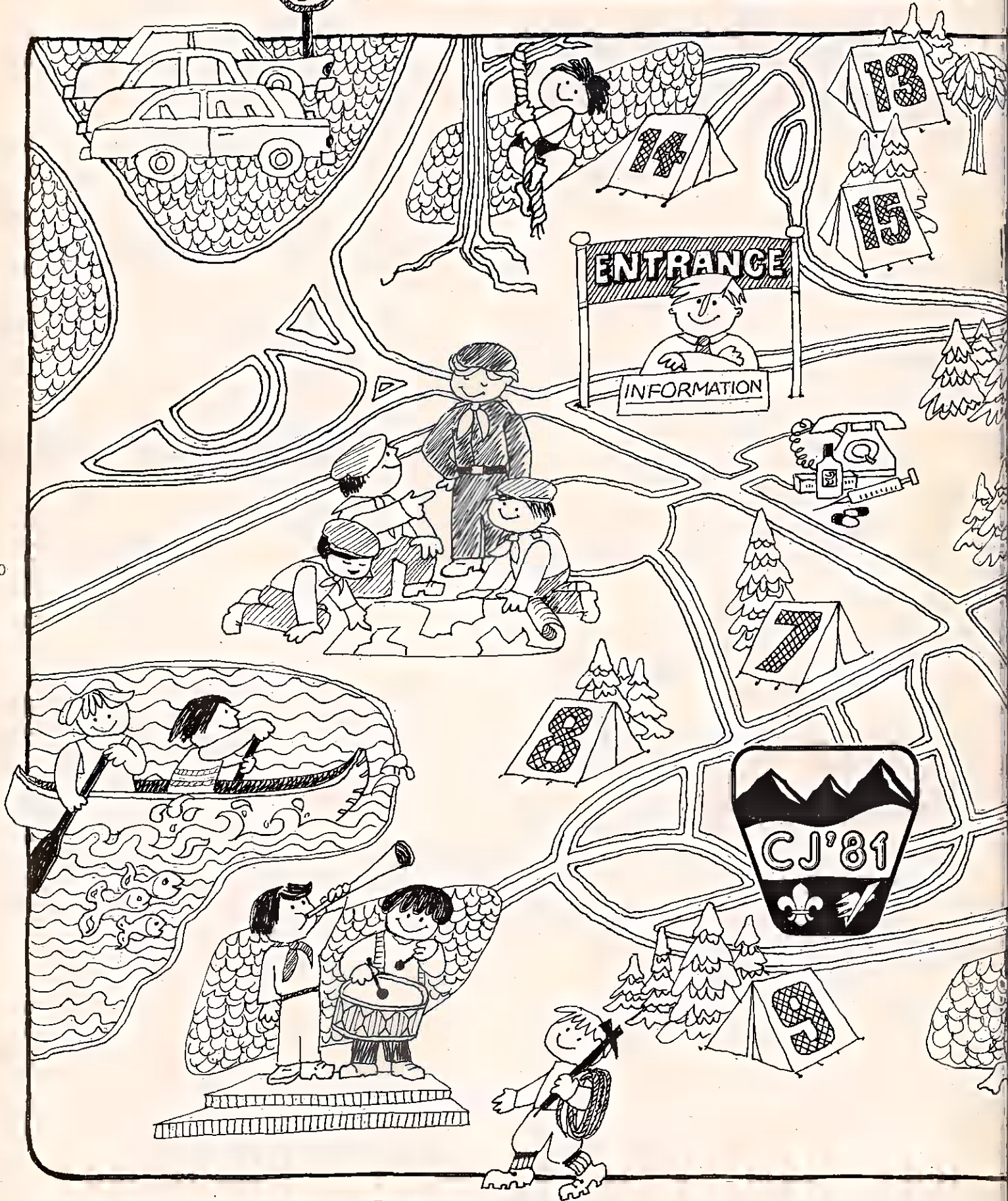
These types of activities enable the Beavers to express themselves creatively and individually. This is only one example of how the same type of activity can be done with different tail levels.

Has anyone had any experience with tail level program planning? Send them along so that others can share in your experience. A

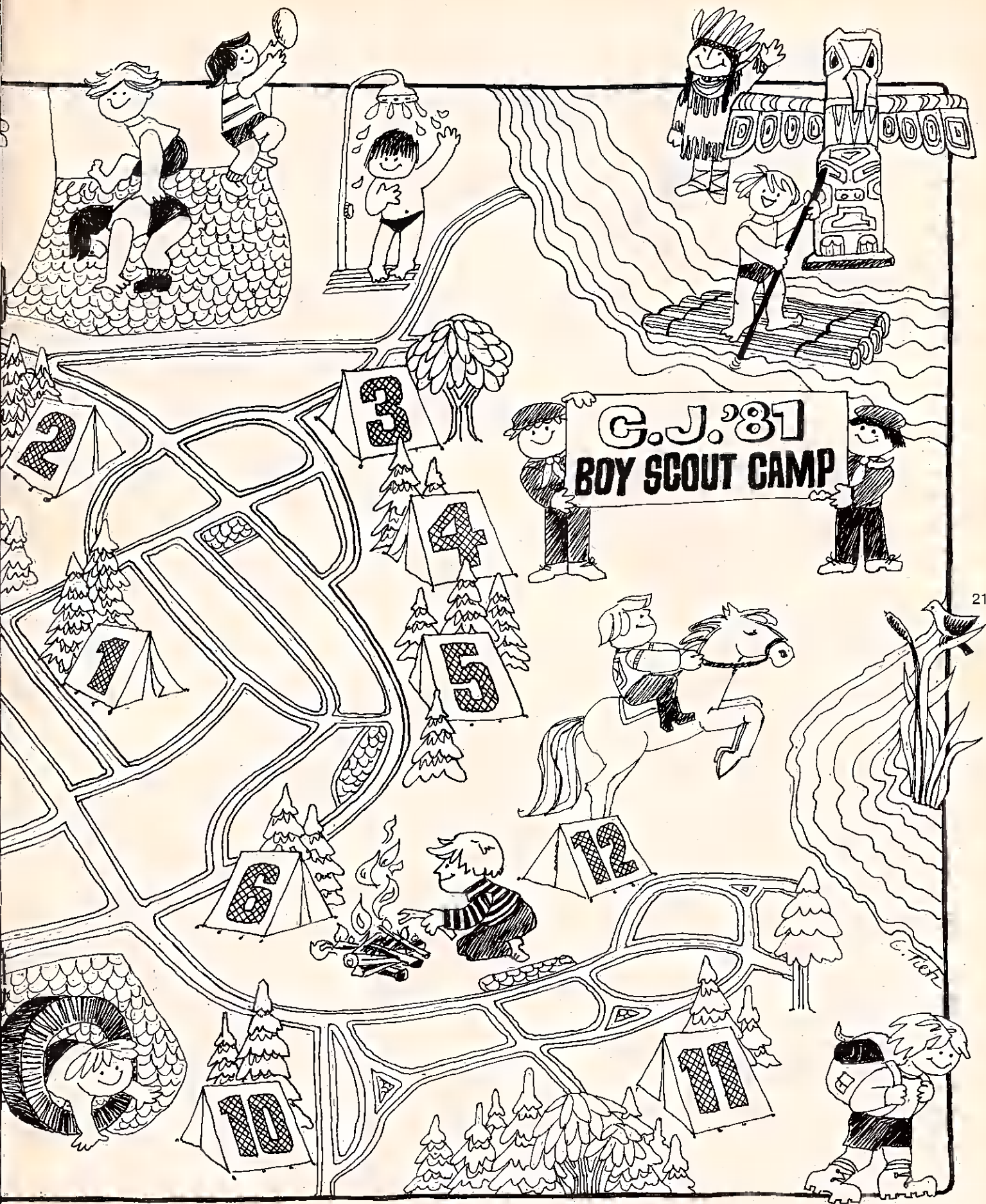


CALGARY 80km▶▶▶

20



◀◀ BANFF 30km





By the time you read this note, the Great Experiment will be over and the Scouts of the Famous Fourteenth Lowestoft, Suffolk, England, will be in a position to tell the world whether or not methane gas, drawn by the well-known jam jar process from the ponds and ditches of the part of East Anglia in which they operate, is capable of converting a plastic dustbin liner-bag into a lighter-than-air balloon.

This is just one of the L.F. type activities the 14th will pursue when they foregather at their local campsite on Sunday afternoon at the end of their annual Springtime Adventure Hike, the theme of which on this occasion will be "Survival After the Holocaust". Not that we are looking forward to that event but we think you will agree that it is as well to be prepared. Anyhow, the idea is that while plodding along the leafy lanes, through the rushy marshes and over the gorse-covered heathland, the patrols should collect whatever they can find that will enable them to improvise tools, weapons, domestic appliances and other gadgetry — anything, in fact, that will enable them to continue to live in a civilized and dignified manner when they emerge from their personal hide-outs when the unimaginable horror of the dreaded wotsit has passed. So far we haven't discovered any particular use for "Marsh Gas Mary" (our methane balloon) but no doubt Scout Leader Bruce Wayman, who thought of the idea in the first place, will have another moment of inspiration. Anyhow, even if we don't get lift-off, we can always put a light to the open end of the balloon from a safe distance and see what happens. Indeed, we are already working on the problem of how to apply the light without risk to the person. Having myself had first-hand

experience of the explosive properties of methane gas when mixed with fresh air (just a jam jar full on that occasion but it made a deep impression) I am not likely to under-rate it.

I wonder if anyone has ever taken the trouble to find out whether strong rubber bands cut from discarded inner tubes make efficient and reliable mousings for the hooks of pulley-blocks. My own (as yet unproven) conviction is that rubber will cling much more closely to cold steel than any sort of twine and, moreover, will "give" to the strain which might easily push an ordinary mousing off the bill of the hook.

Over to you for experiment, please . . . But in any case, I hope that never again will sisal twine be used for this purpose. Tarred hemp spunyarn is the stuff for mousings; failing that, any soft, strong, thin twine. But whatever you use, do make sure that a reasonable notch has been filed into the bill to give the mousing a grip.



With a figure-of-eight movement of the arm and a twist of the wrist, try to throw an overhand knot in the end of a short rope.

Try this one.

Scouts in teams of three, with one big, strong fellow in each trio. The big boy takes up what gymnasts call "the bent front support position", that is with hands and feet on the deck and bottom elevated. The second man lies along his back with knees gripping his sides and the greater part of his weight supported on his hands, which

are placed on the deck just in front of the big man's. Number Three takes up a similar position on top of the second, thereby creating a centipede with one pair of hind legs and three pairs of fore legs. The centipede lines up with others of his kind at the starting gate and at the signal they proceed down the track in good order, taking care to keep their fore legs in step.

A distinguished district commissioner of my acquaintance (because, of course, I only consort with the best people) has sent me what he calls "An Irish Crossword" which he thinks your patrol leaders ought to be able to solve in less than two minutes.

ACROSS

1. To strike with the fist
2. A festive drink
3. A famous magazine
4. A workshop tool
5. A sadistic puppet

DOWN

1. Go well with duck
2. Grazing animals
3. Lay eggs
4. Seven of these
5. Often dropped in London

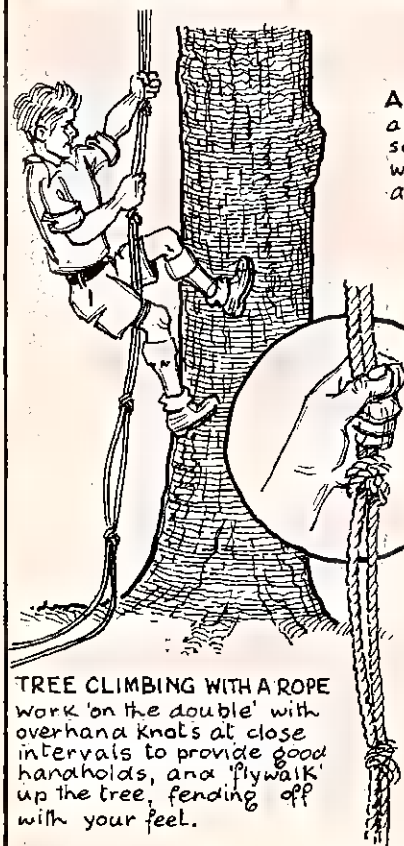
The key to the puzzle is that one word only is needed.

Chinese Egg-Standing Day was duly observed in many parts of the U.K. on the 21st March, the day of the Vernal Equinox, and proved to be a staggering success in some places and a blistering failure in others.

If you missed it this time round you will have to wait until next year (having now missed the Autumnal Equinox as well) to find out for yourself whether it is true, as the Chinese maintain, that on those two days only, round about the noontide hour, the spinning earth achieves a remarkable degree of equilibrium, so that fresh eggs can be balanced on their round ends and will remain in that position, impassive as mandarins of the Fifth Dynasty, for quite some minutes until the spell wears off.

Regrettably we had forgotten all about it here in Holton St. Peter until our friend Miss Gill Brackley rang from the editorial office in Baden-Powell House, London, to say that, having failed completely to persuade their eggs to stand before the appointed hour, they were at that moment (just a minute or so after one

SCOUTCRAFT FOUR



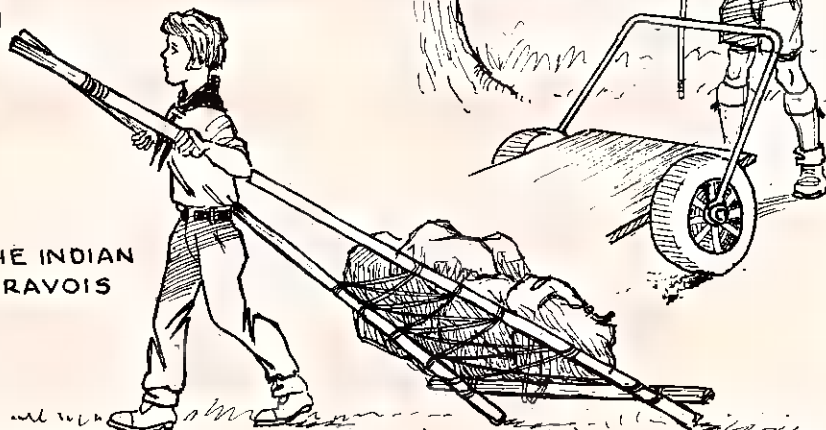
TREE CLIMBING WITH A ROPE
Work 'on the double' with overhand knots at close intervals to provide good handholds, and 'flywalk' up the tree, fending off with your feet.

A TUMPLINE with a headband of softer material will help to steady an awkward load



RAISING A HEAVY LOAD WITH AN IMPROVISED TACKLE

THE INDIAN TRAVOIS



o'clock) gazing in amazed disbelief at no less than four milk-white ovoids standing smartly to attention on the Deputy Editor's desk. And so they remained for a minute or more until, one after the other, they gently subsided.

Here in Suffolk the dining room clock stood at five minutes past the hour. I hurtled through the kitchen and into the annex where we keep the cooler, snatched two eggs from the tray and hurtled back again — so many precious seconds lost. Was I in time? I was not. My eggs just rolled over, one pointing eastward in the general direction of the Great Wall of China, the other on to the floor. The telephone rang again. It was Mr. Ron Jeffries, for many years Editor of SCOUTING Magazine, now serving the Milk Industry in the same capacity. His egg, he said, had let him down completely and in doing so had done his reputation no good at all with his new colleagues in the office. He sounded more than a little aggrieved.

Within the next few days letters began to arrive in fair number, some jubilant, others not. Some, I discovered, had failed to take British Summer Time into account; others had subtracted the all-important hour where they should have added it. In

Gibraltar, Mr. Andy Thompson, Assistant Cub Scout Leader of the 8th, had adjusted his bedside clock to allow for the differential between local and Greenwich Mean Time and had taken his egg and his camera to bed with him. (He happened to be on night duty at the Royal Naval Hospital at the time and was supposed, by his wife, to be enjoying his much-needed beauty sleep.) Alas, he found that the magic of the orient had no power on the Rock! Great was the disappointment thereof.

Perhaps the most interesting report, however, came from Group Scout Leader Chris Healey of the 3rd Devizes. It seems that on the 21st March he was booked to help in the running of a science course for primary school teachers in Wiltshire. Where better (he thought) to try out the CESD Hypothesis? Like a true seeker-after-truth, Mr. Henley had a trial run before the date of the course and had no success at all. Nevertheless, he was brave enough to try again in front of his highly perceptive and critical audience. After several boss-shots, and encouraged by many ribald comments, he finally succeeded in balancing his egg and was accorded a generous round of applause. After that several people managed to

balance theirs — even though (as Chris later realized) they had miscalculated the time and subtracted instead of adding the hour!

Nor was that the only anti-climax.

On returning home Mr. Henley tried again — and succeeded. He also tried again on March 24th and 29th with equal success.

"It seems to me," he writes, "that it all depends on the egg. Some will stand while others won't, whether it is the official Egg-Standing Day or not. However, I was conscious of the fact that I tried a good deal harder at what I thought was the appointed hour on the appointed day (even though we were two hours adrift), which seems to suggest that if one expects something to happen, one tries, even subconsciously, to make it happen. A clear case of the triumph of mind over matter."

Oh, I don't know so much about that. Nobody can say that Ron Jeffries didn't try, subconsciously or not — not with all his new office colleagues looking on and his reputation at stake — and look what happened to him.

Never mind. We are now waiting for reports from the Autumnal Equinox to come in. We shall look forward to hearing from you. X

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PATROL CORNER

by Phil Newsome

A few months ago I had the pleasure of attending the Kootenay Regional Scouters Conference held in Fernie, B.C. One of the many activities open to participants was exploring the world of pioneering and the lashing and knotting skill so necessary for this activity.

Those of us who attended the pi-

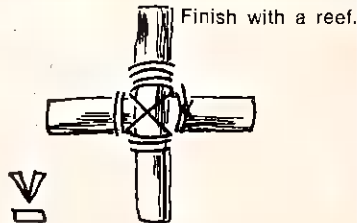
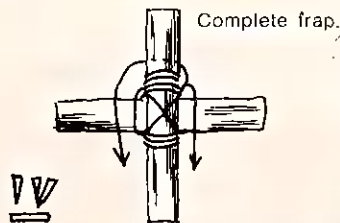
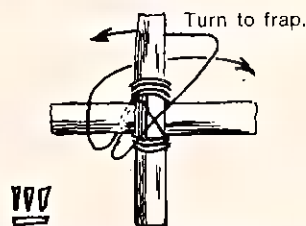
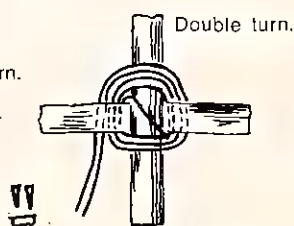
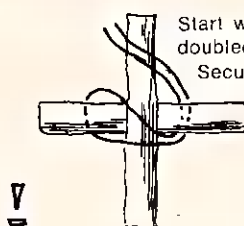
oneering activity centre soon found that the session would be a "hands on" program with all of us involved in the construction of a Monkey Bridge. The square lashing was the subject of much debate and different methods were shared with the Scouter in attendance.

The following is a reprint of an arti-

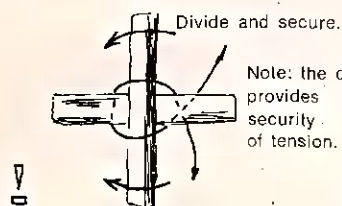
cle in **The Leader** by T. Russel Evans, which shows two alternate methods for the square lashing. The Japanese methods were used by the Kootenay Scouters for the Monkey Bridge and seemed strong enough on this occasion, using both adults and boys, to test our final product. X

Japanese Square Lashing

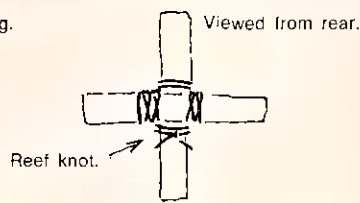
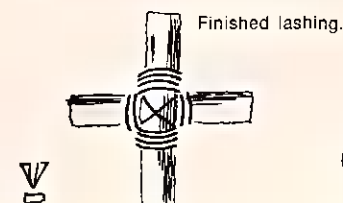
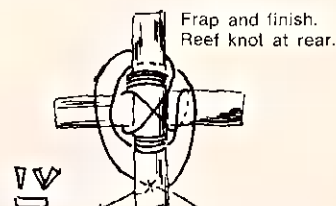
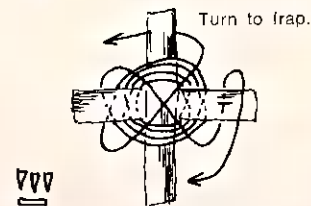
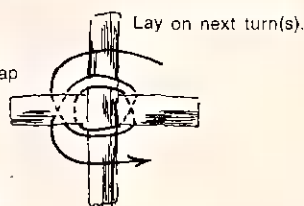
a)



b)



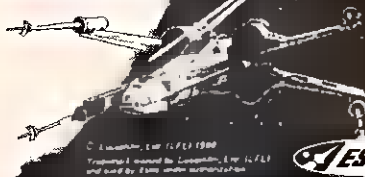
Note: the overlap provides security of tension.



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A WORD TO CHAIRMEN

(of Group Committees)

by Pat Horan

... about the Family & Scouting

Dear Murray,

Thank you for your note about the number of complete families actively involved in your Scout group. It's a strength often overlooked by many leaders. And it's a credit to the good programs provided by your leaders to be able to attract and hold not only brothers but parents as well.

I like your strategy of defining and recommending positions and then fitting family members into slots that they will enjoy and make worthwhile contributions to. Thus you have Jim Shepherd as Vice Chairman (PR) and Hazel Shepherd as Apple Day Co-ordinator both supporting son Mark, a sixer.

And then you have Pauline Henry as Hawkeye with Beaver sons Jonathan and Christopher, and Colin Henry as Baloo with son Michael in the pack.

Some studies of Scout programs suggest that families play or can play a very supportive role — especially in the Beaver and Cub programs. But the Scout/Venturer programs with their greater challenge of the outdoors could also attract older brothers, fathers, uncles, and perhaps grandfathers in some cases, who have some expertise in outdoor skills.

Talking of grandfathers, Scouting (and other youth organisations) could do more about involving the growing number of active Senior Citizens who have a lifetime of wide experiences to share with present day youngsters. Many grandparents are separated from their normal grandchildren and may welcome an opportunity to help out on special tasks such as Star and badge work or cooking or gardening.

Older brothers and sisters could be recruited as special activity leaders (bicycle safety checks, Apple Day checkers, physical training activities and skills, etc.).

Fathers who travel may be induced to help out when they are in town. What jobs can they do for your leaders? The Annual Parents' Banquet; co-ordinate the Annual Good Turn for your sponsor; run a special class in outdoor cooking, canoeing, swimming; take some boys on a tour of their business; assist in running the Religion in Life Program, and so on.

To encourage the recruitment of brothers to Scouting and to ease the financial load of families, some Scout councils provide "experienced uniforms" at agreed upon costs as well as declining registrations.

When parents actually see the active leadership skills being developed by their sons, then there is a tendency to increase their support of, and commitment to, Scouting. In addition of course, they, as leaders, are developing skills in leadership and co-operation and community development which they can then apply in other aspects of their lives.

Murray, good to hear from you. Keep in touch.

Sincerely,

Pat

Venturer Log

by Phil Newsome

Rover jottings

by Phil Newsome

St. George's Day celebrations Niagara District style. On April 20, 1980 the 1st Niagara Venturer company hosted their District's annual car rally, formal dinner and evening activities. The following description and pictures were provided by Paul Kneeshaw of St. Catharines, Ontario.

Fifteen cars were entered which represented six Rover crews and three Venturer companies, a total of 41 entrants.

The event was planned and conducted by the 1st Niagara Venturer Company. All entrants were at 1st Niagara

Scout Headquarters for commencement at 1300 hours. Cars were released from the starting area at 2 minute intervals. The car rally was fun with three checkpoints to be followed through sealed instructions issued at the starting point. Along the rally each car had a questionnaire to be completed which was marked for points and was an integral part of the rally. Each of the three checkpoints had different assignments. The first checkpoint was a visit to a mini chapel to get the location of the second point. At the second checkpoint entrants had to examine tomb headstones and secure the total numbers of years by adding all numbers indicated on certain known headstones. On the third point the entrants had to remove a tire from a vehicle and replace it before leaving the area. This was a tiring assignment! The rally was won by the 3rd Welland Venturer Company with second place won by the 1st Niagara Rover Crew.

Dinner was served smorgasbord style by the Ladies Auxiliary of the 1st Niagara Scout Troop and, after dinner, three games were played with points being accumulated towards an aggregate score with the highest point winner earning the St. George's Day Trophy. 1st Niagara Rover Crew won the St. George's Day Trophy.

This was a most successful event showing, as it did, that a joint Venturer/Rover day is beneficial to our Movement. Brotherhood was the theme and proved to be so. A



Start point for cars timed release for commencement of Road Car Rally.



3rd Check Point: Removal of tire from vehicle and replace to continue rally. This was a timed exercise.



1st Place Trophy: (left) Roland Dell, Regional Coordinator, Rovers Niagara Region (right) Herbert Nobes, Assistant Advisor, 3rd Welland Venturer Company.

An Exciting Exchange Visit

by David Searle



The 1st Nanoose Cub Pack from Vancouver Island and the 1st Yellowknife Cub Pack from the capital of the Northwest Territories visited one another last summer. For the boys of each group it was like travelling to the ends of the earth, with each pack travelling approximately 2,800 miles return. Here's how it came to pass.

Paul Pertson, Akela of the 1st Nanoose Cub Pack, had spent 16 years in the Northwest Territories as a member of the R.C.M.P., where he became involved first as a Beaver leader, then as an Assistant Cub Master with the 1st Yellowknife Cub Pack. He then moved to Nanoose on Vancouver Island where he continued in Scouting by establishing the 1st Nanoose Cub Pack. In November of 1978 he wrote to his old friend and Akela of the 1st Yellowknife Cub Pack and suggested an exchange visit. The challenge was accepted.

The major consideration was the tremendous cost of transportation. Since all the boys were under 12 years, they qualified for reduced fares. The adult fares, however, were the big consideration. Pacific Western Airlines agreed to provide passes for the leaders of both packs and this generous offer made the exchange possible.

Each group then set their budgets, met with the parents, defined fund-raising projects and set about achieving their goals. In April the 1st Yellowknife Akela met in Victoria with the 1st Nanoose leaders to fine-tune the plan.

Day 1 — On 22 June the 1st Yellowknife Pack departed via Pacific Western Airline and, after several stops en route, arrived via chartered Twin Otter Aircraft at Qualicum Beach that same evening to be met by the Cubs, leaders and parents of the 1st Nanoose Pack, plus their sponsors, the Lions Club and local dignitaries. Billets were assigned and the exchange trip was officially opened by a Grand Howl.

Day 2 — On 23 June the billets entertained the boys in the

morning with tours of Nanoose and Parksville, beachcombing and salmon fishing. In the afternoon, both packs and leaders travelled to beautiful Rath Trevor Beach, a provincial park, raised a flag pole and flew the flags of Canada, British Columbia, the Northwest Territories and the flag of World Scouting. The afternoon was spent in the surf collecting shells, swimming and watching the tide roll in, an unusual experience for Yellowknife boys whose only experience is with fresh water lakes. The Lions Club hosted a magnificent barbecue, serving fresh salmon filets, Pacific oysters and clams. Next came a traditional fun-filled campfire preceded by an exchange of badges and gifts and followed by a tug-of-war between both packs and leaders.

Day 3 — June 24 started early with a bus departure from Parksville to Tofino, where the 1st Yellowknife Cub Pack were hosted for lunch and supper by the leaders of the Tofino Cub Pack. The afternoon was spent on beautiful Long Beach engaged in sand castle building competitions, beachcombing and swimming. Supper that evening consisted of five gallons of tasty clam chowder and live Dungeness crabs whose dispatch, cleaning and cooking was demonstrated by Akela Stan Douglas.

Day 4 — June 25 was early-rising for a pancake breakfast hosted again by the Tofino Cub Pack, then south through Parksville for lunch hosted by the 1st Nanoose Group Committee before going on to Victoria. Here the Yellowknife boys attended the Killer Whale Show and enjoyed a barbecue supper in Sidney at the home of Mr. and Mrs. Derek Finall, then tented out on their lawn that evening after a late dip in the ocean.

Day 5 — On June 26 rising was at 4.30 a.m. for a 6:50 a.m. departure home to Yellowknife by 7.00 p.m. Parents were on hand to meet their sons who, although weary, excitedly displayed the many tokens, gifts and treasures they had collected, as well as gifts purchased for Mom and family.

Next came the seemingly impossible task for the 1st Yellowknife Pack to equal the hospitality of the people from Nanoose and Parksville. Here's how it went.

Day 1 — July 10 at 6.50 a.m. from Victoria, B.C., arriving in Yellowknife at 8.00 p.m. The 17 Cubs and 5 leaders were met with a "Welcome 1st Nanoose Cub Pack" sign and a guard of honour of 1st Yellowknife Cubs. A joint Grand Howl followed with words of welcome from John H. Parker, Commissioner of the Northwest Territories. Mr. Parker is also president of the N.W.T. Scout Council, who presented a Polar Bear Flag to 1st Nanoose. Then Yellowknife's mayor presented Raymond the Raven certificates and Yellowknife pins to the Nanoose boys and leaders, as billets were assigned. Care was taken to bring together boys who had been assigned together in Nanoose.

Day 2 — July 11 started with the morning for play and relaxation because of the long previous day of travel. Yellowknife billets individually planned family activities for their Nanoose guest, during the morning. At 1 p.m. the Nanoose boys boarded a bus for an extensive 3-hour tour of Yellowknife. The tour included a visit to the Giant Gold Mine and the Eskimo Sleigh Dog Project, as well as the Bush Pilot Monument and Yellowknife generally, ending at Ptarmigan Airways float base. The bus tour was made possible by the Department of National Defence donating their bus for three hours. Ptarmigan Airways then transported the Nanoose boys and leaders 50 miles northeast to beautiful Consolation Lake, all free of charge. As this was a "float" operation, the Nanoose boys were very excited. Earlier in the day, the Department of National Defence transported an advance party out to Consolation Lake with tents and other equipment, using their Air Rescue Twin Otter on floats. This particular location on

Consolation Lake is a privately owned wilderness retreat offering excellent fishing, boating, swimming and nature hike opportunities. In fact, a Part II Wood Badge course was held there only one year earlier and the altar camp fire and associated facilities were left in place. That evening the Nanoose group were treated to a traditional northwest supper of caribou stew and bannock, and indulged in boating and swimming.

Day 3 — July 12 consisted of a fun-filled day of fishing, boating and swimming with nearly every boy catching a northern pike. The art of fish filleting was demonstrated and then engaged in by those who caught fish, which became the subject for a fish feed next day.

Day 4 — July 13 was similar except that a nature hike was added. At 5.00 p.m. Wardair Canada, with a Twin Otter on floats — again at no charge — returned the Nanoose group to Yellowknife. At 7.00 p.m. the 1st Yellowknife Group Committee hosted a pot luck supper at the Long Lake picnic site. This was followed by various presentations and a traditional Scout campfire conducted by 2nd Yellowknife Cub Pack Akela Bill Moore. The highlight of the evening was two-fold. First, a real wolf head properly mounted on a birch staff was presented to the 1st Nanoose Cub Pack. Then the 1st Yellowknife Cub Pack was presented with a picture album, beautifully illustrated with pictures and dialogue of their previous visit to Vancouver Island.

Day 5 — July 14 was departure day for the 1st Nanoose boys and leaders, ending a worthwhile exchange visit.

David Searle is a Cub leader and Commissioner for Northwest Territories. A



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 - c. four plastic typewriter ribbon boxes
 - d. one typewriter ribbon reel
 - e. one large match-box and two small ones
 - f. quick setting glue
 - g. a few panel pins
 - h. a wire coat hanger
 - i. a split cane from the garden shed
 - j. a small cotton spool
 - k. pliers
 - l. a cork

I have just made this model (including finding all the bits and pieces) in less than an hour, and as I do not consider myself by any means a handyman, I feel quite sure that you will make short work of it.

My first task was to make the jib of the crane. Normally I would have used two pieces of thin wood for this but, not having any, I cut six shapes from corrugated cardboard, four with the corrugations running across the jib and two in line with it. I found that when I had glued these together in sets of three and pressed them together with a pile of heavy books, they were almost as strong as a wood lath of the same thickness.

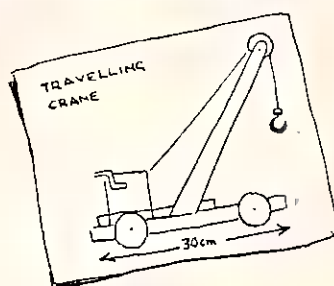
I then completed the jib by inserting two small matchboxes filled with sand between the two arms and again gluing them in position. It worked!

The winding gear was made from a large matchbox, again reinforced with several thicknesses of corrugated cardboard. The drum of the winding gear was just a small cotton spool with a length of wire cut from a coat hanger and bent to shape with pliers. I cut a number of "stoppers" from a cork and glued two of these to the sides of the reel to stop it turning on the wire.

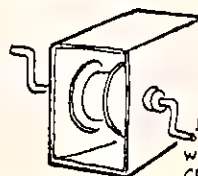
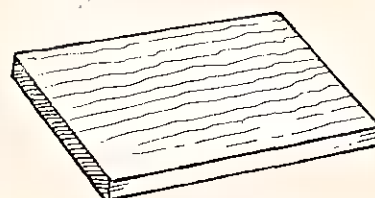
The pulley at the top of the jib was a reel from a worn out typewriter ribbon and the wheels of the crane were the plastic ribbon boxes with cork "stoppers" at each side to prevent them from sliding along the axles. These were lengths of split cane, fastened to the base board with wire staples.

Great fun! I hope you enjoy making and using your crane as much as I did.

A TRAVELLING CRANE



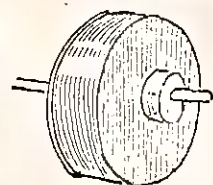
BASE BOARD



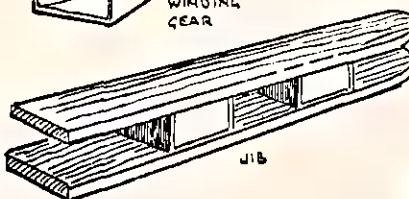
WINDING GEAR



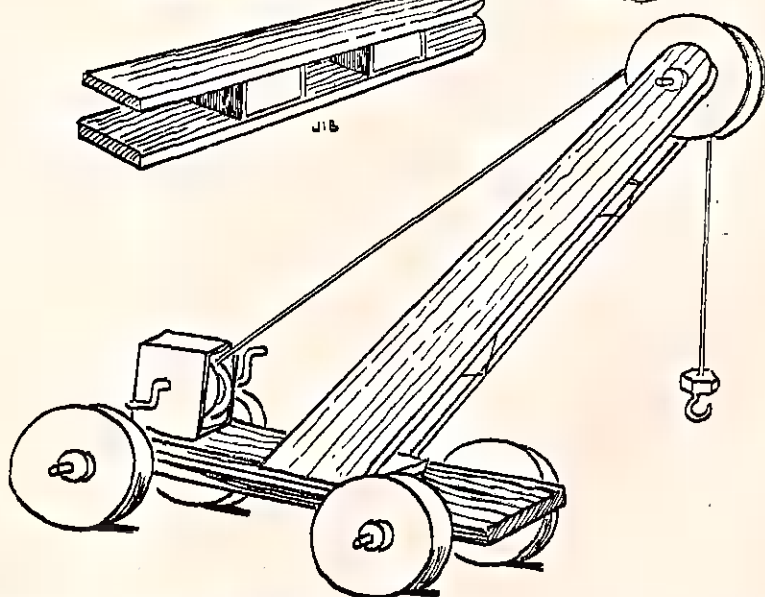
'STOPPERS' (CORK)



WHEEL



JIB



A Checkerboard Project

by Brian MacDonald

Here's a good, inexpensive project for a Cub pack to enjoy making and using afterwards. It was sent to us by Cub Master Brian MacDonald of the 4th Amherst "B" Pack in Nova Scotia. It's just the sort of item we like to receive so why not drop us a line and let us know what crafts your boys have enjoyed making in recent months?

Checker Board and Checkers

Our Cub pack enjoyed making these and I'm sure they were used afterwards. We spread it out over three weeks, with about half an hour each week.

For each boy we used a pre-cut piece of wood 12" x 16". I used an old sheet of panelling left over from my basement.

The Mac-Tac was cut into 1" strips and then into 1" squares. The backs were peeled off one at a time and these were stuck to the back of the board as in Diagram 2. To save time these squares should be cut ahead.

The natural wood colour of the panel back and the dark wood-grain of the Mac-Tac give the look of inlaid wooden squares.

Third Week

To make the checkers, use 7/8" diameter or 3/4" diameter dowels cut into 1/4" thick discs. These dowels are not expensive and can be obtained at most hardware stores, in three or four foot lengths. A back saw and mitre box is best

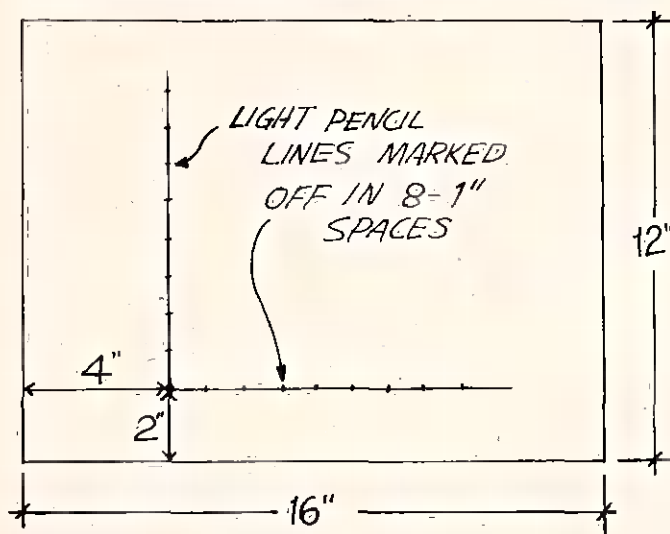


Diagram 1.

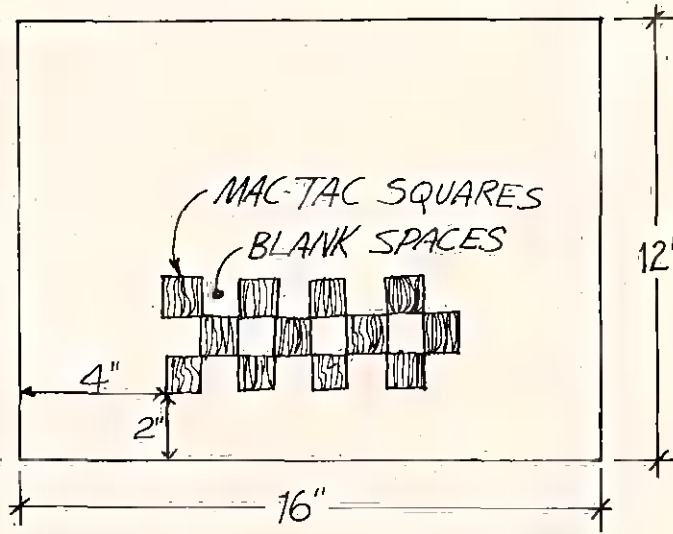


Diagram 2.

First Week

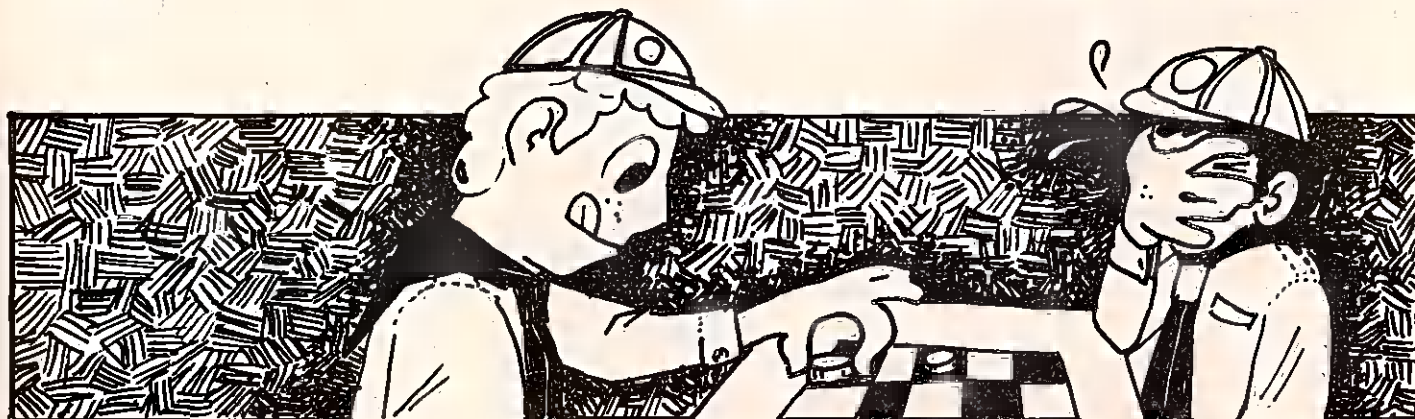
We cleaned and sanded the rough edges with fine sandpaper. The boards were then ready for marking and were marked as shown in Diagram 1.

Second Week

For the alternating colours of the squares, we used wood-grain Mac-Tac. Since the back of the panelling was light coloured, this provided a good contrast for the dark Mac-Tac.

for cutting the checkers. Each boy in our group sawed his own checkers if able. (Some of the boys were worn out after the first few and the leaders helped cut the remainder.) 24 are required for each boy. After cutting, 12 were stained dark brown.

As mentioned, the boys really enjoyed making this project. Along with learning a little about saws and measuring, they were also doing some work for their Toy Maker Badge. There were also a proud bunch of Cubs taking this game home — probably to "crown" Mom or Dad!



EDITOR'S NOTEBOOK



by Bob Butcher

When John Sweet celebrated his 75th birthday recently, he received greetings from many parts of the world... mostly by mail. But the Scouts of the **21st St. George's Troop**, in **St. John, N.B.**, decided to do something a bit different. Choosing from several of John's columns in **The Leader**, they prepared a program of stunts and games all thought out by John. Then they contacted him and told him to wait up on the chosen night to hear how the evening's activities had gone. The Scouts were given the various projects and, in true Scouting spirit, worked on them in patrols, arriving at the troop hall with Vortex machines, Bouncing Bazookas, Abingdon Missiles, etc.

The Scouters also had several activities prepared, as well as a huge birthday cake in honour of John. After an hour's fun, a call was placed to John, whose wife Claire had kept him awake with plenty of coffee, as the time was 12.45 a.m. in East Anglia and only 7.45 p.m. in New Brunswick.



Photograph by David Goss

That notwithstanding, the boys had a delightful time talking to John about their efforts to carry out his projects, and reports from England indicated John was equally enthused at talking to the Canadian boys. Here Scout David Burpee braces the Abingdon Missile built by his patrol, while Grant Kelly prepares to release the shot.

The familiar David Goss, along with Greg Kelly, James Donner and Ian Hamilton are the Scouters who arranged the project with John Sweet.

We have just received word that Fitness Canada has now produced the second edition of its booklet *Moving Into The Teens*. The purpose of the booklet is to encourage young Canadians to adopt an active lifestyle.

In response to suggestions and comments from readers of the first edition, parts of the text have been revised and expanded, so as to be applicable to the 11 to 16 year old age group.

Fitness Canada will provide, on request, either single copies or "classroom sets" for teachers and youth leaders.

For more information on fitness or to obtain copies of this booklet, contact your provincial Ministry for Fitness and Recreation or write to:

Moving Into the Teens,
Fitness and Amateur Sport,
365 Laurier Avenue West,
Ottawa, Ontario K1A 0X6

In an earlier column I reported that the World Bureau had launched a contest to select a theme for the **75th anniversary of Scouting**. We are told that hundreds of suggestions flowed in from young people and adults around the world. A World Committee Task Force and the Public Relations Committee reviewed them and conducted discussions around the globe. In reaching their decision it became clear that they were looking for a theme which could serve as a focus for an international program which would be service oriented and based on duty to others.

They finally settled on the submission of **Venture Scout Cathal O'Ceallaigh** of the Catholic Boy Scouts of Ireland. His suggested theme was: **"Good Turns Make A Better World"**. The Bureau recognizes that a world organization with members in 115 countries needs flexibility so the door

has been left open for member countries to select alternatives.

For his contribution Cathal wins a free trip to the next World Jamboree.

The World Bureau has also defined the period of celebration of the 75th Anniversary. It will begin on **February 22, 1982 and continue through the World Jamboree in August of 1983.**

If the shoe fits.....



To raise funds for international Scouting, the World Scout Foundation has commissioned a rare limited edition fine art print for collectors.

Called "The Scouting Print", it was created from original pencil drawings by the founder. The edition is limited to 1500 copies, each of which is personally signed by the founder's grandson, the present Lord Baden-Powell of Gilwell.

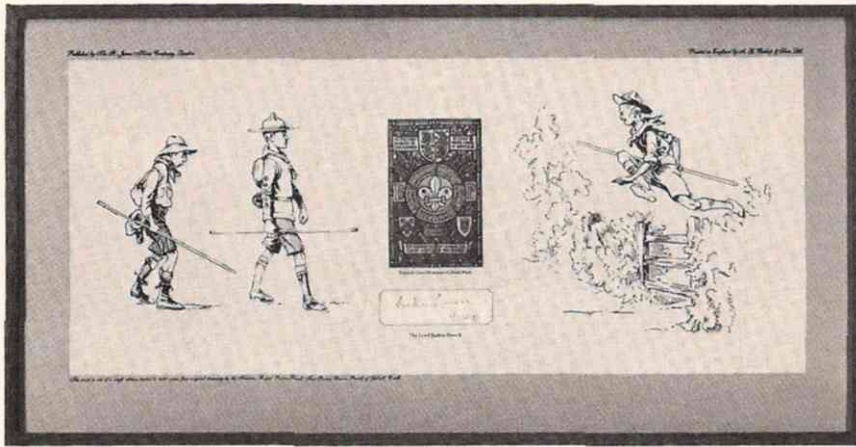
Included with each print is an elegant, high quality wooden frame in kit form. The kit includes all materials necessary to construct the frame, except the glass and hardboard backing.

Copies of this collectors' item cost £29.50 each and can be obtained, while supplies last, from:

The St. James's House Company,
37 Floral Street, London WC2E 9DJ
England.

Remittance will be refunded immediately if applications are too late.

Approximate print size: 24"x12".
Image size: 21"x9"



In our March 1980 issue we printed a story on how Scouting responded to the Mississauga emergency and we closed by suggesting that councils and groups ought to "be prepared" to respond when called upon to meet the unexpected.

From *World Scouting Newsletter* here are some examples from around the world where Scouts have either sought to develop emergency preparedness or have reacted to such a call for action.

Azores — At the New Year a severe earthquake struck the Azores, causing heavy damage to the Island of Terceira and especially the City of Angra do Herismo. Scouts immediately helped with temporary shelters and the distribution of relief supplies. They ran a round-the-clock messenger service and assisted with the collection of funds. The press has highly praised their work.

One of the largest Scout Groups had its Headquarters entirely destroyed. It also housed the regional bureau for the Azores. Scouts of mainland Portugal gave their Easter holidays to join working parties on the reconstruction and raised \$2,000 towards rebuilding the local headquarters. The Scout "U" Fund made an additional grant of \$1,000.

Denmark — Danish Guide and Scout Associations have donated half a million Danish Kroner to help refugees in South-East Asia, especially those from Kampuchea. This amounts to almost \$100,000 and was raised during their annual Guide and Scout Aid week.

France — A year ago great forest fires ravaged the South of France, reaching close to the gates of Marseille. Two young people died while fire-fighting. The Scouts and Guides called on all the youth of the town to efface the damage. Over 50 hectares of burned trees were cleared and more than 17,000 young trees planted.

Malta — There were some fine examples of preparedness after several areas were badly hit by heavy storms. One Scouter spent a whole week helping a friend whose house was flooded twice within three days, the second time after his cellar had been pumped out by the Fire Brigade. A group of three Senior Scouts used their Land Rovers to pull out some 15 vehicles bogged down in the floods. They also saved two car occupants from being swept away by the waters. Another car was swept away and caught on a railing. They were seen by a Scouter who tied a rope to his waist and swam to the marooned driver and an eight year old child, when they were all pulled to safety by willing hands.

New Zealand — Venturer Scouts attended an emergency simulation course near Wellington. The exercise

involved rescuing "victims" from a burning building, a car accident and an overturned boat, as well as a search and rescue operation. The exercises appeared so realistic that many motorists stopped and offered assistance to the victims of the "car accident".

Zimbabwe Rhodesia — While canoeing at the Matopos Dam two Bulawayo Scouts saw two people floundering in the water after their canoe had capsized. One Scout dived in to assist a young girl. The other paddled towards a middle-aged man who could not swim. In his panic the man capsized that canoe. The Scouts then used their life-saving knowledge to get the two back to the shore some 100 metres away.

Have you heard the expression "grey power"? More and more people in society are beginning to recognize the wealth of human resources to be found among the nation's senior citizens. Service Scouter **William Gillespie** of Bramalea, Ontario, went to investigate a senior citizens' home in Brampton after spotting their auditorium.

Scouter Gillespie reports that it took no time at all to talk them into sponsoring a Beaver colony. Pictured here are **Mr. Wilbert Nix** and **Mrs. Jean Kerr** who are Peel Manor's representatives on the 17th Peel Manor/Brampton group committee. **Beaver Frankie Evans** is the son of one of the nurses who works at Peel Manor. A



Photo courtesy of The Daily Times of Brampton, Ont.



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by Pat Horan

In his notes to leaders in *Scouting for Boys*, Baden-Powell wrote "A movement of this kind would fail in its purpose if it did not bring a boy to a knowledge of religion".

Thus, in co-operation with Scouting, most religious denominations in Canada have developed their own unique Religion in Life program.

Scouters are the key persons in the program because it is their task to encourage boys to participate and it is their task to put the boys in touch with their minister, priest, rabbi or other religious leader.

In church sponsored groups this is usually a simple matter, for the minister, priest, rabbi or religious leader is likely the chaplain. In non-church sponsored groups, Scouters provide boys with the details of the program and advise them on how to contact their own religious leader.

To assist the process, there are a number of religious resources available from the local Scout council and often the church office. These include *Let's Celebrate* — a grab bag of spiritual ideas for Scouting; denominational pamphlets; *The Religion in Life Program* film slide series; and the new pamphlet *The Role of the Chaplain*.

The denominational pamphlets usually list the resources provided by the churches involved.

But the Religion in Life program is the sort of formal approach to bringing your boys to a "knowledge of religion". An important principle, described in *Let's Celebrate*, is the need to integrate the spiritual into all aspects of the total program, not have it treated separately. So grace at meals, prayers, Scouts' Own (under proper conditions), good turns, play acting the lives of the saints, program items led by your chaplain, are all part of regular activity.

Using and building your program around a religious calendar will bring in the informal approach. Most holidays and special days in the year have a religious significance, or at least origin.

Here are the major (not entirely religious) days for 1980-81:

October 8 Yom Kippur
October 13 Thanksgiving

April 19-26 Passover
April 17 Good Friday
April 19 Easter Sunday
April 20 Easter Monday
April 23 St. George

November 11 Remembrance
November 30 St. Andrew

May 18 Victoria Day

December 25 Christmas
December 26 Boxing Day

June 13 St. Anthony
June 14 Obon (Buddhist)
June 24 St. Jean Baptist

January 1 New Year

July 1 Canada Day
July 27 St. Herman (Orthodox)
July 28 St. Vladimir

February 15-22 Scout-Guide Week

August 13 Eid-ul-Fitr (Muslims)

March 1 St. David
March 4 Ash Wednesday
March 17 St. Patrick

September 7 Labour Day
September 29 Jewish New Year
October 12 Thanksgiving

In addition to the above generally Christian days, be aware that in the last few years Scouting has attracted quite a number of non-Christian members and their important religious dates must be noted and respected.

It is an accepted principle in Scouting that events will be arranged so they do not conflict with the religious obligations of the Scouts and Scouters.

If in doubt, consult your group or district chaplain, your boys and their parents to see that obligations are not being overlooked.

Finally, make it a part of your planning to theme and bring to the attention of your boys, the significance of special days. For example, plan a

family supper (or other event) on or around a Saint's Day such as St. Patrick. Serve an Irish stew, sing Irish songs, act out Irish skits and talk about the work of St. Patrick. Do the same with St. George, St. David, St. Andrew or any of the saints. If your group is sponsored by St. Paul's United Church, do something on the life of St. Paul. If you are a community group meeting in St. Catharine's or St. Boniface or St. Leonard, do something about that saint.

A key is to integrate the spiritual into the regular activities in such a way that your boys will be made more aware of and gain a greater "knowledge of (their) religion".

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SCOUTER'S 5 MINUTES & GAMES



A POTTED STORY

(To read aloud and embellish as you go along.
See **The Leader** Jun/July and Aug/Sept. '78)

One Good Turn . . .

Scout has been to local town looking for part-time job to help out at home as his father has been laid off from work. Returns home to country area, changes into uniform and sets off for Scouts. Meets gang of young people at bus stop who make fun of his uniform. Bus comes and one girl who was giggling at him discovers she has lost purse and must find it. Others all climb aboard bus laughing and calling out that she'll just have to catch next bus. Scout says he knows area and will help her look for it. They find it on back road. Blizzard descends and all further buses cancelled. He misses Scout meeting and girl very upset as her parents are away from home so she can't telephone them and is stranded with nowhere to stay. Scout offers to take her to his house nearby. Although his parents are poor they show her kindness and hospitality. Boy tells her something of Scouting principles and next morning puts her safely on bus. Later her father visits Scout's family, thanks them for their kindness, says should be proud of Scout son and what his uniform stands for. Offers father job at his plant in nearby town.

AN OBSERVATION

Pity the poor female Cub leader —
She has to:
Look like a girl,
Play like a boy,
Act like a lady,
Think like a man,
And work like a horse!

— Alice Beals.

HALLOWEEN FUN FOR BEAVERS

Witch and the Cat

One boy is chosen to be the witch and another is chosen to be the cat. The remainder of the boys form a circle by holding hands. The witch stays in the circle all the time and the cat darts in and out or across the circle as he wishes. The witch tries to catch the cat any time he enters the circle. A new contestant can be chosen by the old one after the witch has succeeded in catching the cat.

Goblins and Fairies

Goblins form a line along one side of the room and fairies form a line on the opposite wall. Goblins face the wall. On a signal from the leader, the fairies creep up behind the goblins. When they have come about half way, the leaders call: "The fairies are coming". The fairies turn about and head for home and the goblins give chase. If they catch any, the boys go to the other side. (With 5-year-olds, it is a good idea not to let those creeping up get too close to those facing the wall. The children love this game if they never catch anyone.) Fairies take a turn facing the wall.

Pick a Pumpkin

Cut a five-inch pumpkin from orange construction paper for each group of five or six children. Each boy is given five pumpkin seeds (toothpicks will do). The pumpkin is put in the centre of the group. Each boy take a turn until all five of their seeds are used up. They throw it and try to get the seed to land on the pumpkin.

To THE CANADIAN LEADER Magazine
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The Witch has Lost her Cat

Boys form a circle. The old witch covers her eyes as she sits in the centre of the circle. The cat (bean bag) is passed from hand to hand outside the circle. When the witch calls "STOP" whoever has the cat keeps it hidden behind his back. The witch has three chances to find it; if she does not succeed, the one holding the cat trades places with her. If she finds it in the three chances she gets another turn. (Also known elsewhere as "The Beaver has Lost his Brother".)

Special Halloween Treat

Wrap a special treat to be given out to the Beavers in a box with layers and layers of paper. The Beavers form a dam. When the leader blows a whistle the package is passed around the circle. When the whistle is blown again, whoever is holding the package starts to unwrap it until the whistle is blown again, and the package continues to be passed around. This continues until the final wrapping has been removed and whoever has it must share with all the other Beavers.

Halloween Toss

Cut a good sized hole in an old sheet and drape it over a chair or table. The Beavers could draw a face on it similar to a jack-o'-lantern. The hole becomes the mouth and each boy takes a turn throwing a sponge through the hole. Let them have a trial throw first to get used to the light weight of the sponge.

— from "The Loop" South Saskatchewan Region Scout newsletter.

A BEAVER PRAYER

Dear God,

I stand before You, a Beaver
 All dressed in brown and blue,
 I've promised to take care of the world,
 A promise I'll keep for You.
 Although I'm not very big or strong,
 I'll do the best I can
 And pray that You will help me
 To help my fellow man.

— Ruth Barlow, 2nd Scarborough East Beavers

B.-P. SAID . . .

When is a Scout Not a Scout?

Some fellows are always asking themselves riddles so I am trying it myself, as that is the first question that occurs to my mind. I don't know what the correct answer is but it seems to me to be this.

A Scout is not a Scout when he thinks that Scouting is all drill and a grand array of badges, flags and brass bands.

My idea is to get into the woods and fields — especially in the spring and summer time, either in camp or on tramping hikes, and to watch and stalk and learn all that one possibly can about animal life, bird life, insect life, plant life — any kind of nature study.

Not only is it fascinating to every true boy but it is also study of God's work, and you can't do better than that.

— 1917

There is an instinct towards noise, and to rebellion against quiet, in lively youth, in health.

— John Masfield

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It's a **super opportunity** to listen, learn and enjoy the melodies and lyrics of all-time greats such as "Cheer Boys Cheer," and quiet songs like "Kum Bah Yah" that have been favourites for years.

This is a recording that has something for everyone!

OLD members will want **Campfire Songbook** in their record collection, to play and sing-a-long with whenever they feel the spirit move them.

NEW members will want **Campfire Songbook** to learn old foot stompers like "How The Money Rolls In", "MacTavish Is Dead" and many, many more so they can join in with confidence when the singing begins.

LEADERS will find **Campfire Songbook** invaluable as a teaching and activity aid, encouraging group participation with action songs like "Queen's Navy" and "Sweet Little Susie".

Campfire Songbook will be wanted by **PAST** members like Mom and Dad for the songs, smiles and memories of great times.

Campfire Songbook was recorded stereo, in a sixteen track recording studio, using professional singers and musicians.

All lyrics to every song are included on the record jacket.

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