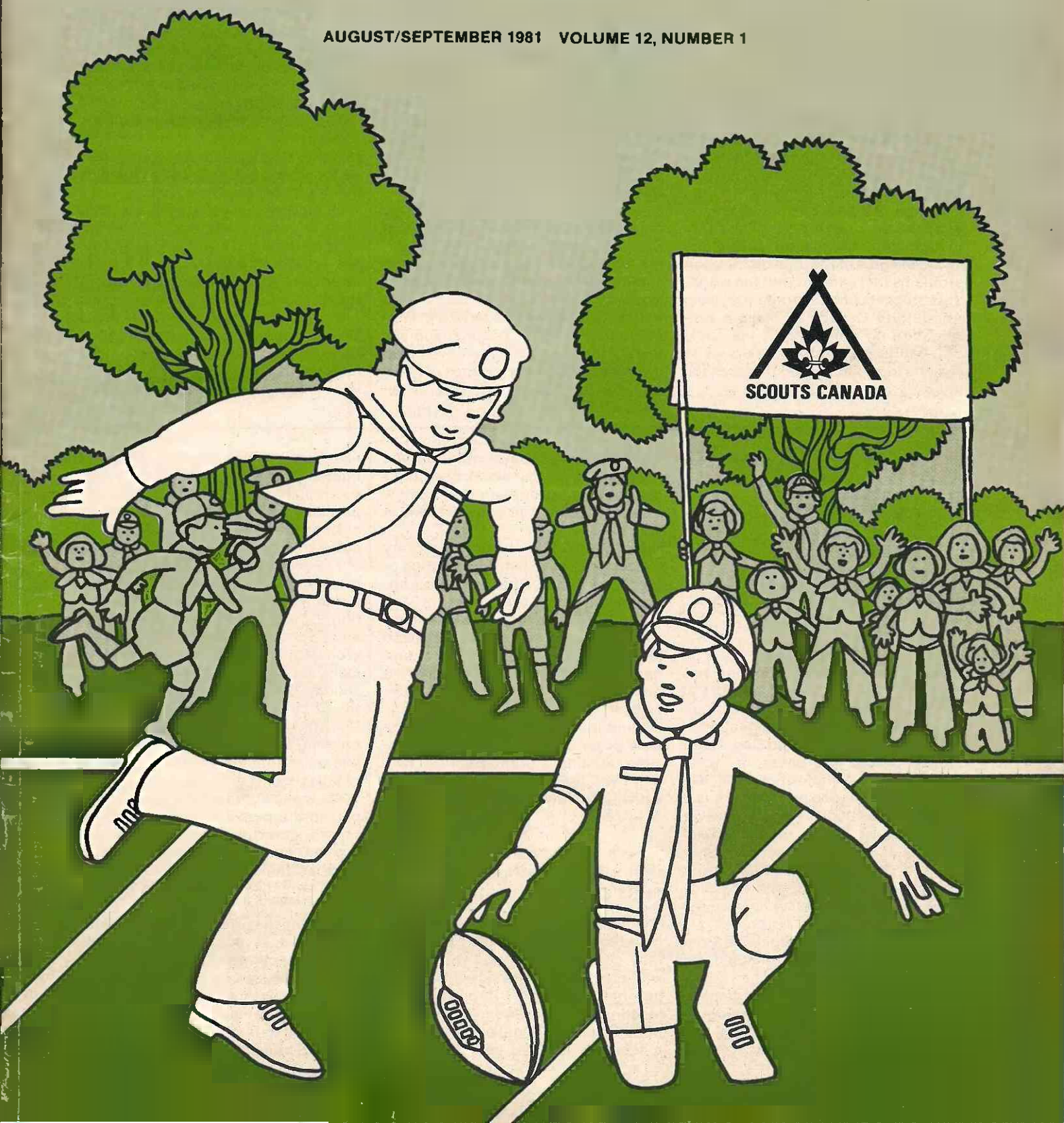


the leader

AUGUST/SEPTEMBER 1981 VOLUME 12, NUMBER 1



paksaak

by Carl Lemieux

October 16 of this year has been designated **World Food Day** (see *Editor's Notebook*, April **LEADER**). The aim of this day is to "increase public awareness of long-term world food problems and to sensitize people to the responsibilities they share in the struggle to eliminate world hunger".

Canadians are among the few people in the world who do not have to worry or wonder if there will be a food shortage. As part of your program, you can prepare for World Food Day participation by making your Cubs aware of some of the food distribution problems that exist around the world. You might contact someone from Agriculture Canada to make a presentation on this topic to the pack. You can also encourage the boys to visit the local library and research the topic.

Why not visit a dairy farm and follow the procedure that milk goes through before it reaches the local store? If it is possible, continue the visit with a trip to the dairy so that you see the complete process from cow to bottle, bag or carton. After such a visit, ask the Cubs to make a chart showing the different relationships that exist in the process of producing dairy foods.

Another important topic that you may wish to explore is nutrition (*Red Star* #4). There are many professionals who would be glad to assist in making the pack aware of the importance of good nutrition and eating habits. Contact your local health clinic, doctor, nurse or hospital and ask them if they can help you develop an awareness of the importance of good nutrition for Cubs in your pack. When

you make use of outside resources, you broaden the scope of your pack program, and rid the program of the humdrums. Remember to thank your outside resource people in an appropriate Scouting way.

The Biblical saying, "Give a man a fish and he'll eat for a day; teach him to fish and he'll eat for a lifetime," can be the very basis for a food theme in the month of October.

In developing the theme you will want to consult with the Cubs. What do they think the saying means? Follow-up with an exploration of the different avenues they may discover in the discussions.

If you plan a project for World Food Day, please write up a short summary. Send it along with pictures you might have taken, and we'll share the material in future issues of **the Leader**. A



As an organization, Scouting has agreed to support the endeavours of the United Nations' Food and Agriculture Organization in its designation of October 16 as World Food Day. To increase public awareness of world food problems, and of our collective responsibility for relieving them, is a large task, especially at the Beaver level. Here are some suggestions of things you can do with your colony.

- Ask a local farmer to talk about what happens to the milk he takes from his cows. Better yet, visit the farm and see the whole process.
- Follow a fruit or vegetable from the farm to the market; an apple, for example.
- Visit a meat processing plant to follow the procedure for packaging meat.
- Have a local dentist and/or

doctor visit to discuss nutrition and health. (A specialist working with this particular age group would know how to relate to the age span present in your colony.)

- Contact your local film library to see if they have films on nutrition or food distribution that would be appropriate for this age group.

As Beaver leaders we have a responsibility to the intellectual and physical development of our members, and World Food Day offers a good opportunity to expand awareness.

Whatever you do, please drop me a note describing your project. If possible, include a photograph or two, and I will try to share some of these activities in future columns.

Here are some ideas from L. Mo-dien, a Beaver leader in Swift Current, Saskatchewan.

- We ask some of our parents to a meeting to discuss a little about what they do for a living, and to help out with crafts. We make sure that everyone has a job to fill throughout the meeting. This past year we've had a florist, an RCMP officer, a nurse, a mechanics teacher, and a Cub who

likes magic. It has proved to be a very interesting and successful part of our program. It encourages both parent participation, and the potential recruitment of new leaders for our colony.

- For our **Swim Up** ceremony, our group committee plans a potluck picnic in a local park (weather permitting; if not, we hold it in our hall). It adds atmosphere to the ceremony. We invite families of all the Beavers, Cubs and Scouts. We feel this helps to solidify the link between sections in the Scouting family. We have asked that the Scout troop be involved in creating lightning for the ceremony, and we're anticipating a very interesting display.

We make sure that everyone takes part in the picnic by asking each to bring enough food and utensils for his family. The food is then set out on a table so that all can share; another way to practise the Beaver motto.

Keeping the program as unique and interesting as possible for Beavers and the members of other sections is one of the strong aspects of the Beaver program. Let's hear what you've tried to maintain the interest of the Scouting family and of the public in Boy Scouts of Canada. A

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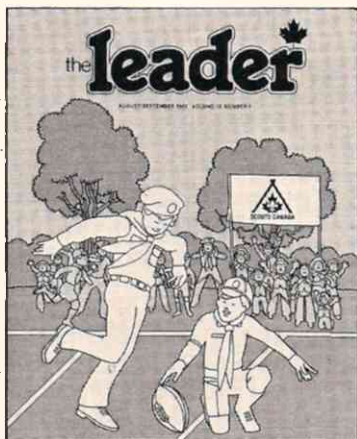
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COVER: Goodbye summer! Jamboree hustle and long hot afternoons under the shade of a tree retreat into memory as the cooler days and crisp nights of Indian summer stir thoughts of a vigorous new Scouting year. This issue presents great 'kick-off' ideas for all sections: bugs and hugs for Beavers; jungle games for Cubs; challenging hikes for older boy sections. You'll also find two practical fall craft ideas, and an exciting account from the log of the 1980 Amory Adventure Award winners.

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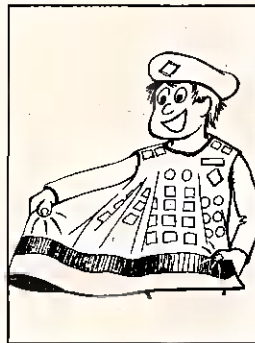
the leader

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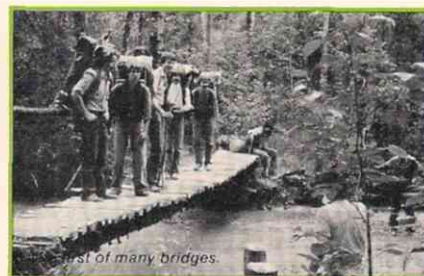
YUKON GOLD

Excerpts from a Log

by the 10th Burnaby Northview Venturer Company



Above the tree line



Just one of many bridges

Yukon Gold chronicles the 'trail of '98' trek of the 10th Burnaby Northview Venturer Company, winners of the 1980 Amory Adventure Award competition.

How better to capture the excitement of these modern day 'sourdoughs' who hiked from Skagway over the Chilkoot Pass to the Yukon, than to use their own pictures and words.

June 29 — We started on the 'Trail of '98', and it immediately started going uphill quite steeply for several hundred feet. We hiked, took a rest, and hiked some more . . . The mosquitoes are not too bad but are starting to make pests of themselves.

(In the early evening, two of the boys) came upon a big sow bear with her cub, on the trail. Pete hurried back to tell the rest. Pat (Connell, the advisor) frantically searched for his brochure on bears . . . while Randy is trying to tell him he thinks it might be a grizzly . . . We all start making noise, following the instructions in the brochure. The bear and her cub head for the river, so we decided to move on . . . We hiked about 500' when around the corner Randy nearly comes face to face with the bear cub again. The cub immediately climbs some 80' up a tree which is right beside the trail and a bridge which we must cross. The sow appears and we all back up a small hill and drop our packs while Randy climbs a tree to get a better look. Pat is busy reading his brochure on bears again . . .

We donned our packs and walked in a tight bunch past the tree and the sow bear which was at the foot of the tree. She didn't move, just looked at us . . .

June 30 (afternoon) . . . The trail climbs steeply and it is quite hot. Here and there you can see where the trail was worn into the granite and there are bits of telephone line which date back to 1898, as well as some old pots, pans, etc. . . . There was a lot of wildlife on the trail . . . toads, squirrels, spruce grouse, a spiny porcupine who climbed into a tree upon our approach; millions of beautiful metallic black flies and billions of dainty mosquitoes!

July 1, Canada Day — . . . the day we had planned for, for so long — going over the Chilkoot Pass; the ascent of the 'Golden Stairs' . . . The trail crosses rocks and loose scree and is fairly tough hiking. . . . We reached the old ruins of the tramway powerhouse and area known as the scales . . . From the scales it is a steady half mile ascent known as 'Long Hill' and now we must hike over patches of snow and generally open country . . . We reached the area below the summit . . . lots of old pots, pans, boots and other debris from the gold rush litter the area. We take a good look at the golden stairs and talk a bit about the old photos of the long line of men who climbed this very summit in the winter of 1898 . . . We start up the 'Golden Stairs', so named because during the gold rush the



Path worn in granite by the original stampeders



The entire company of "bona fide Sourdoughs" at Discovery: (l to r, back row) Alan Foster, Advisor Pat Connell, Peter Duxbury, Advisor Glenn Duxbury; (front row) Jim McLeod, Randy Litwin, John Pushkin, Steve Gale, Dave Iwata.

stampedeers carved stairs of ice up (the path). The pass is a mass of rocks . . .

After crossing a snow field we scramble up the rocks and work our way to the top. The ascent is steep, 45 degrees in places, and tough climbing . . . After pushing on the final way up over snow we pass the Alaska State Monument to the gold rush and we all reached, in good health, the summit of that great barrier, the Chilkoot Pass . . . and crossed over the border into Canada. . . There has been not a tree or shrub since we left the area of Sheep Camp and nothing but rocks and snow has greeted us. The sight from the summit into Canada is one of snow, water and rock and is a very barren landscape.

(The descent brought) some of the worst miles of hiking most of us have ever experienced. We hiked across slushy snow fields and through creeks, always surging forward for we wanted to get out of that barren, treeless land . . . We reached the trail and dry land. This soon turned into a rock slide area which ran alongside a large creek . . . We also had to contend with a blasted cold wind . . .

Today we have hiked 10½ miles from Sheep Camp, over the Chilkoot and on to Deep Lake. It is doubtful any of the stampedeers of '98 managed to do that much in one day with all their supplies.

The company completed its 41 mile hike to a point near Bennett Lake, "the actual end of the trail (where) the stampedeers cut timber and made their

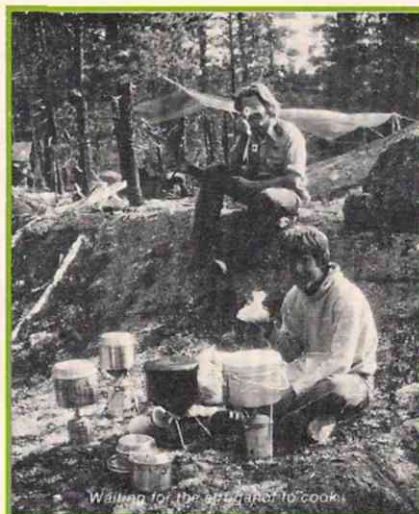
boats". There they were met and transported by road to Whitehorse and later, to Dawson City and the gold fields.

July 7 — So here we are at last — at the heart of the 'Klondike'. We set off a short distance up the road to #6 dredge above Discovery — a free claim. With a few shouts of "Yahoo" we hit the creek, gold pans, shovels and picks in hand. The gold rush of 1980 is on!

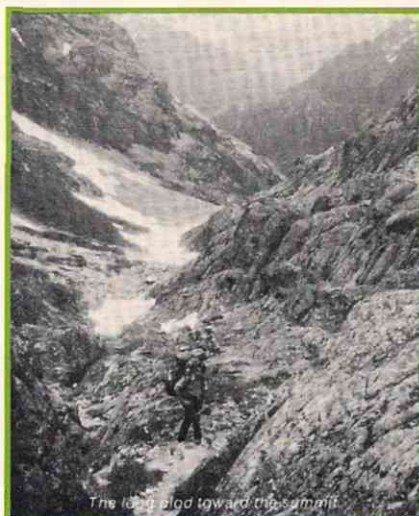
John and Jim are prowling the creek looking for the motherlode. Glenn and Peter are cautiously panning away with Steve digging up parts of the bank here and there. Dave is panning in the middle of the creek with Randy eyeing his gold pan very dubiously. Pat is checking out old holes in the creek bank hoping to find a nugget that someone left behind . . . After awhile, John and Jim find a few flakes by bringing gravel from the bank and panning it in the stream. This brings the rest of the company over and soon everyone is collecting dirt and panning it in the waters of Bonanza Creek. It sure is easy to see what gold fever is like. Why, some of the guys are even talking about setting up camp and staying out here to pan all night . . . madness! . . . Not bad. We have come some 2,500 miles and spent nearly \$3,700. and we have 50¢ worth of gold!! We have crossed the Chilkoot Pass on the Trail of '98 as a bunch of 'Cheechakoes', and made it to the gold fields, and we have panned for gold. Now we can call ourselves bona fide 'Sourdoughs' . . .



'Gold fever' on Bonanza Creek.



Waiting for the fire to start to cook.



The long slog toward the summit.



Showing the colors at the summit.



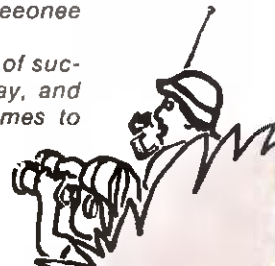
Jungle Play

by Justin White

Cubbing's background is the jungle, but when leaders look for new ways to do things, they often overlook the possibilities inherent in a jungle theme. Games are particularly adaptable to the theme and, as Justin White says, "There are as many as there are

sounds in the night, if one cares to listen to the noises of the Seeonee Hills."

Here he describes the kind of success he's had with jungle play, and lists some tried and true games to show the way.



By giving a game a jungle twist, you both underline the basis of the Cub program and add something to stir the imagination. Some of our best wide games have been ones in which the rules were completely forgotten by Cubs utterly lost in a make-believe world. It took a quite extraordinary happening to shake them out of their trance, like a sudden confrontation with a wasp's nest, or the sound of the dinner-time whistle!

Red Flower — sense training

A lighted candle represents the fire. The blindfolded villagers sleep scattered around it. Mowgli, with an unlit candle, must make his way to the fire, steal the red flower and escape unheard with his candle alight. Any villager who hears a sound may grab out in the darkness.

Wolves and Jackals — a wide game

Each wolf has a prearranged opposite number among the jackals. The wolves advance in single file on a given route. Each has some peculiarity in his uniform, or carries something unusual. The jackals take cover along the route. The objective of each is to note the particular peculiarity of his opposite number as the latter passes, without himself being seen by a wolf. Wolves may look ahead and to the flanks, but not behind.

A wolf who sees a jackal calls, "Tabaqui hail!" (There is a jackal!), and that jackal must join the wolves and continue with them to their destination. There the wolves remove their 'peculiarities', and the remaining jackals are called in by a sound signal. Wolves score one point for each jackal spotted, and jackals one point for each undetected jackal who can report the peculiarity of his opposite number.

To save time, any undetected jackal can follow the route after the last wolf has passed. But he is honour bound not to claim a point unless he noted his opposite number's peculiarity before he left his cover.

Kaa's Sting — a circle game

Pack in circle. One outside is Kaa who walks around trailing a rope. Kaa taps someone on the back and then runs around the outside of the circle as fast as he can. The Cub who has been 'stung' chases Kaa and tries to catch the tail. If Kaa arrives at the vacant place in the circle before the tail is caught by hands (not stepped upon), he remains Kaa. Be sure the circle is large enough to make a good run.

Water Truce — a pack game

Mark on the floor two parallel lines about six feet apart. Akela stands in the 'stream' at one end and Bagheera, with a flashlight, at the other. Half of the Cubs are on one bank, the rest on the other. They are the jungle animals coming down to drink, and each Cub can act the part of his favourite. Akela begins the game by saying:

*"The pools are shrunk, the streams
are dry,
And we be playmates, thou and I,
Till yonder cloud 'Good Hunting'
loose
The rain that breaks our Water
Truce."*

The Cubs can drink safely as long as the sun (flashlight) shines, but as soon as the clouds cover it (flashlight off), the rains have come and the truce is over. Cubs must then run to their corners before Akela catches them. The game can be fast and furious as the flashlight is switched on and off. If the flashlight comes on during a Cub's capture, he shouts, "Water Truce!" and must be released.



Look Well, O Wolves!

Choose two Cubs who most resemble each other to be "in the know". Now remind the pack of the story of Mowgli's reception into the jungle. Explain how the wolves took a good look at all the new Cubs so that they would know them again and not do them any harm when they were all out hunting.

Leave one of the two chosen Cubs outside the den and let the other Cub be Mowgli. Dress him up a bit if you can, and give him a hunting knife. Akela now cries, "Look well, O Wolves!" and all the Cubs must take a good look at Mowgli before he runs out into the jungle to hunt. When he returns, the other wolves must determine whether or not he is really Mowgli. Of course, he has changed with the boy outside who now runs in wearing the same things and carrying the knife. There is sure to be a yell, "That's not Mowgli!", or "That's Joel!"

Isn't it Mowgli? What's the difference? What colour was Mowgli's hair, eyes? Was he taller, or shorter? See how much the Cubs remember and then let Mowgli himself come out for

them to compare.

As a variation, Mowgli may return, having altered several things about himself. The wolves must notice what is different. When they think they know all the answers, try it once in semi-darkness. Let Mowgli return when all lights are out, except for one you've shrouded with blue or brown paper.

Grey Brother's Cave

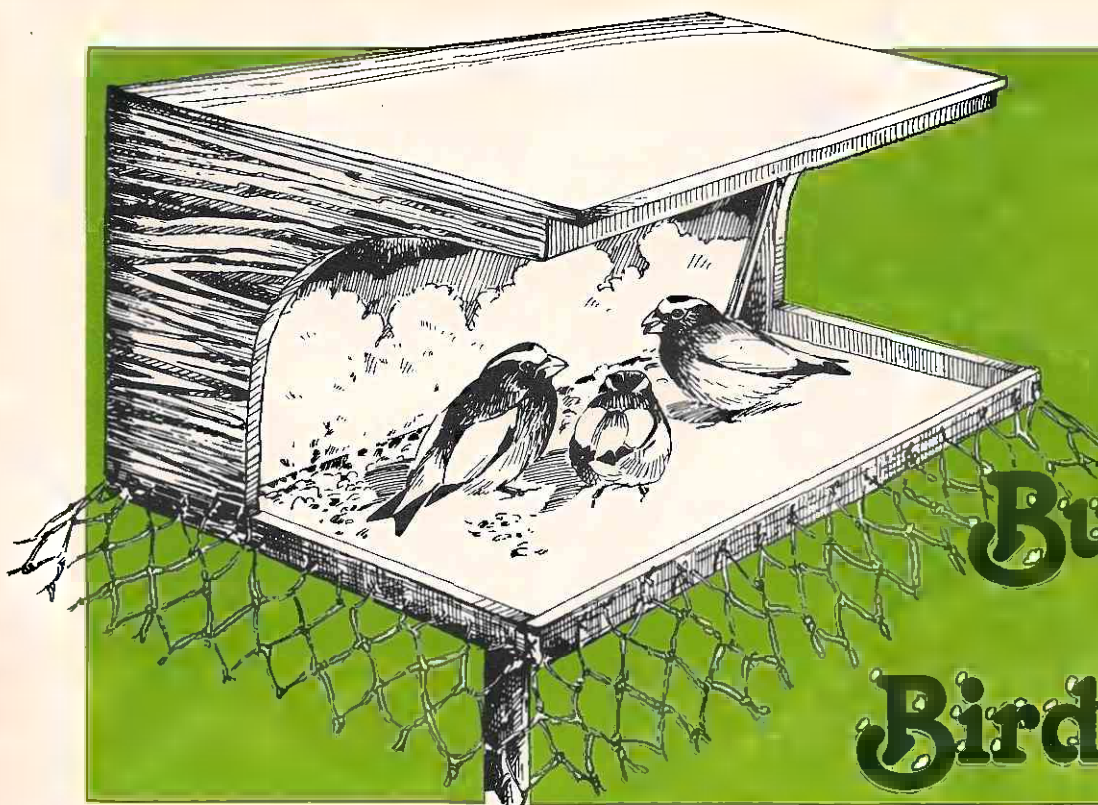
All but four Cubs of the pack form a circle to make Grey Brother's cave. They link arms, leaving an entry between each of them. Mowgli has just arrived in the cave. He squats between Grey Brother and Mother Wolf, who hold hands across his head and are blindfolded. It is dark in the cave, but Mowgli can see and may scream at approaching danger. Shere Khan prowls outside the cave. He can just squeeze in at any of the holes and his objective is to touch Mowgli without the two wolves hearing his approach. Because Mowgli is still a baby, he can't talk or move, but he can yell.

Letting in the Jungle — wide game

Read *Letting in the Jungle* (The Second Jungle Book) to the pack and then divide it into two parts. Provide lengths of cloth for the scarves. The party representing Buldeo and the villagers with Messua wear scarves on their heads; those representing Mowgli and the Seeonee pack wear scarves as tails.

Both sides agree that a certain tree or other base will be Khaniwara, where the English are. The parties move off in different directions until Akela blows a whistle. Buldeo and the villagers must stop, and their stopping place represents the village. Messua lies bound in her house. The villagers leave guards and spread out between their camp and Khaniwara to lie in ambush.

Mowgli and the pack also have stopped at the whistle. When they hear two blasts from the whistle, they set out to find Messua. Any wolf who spots the village must contact Mowgli because he alone can rescue her. If Mowgli succeeds in tapping or touching Messua without being touched by a villager, he is allowed to take Messua 50 steps outside the camp unmolested. Before doing so, he yells the pack call so that the wolves know the hunt is up. Mowgli and the wolves then try to escort Messua to Khaniwara. Buldeo and the villagers try to prevent them. In the battle, any Cub who loses his scarf to the enemy is counted dead. A



Building a Birdfeeder

Among the many resources available to the public, and of particular interest to adult youth leaders, is a useful publication entitled "Enjoying Winter Bird Feeders". This booklet is available from the Department of Mines, Natural Resources and Environment in Manitoba, and is illustrated by wildlife artist Jim Carson. As the winter season approaches, many of our native birds have great difficulty in surviving as food becomes less readily available. We are therefore reproducing a section of the booklet which includes plans for a wooden bird feeder you might like to tackle with older boys. Younger boys might like to try one of the simpler suggestions, such as an open platform or a suet log.

Bird feeders vary in design from the simple platform to the elaborate three-sided, glass-covered hopper and can be built from a variety of materials. Wood materials can be stained but should never be painted as paint particles may be harmful to birds if eaten. Wire suet containers, however, should be spray painted lightly to prevent birds from damaging their eyes and tongues on cold metal surfaces. Unlike bird houses which have specific dimensions, feeders can generally be made to suit the taste and imagination of the builder as long as they provide food to birds under the best possible conditions. Beginners are advised to start with a simple feeder or feeders, graduating to more detailed designs once a feeding pattern is established. Where necessary, feeder designs

should incorporate features which purposely discourage visits by unwanted guests. Feeders which tilt upon contact, for example, are generally avoided by house sparrows. Dowel perches, on the other hand, serve little purpose other than to attract house sparrows. Unless you are fond of sparrows such perches should not be a feature of your winter bird feeder.

The open platform feeder is the ideal design for the beginner. It can be made of scrap wood with basic tools and placed in a variety of locations. Base dimensions are variable, keeping in mind that large birds prefer large feeders; raised edges are necessary to prevent food from being blown off the feeder; sides can be added for shelter as can a roof but should not hinder birds from fleeing predators if necessary. Hoppers or other means of gradually releasing a

supply of food over several days are an added benefit.

The more elaborate platform feeders are fitted with hoppers, glass sides and weathervanes that keep the open side away from the wind, thus providing constant shelter. A criss-cross pattern must be painted onto all glass surfaces to reduce the likelihood of bird feeder collisions. Other loose seed dispensers can be made from a variety of materials; coconut shells, milk cartons, pie plates, salad bowls or plastic containers to name a few.

Suet feeders require the least amount of preparation. Logs in which holes have been drilled, string onion bags, wire mesh containers and pine cones are commonly used to hold suet or suet-seed mixtures. For the ultra-simple approach, bacon rind nailed to a tree trunk is the easiest fat source which can be made available to insect-eaters.

Different kinds of birds are attracted to different types of feeders set at different heights.

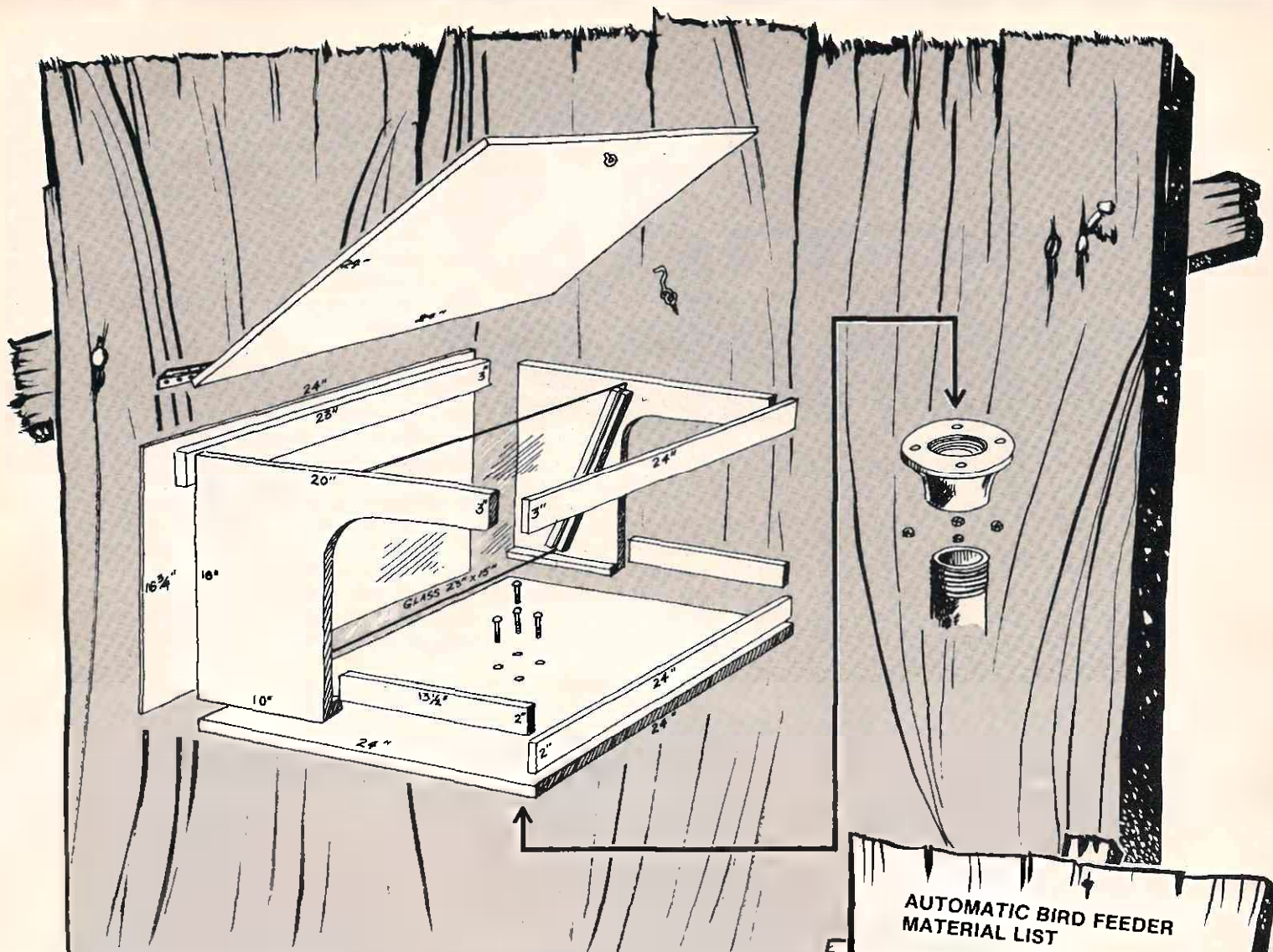
Ground feeders like blue jays, sparrows, juncos, chickadees, quail and pheasants will eat sunflower seeds, cracked corn, wild bird seed mix or peanuts if you simply scatter them on the ground. But if you put your offerings in some kind of a simple tray, or on the flat top of a split log, you'll keep the food from disappearing into the snow.

Cardinals, finches, chickadees and grosbeaks prefer to eat at tabletop or window level. Attach trays containing

sunflower seeds, shelled peanuts, wild bird seed mix, raisins and currants to windowsills, or place on stumps, picnic tables or benches.

Pole or hanging feeders are favoured by many kinds of finches, cardinals, chickadees, and nuthatches, especially if you load them with nutmeats of all kinds, sunflower seeds, wild bird seed mix or thistle seeds.

Both insect-eaters like woodpeckers and nuthatches and other seed-eaters will be attracted to suet placed in tree trunk feeders. You can add a little extra to the meal by mixing peanuts and seeds with the suet.



Placing and Maintaining Your Bird Feeder

Bird feeders will be most readily used if placed in areas where winter birds already occur. For the best results feeders should be positioned in sheltered and sunny locations, at a level where birds normally feed and where they are not unnecessarily exposed to predators, particularly cats. Predation by cats can be prevented by placing feeders out of reach of cats or reduced by attaching metal shields or stucco wire to feeders. Generally, two or more small feeders in various locations are far more effective than one large feeder.

Consideration should also be given to placing feeders where they can be viewed from the confines of a warm home. Window sill mounts are excellent for this purpose as long as precautions have been taken to prevent birds from colliding with the window panes. Trees and shrubs enhance a feeding area by providing a place to perch and find cover.

Setting up a special feeder for the neighbourhood squirrels, welcome

but sometimes bothersome little guests, will greatly reduce unwanted disturbances at feeding stations.

Feeding can begin once most migrants have flown south and should continue until natural foods are again available.

Some Final Hints

The simple plans shown should be sufficient to get you started. Before too long even novice bird watchers will be able to recognize bird species by their colour, shape or size and eventually, by their song and feeding habits. If you're really keen, there are many books available on bird feeders at your local library or book store. A pair of binoculars (7x35 or 8x40), a field guide and a check-list will greatly add to the pleasure of feeding and watching birds in winter. Happy building, happy feeding and happy viewing!

Remember birds become accustomed to and dependent upon artificial feeding. Care must be taken to regularly replenish their food supply.

AUTOMATIC BIRD FEEDER MATERIAL LIST

- 1 PC 24"x24"x3/4" PLYWOOD
- 1 PC 24"x24"x1/2" PLYWOOD
- 2 PCS 16"x20"x1/2" PLYWOOD
- 1 PC 24"x16"x1/4" PLYWOOD
- 1 PC 24"x3"x1/2" PLYWOOD
- 1 PC 24"x2"x1/2" PLYWOOD
- 2 PCS 13 1/2"x2"x1/2" PLYWOOD
- 1 PC 23"x3"x3/4" SPRUCE
- 4 PCS 14"x3/4"x1/2" SPRUCE
- 2 PCS 10"x3/4"x1/2" SPRUCE

HARDWARE

- 24" PIANO HINGE
- 23"x15" SINGLE DIAMOND GLASS
- 3" PIPE FLANGE
- 1 1/4"x1/4" CARRIAGE BOLTS AND NUTS
- 1 SMALL GATE OR DOOR HOOK

Scouter's alphabet

by David Goss



KICK-OFF ACTIVITIES

Although there are probably lots of topics one could begin with the letter 'K', this entire column will be devoted to one subject; kick-off activities.

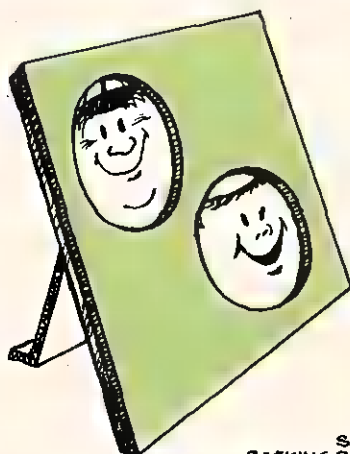
In case anyone who's read this far thinks what follows will be a discussion of football, let me assure you to the contrary. What I intend is to suggest a number of activities that will help you kick off the new Scouting year with a real bang.

The fall is one of the year's busiest times in most households, but it is also the time of year when most people are looking about for new activities to try. Every Scouter should remember that he is competing not only with other youth organizations for the attention of the potential boy member, but also with the parents. If a parent decides to take a woodworking course on a night that happens to conflict with Cub night, the Cub pack could lose out unless it has a strong program.

For this reason it's important to have a good opener on the first night of the new season, and it's *essential* to follow up this program with top-notch activities during the first half dozen meetings. This doesn't mean to say that, after mid-October, your programming can become mediocre; only that your first few meetings should be "super-duper". The remainder of the year can be simply "super", with an occasional highlight thrown in for good measure.

One of the best ways to ensure that such a series of good programs occurs is to plan ahead and delegate responsibility. By dividing the year into three sections you can plan the September-December, January-March, and April-June periods separately. At your first meeting, hand out the September-December weekly program plans listing all meet-

ing dates and themes, all special event times and places, etc. On this sheet, also include the "super-duper" activities planned for the periods



STAND
BACKING BOARD
PICTURES
MAT BOARD

January-March and April-June, advising that further details will come in January when you hand out the next program schedule.

With your plans laid out in this way, you can see at a glance the coming programs and are able to appoint different persons to look after different items.

Some readers may think it's a far-fetched idea. They are the Scouters who do everything themselves because they think that is the easiest and best way to get things done. It isn't, but this column isn't long enough to convince such Scouters otherwise. Let me end by saying you'll be much happier as a leader if you share the leadership role, and your boys will benefit too.

Now to some kick-off ideas for the first meeting. Assuming that you have devised some way to notify the boys that meetings are beginning, the question is how to begin.

Show & Tell

This is always popular with Beavers and Cubs, so invite the boys to bring something they collected over the summer to share with the other boys.

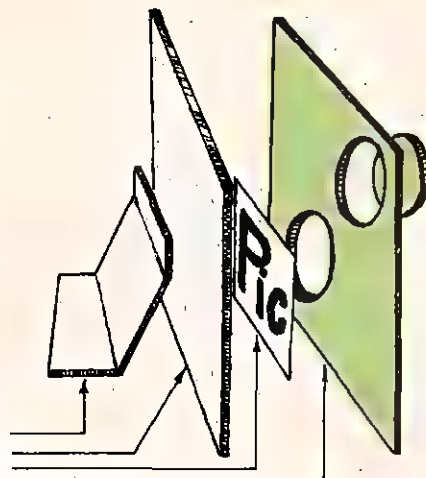
My Vacation

Invite the boys to bring along slides, photos or souvenirs of their summer vacation.

Before and After Portraits

Announce that photos of the entire group will be taken at the first night's meeting. Locate someone with an instant picture camera to take a head and shoulder shot of each boy. Put the pictures in double picture frames as shown in the sketch. A second photo can be taken at the last meeting of the year to complete this souvenir of the boy's year in your program. Black and white photos are cheapest.

At this meeting, take a tip from the



Welcome Wagon people. Have everything ready in a package to make the *initial contact painless and to show that you're a highly organized and serious Scouter who will do a good job, but expects parental support.* You'll achieve this image if you keep everything on hand; interest cards, registration slips, program outlines, brochures, uniform prices, location of Boy Scout outlets, etc. A good first impression is a lasting impression.

Getting to Know You

Hold a search party and give each boy a card containing questions like: (1) Name the boy whose father drives a bus. (2) Which boy has twin sisters? (3) Which boy has a 250 motorcycle? (4) One of our boys recently had his appendix removed. Who was it? About 10 questions will do to stimulate lots of interaction. Make it a condition that no boy talks to another boy until they have told each other their names.

WOULD YOU HELP?

Here are some activities we can do this year if we have help. It would take only a little of your time, but would assist us greatly. Don't worry about details; simply check the items you might help with. If we can come up with a program, we will contact you.

- | | | |
|--|---|--|
| <input type="checkbox"/> Art | <input type="checkbox"/> Natural World | <input type="checkbox"/> Fitness |
| <input type="checkbox"/> Woodworking | <input type="checkbox"/> Fishing | <input type="checkbox"/> Riding |
| <input type="checkbox"/> Paper Crafts | <input type="checkbox"/> Rock Collecting | <input type="checkbox"/> Skiing |
| <input type="checkbox"/> Cooking | <input type="checkbox"/> Stamp Collecting | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Story Telling | <input type="checkbox"/> Group Singing | <input type="checkbox"/> Snowmobiling |
| <input type="checkbox"/> Toy Making | <input type="checkbox"/> Music | <input type="checkbox"/> Toy Exchange |
| <input type="checkbox"/> Tree Planting | <input type="checkbox"/> Rhythm Band | <input type="checkbox"/> Comic Exchange |
| <input type="checkbox"/> Acting | <input type="checkbox"/> Guitar or Uke | <input type="checkbox"/> Fashion Show |
| <input type="checkbox"/> Make up | <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Movie Night |
| <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Archery | <input type="checkbox"/> First Aid |
| <input type="checkbox"/> Puppetry | <input type="checkbox"/> Bicycling | <input type="checkbox"/> Bible Story |
| <input type="checkbox"/> Variety Night | <input type="checkbox"/> Boating | <input type="checkbox"/> Holiday Crafts |
| <input type="checkbox"/> Electronics | <input type="checkbox"/> Bowling | <input type="checkbox"/> Badge Instruction |
| <input type="checkbox"/> Gardening | <input type="checkbox"/> Slide Shows | <input type="checkbox"/> Driving |
| <input type="checkbox"/> Local History | <input type="checkbox"/> Hockey | <input type="checkbox"/> Food for special events |
| <input type="checkbox"/> Map Making | | |

Others: _____

Name _____ Phone _____

Registration and Uniform Swap Night

Arrange for all sections of the group and their parents to be present on one night. Have each boy bring old or outgrown uniforms to swap or sell at the meeting. Some groups keep a few "experienced uniforms" on hand, buying them at their registration night each fall.

At this meeting parents register the boys, fill out forms, ask questions, meet the Scouters, etc. The boys can serve coffee and donuts while parents fill out an interest form (see sample).

Predictions List

Hand each boy a 5 x 7 index card and a pencil. Instruct him to write down his name and predict five things he thinks will happen to him before the Cub or Scout program closes in the spring. His predictions do not necessarily have to be related to the program. For example, a boy might predict he'll get a new dog, grow his second teeth, score two goals for his school hockey team, earn his religion in life award and win first prize in the music festival piano competitions.

Tell the boys these predictions will be set away until the final meeting of the year. At this time they will be read and each boy will be asked to stand and tell how accurate his predictions were. Putting names on cards at the beginning of the year can be optional. Initials will do, and no boy who wishes to remain anonymous should be forced to be identified at year's end when his forecasts are read.

Next Week's Preview

One way to ensure that boys return week after week is to give them a preview, just like in the movies. If a boy knows something that he especially enjoys will be part of the next meeting, he will be sure to attend. Get into the habit of giving previews to pique

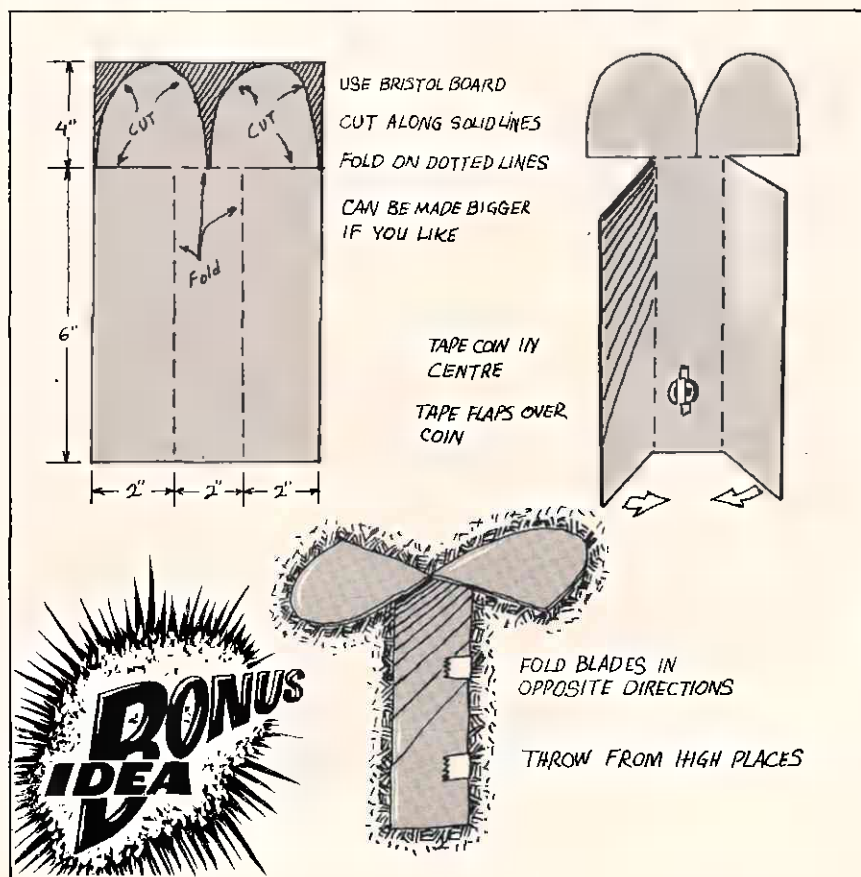
the boys' interest. Like the three-month program plans you've issued, previews will make you plan ahead, and that is the key to good programming.

Remember that boys join Scouting to do Scouting, so get on with it. Read my good friend John Sweet's column for the type of activity that is sure to differ from anything the boys experience anywhere else, and put John's creative thinking to work.

Don't lose sight of the fact that Scouting is supposed to be a game. It must remain fun at the same time that it offers positive training to the boy.

Also, Canadian Scouting in all sections is now essentially an indoor program. To make Scouting different from almost any other boys' program in existence, you need only to use the outdoors regularly. The kick-off months of September and October are still good outdoor program months, so if you mix some message hunts, treasure hunts, scavenger hunts, hikes and outdoor games with your usual programs, your group should have no trouble with early dropouts.

Finally, here's a bonus idea from *Scouting* (UK) magazine. It's something a little different to try during your first few meetings, along with all the other ideas that are now ringing about in your head. A



Campfire Robes



A resurgence of interest in an article about campfire robes published in the Oct. '77 issue of **the Leader**, prompts us to re-present the most practical designs introduced by Don Judd at that time.

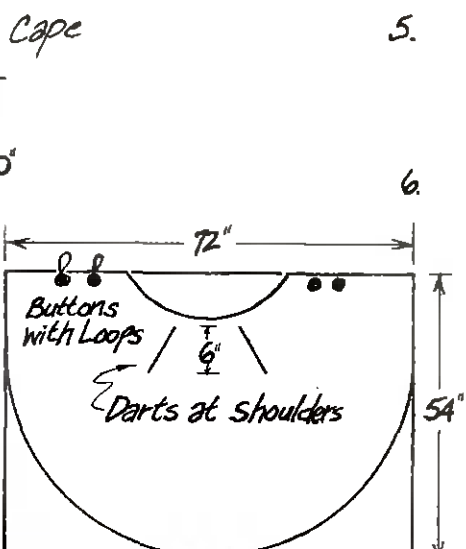
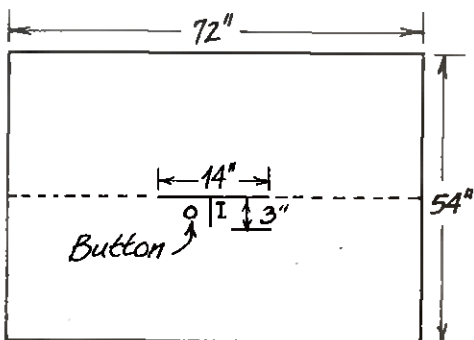
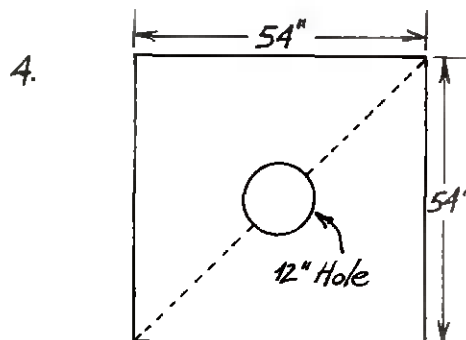
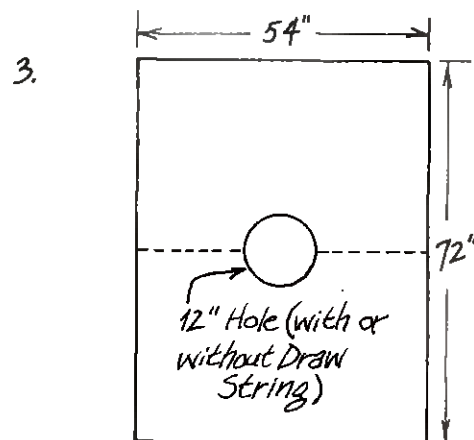
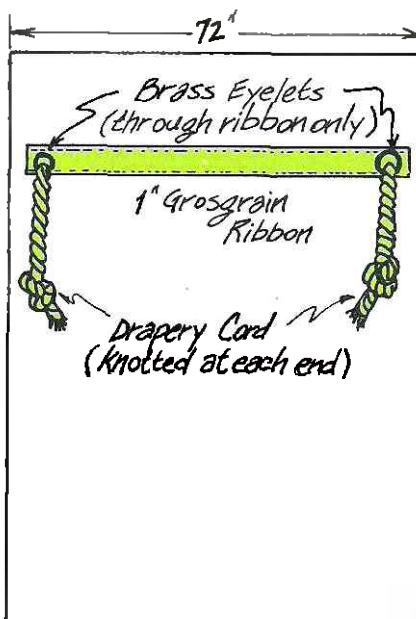
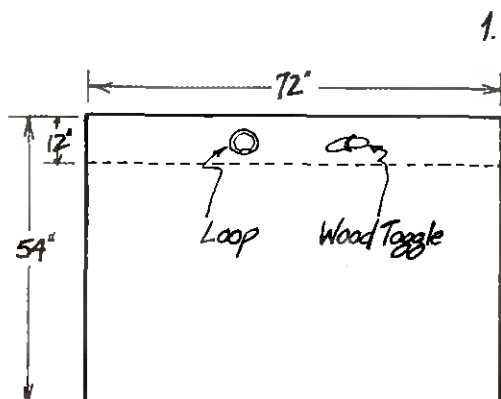
As Don pointed out, the campfire blanket is a dual-purpose garment. It not only protects the back of the camper from the chill night air while his front-side toasts at the fire, but also provides a walking display of the camper's memories.

For a boy who makes his campfire robe while still a Cub, the blanket becomes a colourful record of his whole Scouting experience: crests, flags, buttons and other souvenirs from Cuborees and jamborees; his Cub scarf, discarded when he goes up into Scouts; even his Cub shirt. Why remove each earned badge and star to re-attach them to the blanket when you can cut out the back of the shirt, open the sleeves at the seams, and sew on the whole garment as an interesting blanket centerpiece?

Wool is the best material for a campfire blanket because of its natural warmth and water-resistance. It tends to be a bit heavy, and many

people choose lighter wool/synthetic blends. Remember that all-synthetic blankets, besides offering less protection from the elements, are very susceptible to spark-damage, and in some cases, may be highly dangerous because of their flammability. It's important to use caution with all blankets around a fire because they tend to be floppy, and it's easy to trail a corner into the flames while reaching out to give the embers a stir.

The designs we present here require a minimum of expertise with needle and thread. Because of their flexibility, we prefer the two models which don't require cutting. On a cold night, after the last song has been sung and the last story told, you simply unfold either of these campfire robes to produce a full-sized, full-coverage blanket for bed. A



Venturer Log

by Phil Newsome

In this month's Venturer Log we have two items that may not appear to be related, but I am sure you will soon be able to make the connection. The first item has to do with planning for the coming Venturing year. Both the *Canadian Venturer Handbook* and the *Venturer Advisors' Handbook* have excellent chapters on program planning and include a number of forms and diagrams to aid the company in its planning process.

It is most important that the planning process start as early as possible in the new Venturing year, and involve as many company members as possible. Success in planning the next few months of the company's life often ensures that the company will continue as an active, involved and fun group of young people.

Here are some points to consider before getting the company or executive together.

- Find out from the troop Scouter how many boys are eligible to move on to the Venturer program.
- Review the chapters on program planning in the *Venturer Handbook* and the *Advisors' Handbook*.
- If your company has not used the *Venturer Interest Questionnaire*

(page 64-65 of the *Venturer Handbook*), give it some in-depth consideration. Quantities of this questionnaire are available by writing: **Program Services, Boy Scouts of Canada, National Council, P.O. Box 5151, Station "F", Ottawa, Ontario, K2C 3G7.**

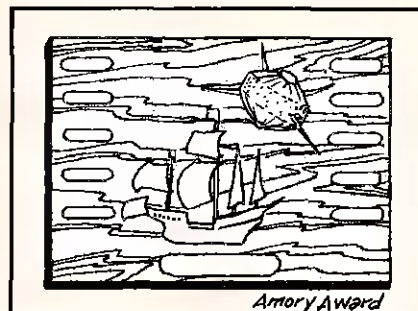
- Consider your leadership style, keeping in mind that the company has not met for a few months and relationships may have changed. Remember also that the addition of new members to the company will change company and individual interests and therefore the ability to plan. You will not be able simply to start working with the group where you left off last spring.

- Have a few active events up your sleeve and be sure to keep a weekend in September or October open for an outdoor activity, away from the regular meeting place. Be ready to add program planning to the agenda for the weekend.

- Early recruitment by members of the company is important if new members are to be part of the company's program planning. Remember, new members will continue on in Venturing only if the program relates to

what they want to do with their free time.

Venturing can be fun, as well as educational, provided that members are involved in the planning and direction of their program to the extent of their collective maturity, and that the leadership provided by the advisor changes to reflect the development and maturing of the company.



The second item is a reminder that the *Amory Adventure Award* entries must be at national headquarters before **December 31, 1981**. To date, we have received notification that the 1st Brooks Venturer Company of Brooks, Alberta plans to compete in the 1981 Amory Adventure Award. How about your company?

Details about this award are given on page 57 and 58 of the *Canadian Venturer Handbook*, and were included in *Venturer Log*, May '81 issue of **the Leader**. Further information may be obtained by writing:

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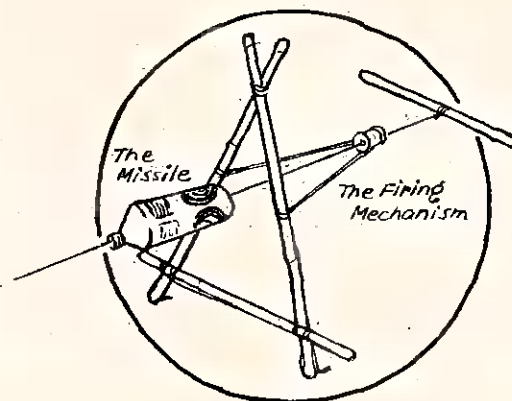
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John Sweet's CRAFTS FOR CUBS



A TABLETOP GUIDED MISSILE LAUNCHER

You will need:

- five lengths of cane about 45 cm
- a long length of thin nylon twine
- one cotton reel
- an empty plastic bottle (without stopper)
- a good supply of 10 cm elastic bands
- a few cms of insulation tape.

Use three elastic bands to lash three canes together to make a triangle. Remember to keep the bands stretched from the very start. It is use-

less to put them on loosely and then try to pull them tight when you have finished.

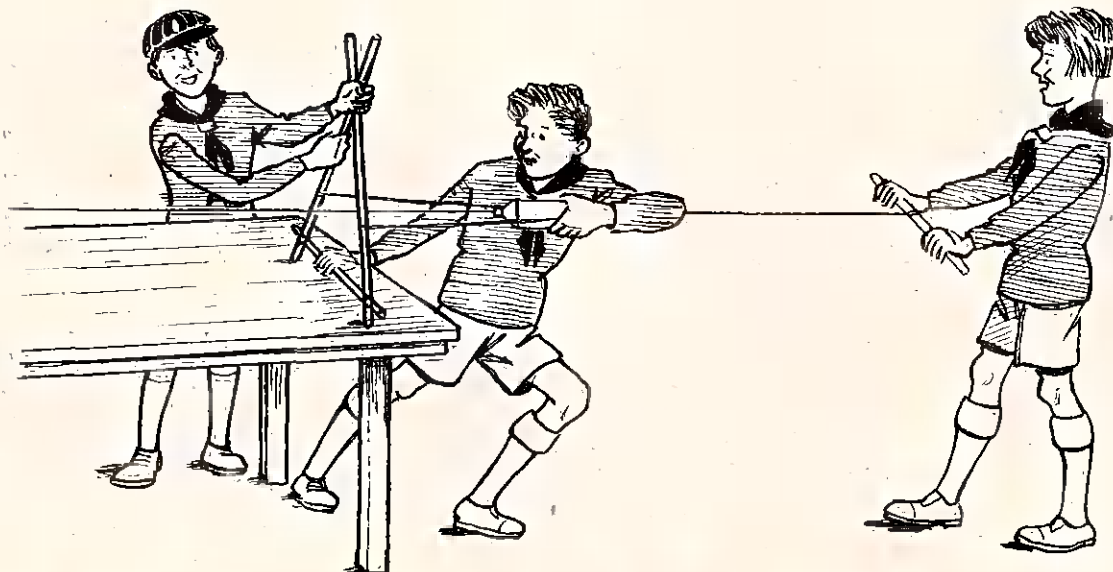
Link two strings of elastic bands together, three bands to each string, and secure them to the sides of your cotton reel with insulation tape. Tie the free ends of the strings to the sides of your triangle.

Heat the tip of a steel skewer over a candle-flame and burn a small hole in the bottom of your plastic bottle.

Tie one end of the long length of nylon twine to one of the canes, pass the free end through the hole in the cotton reel and then through the plastic bottle and tie the free end to

another cane at the far end of the firing range.

Four men will be needed to man the Guided Missile Launcher; two to keep the line tightly stretched, one to hold the launching frame and the fourth to do the launching. The missile and the launching mechanism should be pulled back together. The idea is to shoot the missile the full length of the guide line and this is only possible if the two Cubs on the ends of the line keep it fully stretched all the time. Great fun! Perhaps your pack could set up the new World Record for the longest shoot. Do let us know. X



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TRAINING TALK



by Reg Roberts

Disabilities: We All Have Them

In preparing this article I've had a lot of help from my friends, and have drawn upon the flood of literature about disabled people available in this *International Year of Disabled Persons*.

As with 1980's *Year of the Child* and any future designated "Year of . . .", I hope that the learnings and feelings generated in 1981 will not fade away as the year comes to a close. It's so easy to become wrapped up in a cause while it is popular, but more difficult to sustain interest and dedication when something new comes along.

I'm not suggesting that we disregard new causes as they emerge. They're all worthy of our consideration. But let's also try to continue the valuable work we started with the child and with the disabled. Both require our continuing attention.

Recently, the National Capital Region held a "Special Needs" course to help people become more aware of the challenges that face those who have disabilities. As an introduction to the world of the disabled, participants shared an interesting activity created by John Gullick, recreation director of the Bloorview Hospital in Willowdale, Ontario. I thought you might like to try it on a training course in your area.

Group Disability Hunt

Purpose —

- to create an awareness among participants of the difficulties faced by people with disabilities;
- to explore the feelings of people when placed in situations they don't usually encounter.

Group size — small groups of six to eight people.

Time required — about an hour.

Physical setting — a school building or church, or a large room with deliberately placed obstacles.

Materials required —

- for each group; 1 wheelchair, 1 set of ear plugs, enough sets of bandages to cover one person's eyes and another person's mouth, and to tie a third person's hands behind his back.
- One each per group of hunt items like: acorns, song sheets, 4" nails, buttons, white thread, thimbles, styrofoam balls, electrical switch plates, guitar picks, ballpoint pens, poppies from Remembrance Day, knitting stitch counters, pictures of Baden-Powell, candles. You can substitute any other items at hand for these things.

With the exception of the retarded person, all others are 'normal' aside from their specific disability.

To explore the disability in a practical manner, each group must locate the items previously concealed (though not so well that they can't be found), and in addition, must:

- measure the length of the main hall (or a corridor or similar area);
- count the cars in the parking lot;
- while in the parking lot, move the wheelchair patient into a car and out the other side;
- have all group members sign their own name on a sheet of paper.

At the end of the time limit, or when groups have completed the activity, each small group meets in a 'normal' state to discuss the experience. Ele-



Process —

A member of the training team introduces the experience as an exploration of the challenges faced by a group of disabled people.

Each group selects a leader who is not 'disabled'. Each other member of the group plays the role of a person who has a disability:

- one person confined to a wheelchair with no use of arms or legs;
- one person who is deaf;
- one person with no use of arms;
- one person who is sightless;
- one person who is mentally retarded and completely out of touch with reality;
- one person without the power of speech.

ments for discussion are:

- How did group members communicate with each other?
 - How helpless did people feel?
 - How much support did people receive?
 - Was everyone included in the exercise?
 - How did the leader cope with the situations faced by a group of disabled people?
 - With what obstacles did the disabled persons have to cope?
 - Can buildings be constructed in ways more helpful to people with disabilities?
 - Any other questions that you may think of.
- Finally, all groups come together to

share their findings and to discuss what they propose to do as a result of the new learnings.

For the group of Ottawa leaders, the experience was profound. They learned what it's like to be confronted with normally simple tasks while deprived of the skills to deal with them that they've always taken for granted.

The new insights will be valuable to those who have disabled boys in their sections, and for service team members to share with the leaders they meet.

How Do the Disabled Feel?

Recently I heard a radio program which interviewed a number of disabled young people at a local high school. What they had to say was both disturbing and encouraging.

The concerns of these young people were not so much about their own disability as about the treatment they received from those of us who are not noticeably disabled.

- They resent being treated as the charity of the week, overwhelmed with sympathy one moment and ignored the next.

- They feel uncomfortable with people who openly show their embarrassment when around the disabled.

- They are offended when people in wheelchairs or those with other physical disabilities are treated as if they also are mentally disabled.

- The deaf don't want people to shout at them. All that's required is that they be addressed clearly and directly.

- The blind don't want people to hurry them along or push them around. They just need to be guided surely and firmly.

- All the young people noted that they want to be asked if help is required, rather than to have people take for granted that they are helpless.

- Although they appreciate people who open doors or offer a helping hand, and they recognize that most people have the very best of intentions, they were unanimous in their desire to be treated as much as possible as 'normal' people.

"Don't overlook me as a person in your effort to help me overcome my disability," they said. "Ease my way, by all means, but don't make me feel any more helpless than my disability does. For the most part, I'm not!"

Who? Me Disabled?

Disabilities come in all shapes and sizes, and many of them are not identified by a white cane or the rumble of a wheelchair. As trainers and service

team members we have our own disabilities, and we've certainly become aware of them in others we see on training courses or at meetings.

How so, you ask? Let me suggest that a disability is created when we:

- do things for people instead of helping them to learn by doing for themselves;

- insist that only we are right and don't consider other views;

- fail to give honest feedback to help people grow;

- react negatively to feedback we receive about our own behaviour;

- fail to provide information we know people require;

- assume everyone learns at the same pace and don't allow time for people to catch up or ask questions;

- encourage a racist remark like "Paki" or "Polack" by condoning or ignoring it;

- imitate the accent of another ethnic group in a derogatory way;

- engage in put-downs of the opposite sex;

- fail to be tolerant of people we see as 'different' from us.

Such situations are not uncommon in Scouting, and they certainly are not rare in our daily lives. There are others: the people excluded from conversation simply because no one invites them in; the shy person at a course who sits alone because no one comes over to say hello or to introduce him around; the meeting chairman handicapped by a noisy side conversation that no one has the courage to break up; the repercussions in the lives of some people from gossip that gets out of hand; the people so intent upon making their own point that they fail to listen to what others have to say; the person hurt by a 'meant-to-be-funny' remark that really wasn't.

Finally, people are really handicapped when they aren't encouraged to take training that will give them the skills necessary to work with a section, or when they plod along month after month with no visits from the service team to encourage or thank them.

The Year of Disabled Persons will not, in itself, make life a bed of roses for those who are physically or mentally disabled. Nor will it suddenly alleviate the other disabilities that so-called 'normal' people have. But it just might make all of us more aware of what it means to be disabled.

Sharing that awareness with other adults and the members in our sections will surely have positive results in the years ahead. X

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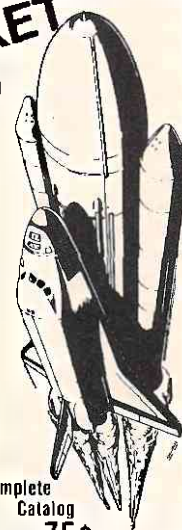
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SHARING & CARING

by Nancy Schoenherr



A brand new Beaver shares his excitement with Scouter Bill Stanbrook.

Six year old Ryan has never played in a sandbox. He's never made mudpies or simply sloshed through all the puddles left by last night's rain.

Since seven months of age, Ryan has lived in the intensive care unit of the Ottawa Children's Hospital. Late last year he came out to live in an open wing of the hospital and made friends for the first time with other children his own age.

Ryan suffers an incurable disease called nemaline rod myopathy. Related to muscular dystrophy, it attacks, weakens and destroys muscles. To stay alive, this alert and loving child has learned to adapt to a respirator tube inserted into his windpipe as a permanent breathing aid.

Ryan is a Beaver. Each Monday evening, sharp at 6:30, he and his beautiful nurses come to swim in the 100th Ottawa Beaver pond, and he loves every minute of it.

What do we do at the pond? Exactly the same things as thousands of other Beavers do on their meeting nights. All of the eight Beavers in the colony with Ryan have a variety of life problems. But does this stop them? Never.

Even after seven years of working with special needs kids, when asked to help start this group, I must admit I had several attacks of not only cold feet, but also sheer terror. All the questions and fears, the innumerable "what if's..." What if someone trips over Ryan's apparatus? How can we adapt things to make all the boys equal when there are four in wheelchairs and four who can walk? And how do you manage when, although all the boys are bright, alert and happy, some are unable to communicate in the ways that you and I do?

So, where do you go to start? The parents. Parents are so often forgotten, but they are the experts. They know their boys better than anyone else could ever hope to know them.

And so, our first meeting was basically one of parents and leaders.

While half of the leaders entertained the boys, the more faint-of-heart, myself included, met with their parents. Thanks to the openness of the parents, in one evening we were able to establish an excellent rapport and to form a strong group committee. Step one accomplished.

We were very lucky to obtain as sponsors the Kinsmen Club of Orleans and District. They offered not only financial aid, but any other type of help they can give us. Step two accomplished. Step three still to come: the first 100th Beaver Colony meeting. The leaders all gathered at the pond a good 30 minutes early the first night. I think we felt the need to build up our spirits collectively, and it worked.

As the boys arrived, each leader paired off with one of them. By the time they all were there (seven that first night), everything seemed okay.

Then came the void. All the parents were out of sight and I faced four boys high in wheelchairs, two boys sitting on the floor, one boy on his feet and four brand new Beaver leaders. Under such circumstances, how do you conduct an opening ceremony with everyone at eye contact level? You improvise — fast!

What we did on the spur of the moment was sit all mobile boys and the leaders on chairs. As a slight adaptation only to the opening ceremony, everyone sat on the chairs in the supposedly graceful 'lotus' position. Great.

When we came to the tail slap, all dangled their fingers under their chairs (in the water, making bubbles) then raised arms over heads and clapped hands to a big "Ooooooh!". The climax the first night came at my expense. I don't admit to being in good physical shape, but everyone laughed with me as, one foot stuck under one knee in this so-called graceful lotus position, I just about fell off the chair while attempting to untangle myself.

Next we tried a little bit of singing. The boys all knew *If You're Happy*. That one was no problem, so we switched to a song that has been one of my favourites over the years, *Rosen Fra Funn*. Very simple, three words repeated four times over. The song went reasonably well, but the boys were much more fascinated by the autoharp I had along than by the

song. So, after the song, we gave each boy a chance to strum the autoharp. It's a very simple instrument to play, and very easy to play with another person. One pushes down the chord keys, the Beaver strums, and you have instant music, therefore instant success for each boy.

For a game that night, we blew ping pong balls down a table with a straw. For a craft, we made Beaver puppets from lunch bags. Rainbow had traced out a Beaver on the bags, the boys coloured them, Rikki cut out the finger holes and each boy had a puppet to take home with him.

Both Beavers and leaders shed a few tears that night, but no more water flowed there than at any of the other first nights with groups in my experience. The hour flew by and, in no time, parents appeared to collect their boys.

What had happened to the leaders' nervousness? We were all so busy that it was a shock to realize the hour was gone. And in place of nerves we'd reached a new understanding of the Beaver motto: Sharing, sharing, sharing. The love and joy that Ryan and each one of these boys shares with us is more than we can ever give back to them.

Four leaders in full uniform and Keo went up to see Ryan into bed and to kiss him goodnight that first evening. This may be the only Beaver colony operating where you can go up to a Beaver's room and kiss him goodnight. And Ryan's room is just like that of any other little boy; bright cheery pictures on the walls, a T.V. set and record player. The only difference is his life support equipment, and the fact that he sleeps in a hospital bed.

At a planning meeting more than five Beaver meetings later, I noticed something very interesting. When discussing the boys, not one of us could remember clearly which Beaver sat in a wheelchair, which one sat on a chair, which one had leg braces or a spread-bar between his feet. We identified them by name, and they were first and foremost Beaver boys; little but growing boys with hopes, dreams, fears and joys just like thousands of other Beavers all over Canada.

This truly is what Scouting is all about.

Nancy Schoenherr is co-ordinator of Scouting with the handicapped in the National Capital Region. In April this year, the local United Way organization honoured her with an award for distinguished community service.

An increasing amount of material directed toward those who work with people who have disabilities is becoming available. For Scouters trying to integrate boys with disabilities into their groups, there are a number of books that Nancy Schoenherr has found valuable in her work with "special kids". Remember also that agencies directly involved with specific disabilities usually offer a wealth of resource material to interested persons.

Scouting for Boys with Handicaps — A Leader's Guide: a publication of Boy Scouts of Canada, available at Scout Shops.

Let's Play Games: Katherine Bissell Croke and Betty Jacinto Fairchild, published by the National Easter Seal Society for Crippled Children and Adults (1979), 2023 W. Ogden Avenue, Chicago, Illinois 60612. A collection of games for children with disabilities; age 5 to 18. Also includes suggestions for game adaptations and a resource list.

It's handy to have a strong "brother" like Venturer John Gover in the Scouting family



Becoming Aware — A handbook for leaders working with disabled children: Dorris Willard. Available from the Ontario Ministry of Culture and Recreation, Special Services Branch. This very thorough handbook includes descriptions of various kinds of disabilities, possible behaviour patterns that result, the capabilities of people who have disabilities and suggested ways to deal with and involve these people. As well, there is specific direction for adapting games, crafts and other activities, examples of adapted games, and an equipment list. The book also includes a bibliography of available reading material and useful films.

Be My Friend — stories to colour and keep is available from the Canadian Council on Children and Youth, 323 Chapel Street, Ottawa, Ontario, K1N 7Z2. It's a lively colouring and activity book suitable for Beavers and young Cubs. Leaders might want to use it to increase the sensitivity of their boys to the disabled, or to prepare a colony or pack before a boy with a disability joins the group.

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FUN AT THE POND

by Kay Hotham

New Beavers — New Leaders

It's time to get the colony going again. That means new Beavers and, we hope, new leaders.

A well-run colony is a well-planned colony. Get your leaders together before the season starts and plan ahead. Many colonies establish a program plan for the whole year, dividing the months into weeks, deciding what special theme nights will be used, and giving each leader the responsibility for several "open" meetings. This helps to prevent the "What am I going to do at Beavers tonight?" panic and makes life much easier for busy leaders. If the year's program plan is sent home, it alerts parents to meetings for which special equipment or clothing will be needed.

Make sure your colony's leaders possess that invaluable aid to activity planning — a library card. Most public libraries have regular children's programs and the library is a good place to start when planning a Beaver program.

Keep in mind the many resource materials available at your local Scout Shop. A Beaver leader's personal library should include, at the least, *The Beaver Leaders' Handbook* and *Friends of the Forest*. Another good book to have on hand is *The Cooperative Sports and Games Book* by Terry Orlick. For the Beavers themselves there is a series of activity books based on *Friends of the Forest*.

Many colonies keep a colony record book detailing the colony's yearly activities. While you're taking pictures for the record book, keep **the Leader** in mind too. We'd love to receive some photos of your Beavers in action.

Don't forget to use the Keo position if at all possible in your colony. Keo is named after a lightning-struck beaver in *Friends of the Forest* and is usually an older Cub from a nearby pack. Keo has an important and unique function as part of the Beaver leadership team. Check *The Beaver Leaders' Handbook* for more information.

Registration

Registration night is the first chance for parents to meet you and for new Beavers to see and meet other Beavers. Ask some of last year's Beavers who haven't swum up to Cubs, to come in uniform to welcome new members.

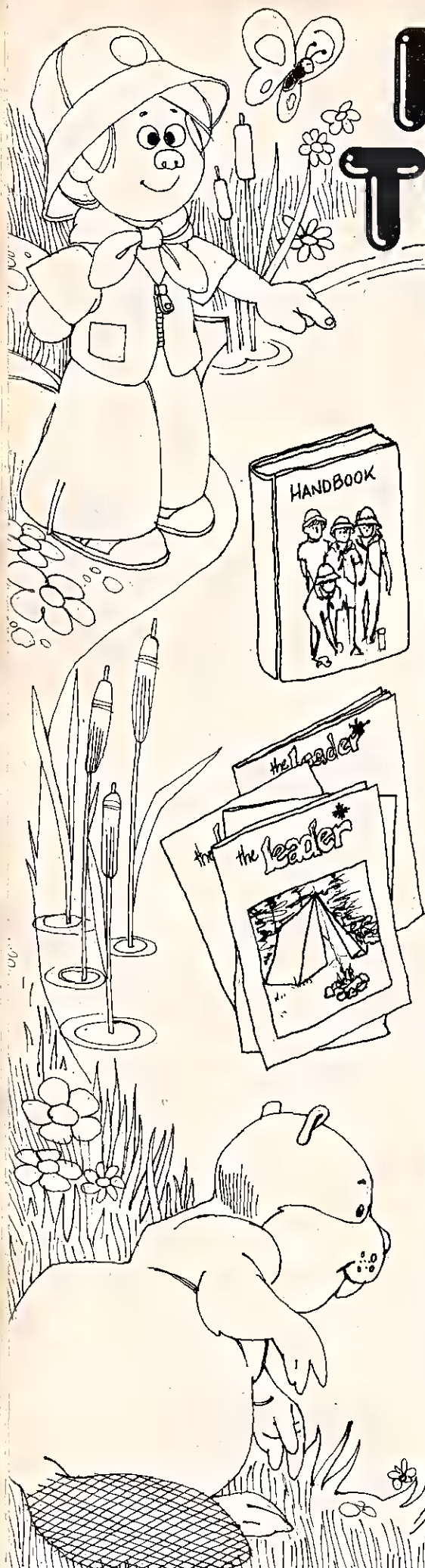
Don't pass up this opportunity to recruit assistants from among the colony's parents. Many colonies include in the registration package a form asking parents to name special hobbies or occupations that would be of interest to Beavers. Make sure all parents go off with a list of leaders' names, addresses, and telephone numbers, in case a brilliant idea for a program hits them in the middle of the night, or they have any further questions. Some colonies, too, require that parents of each Beaver attend at least one meeting during the season. They are asked to come armed with an appropriate activity for the colony. Make it clear that the activity doesn't have to fill the whole meeting hour (but it would be nice if it did) and that any help at all would be greatly appreciated.

Registration night is a good time to feature the Big Brown Beaver if your colony has one (see *The Beaver Leaders' Handbook* for details). A display of the different tail levels and photographs of last year's activities make a nice touch too.

Aim for a friendly, welcoming atmosphere, keep your eyes and ears open for possible assistants and try to keep track of the Beavers' names for the first official meeting.

First Meeting

The first official meeting of the season is a special one and is usually devoted to "getting to know you" types of games and activities. Here are some suggestions.



Beaver Hunt

Cut up several large beaver pictures of different colours. Scatter the pieces around the room. As the Beavers arrive, tell them what colour beaver they must put together. This is a good way to get last year's members working with new Beavers:

We Are Beavers

A leader, or Keeo, stands in the centre of a circle formed by the colony. He calls out the different things that a beaver does during the day; swimming, diving, chewing, building a dam, slapping tails. The Beavers move around the circle and must do the actions as they are called out. The call, "Hungry Beavers!" ends the game. The Beavers run to the centre of the circle, sit down and pretend to be eating. Better still, provide a treat they can really eat.

Colony Hug

This introduction game is adapted from *The Cooperative Sports and Games Book*. It illustrates the sharing, caring aspect of Beavering to new members.

Play bouncy music and have the Beavers skip around the room. When the music stops, each Beaver gives another Beaver a big hug. The music starts again and the Beavers continue to skip. The next time the music stops, three Beavers hug together, and so on. Finally the Beavers squish together in one gigantic colony hug. Don't forget to include all the leaders. Consider using this game as a regular part of your program, especially when a new Beaver joins your colony.

Name Drop

Before the meeting starts, write each Beaver's name clearly on a separate piece of paper. When you're ready to start the game, give every Beaver his name. Have the colony form a circle and begin marching clockwise to music.

When the music stops, everyone must drop his paper onto the floor in front of him. The music starts again and the colony marches counter-clockwise. When the music stops, each Beaver picks up the paper nearest him and must find the person whose name is written on it.

Under the Lodge

Arrange the colony in a horseshoe shape. Have all except the leaders at each end join hands and raise them to form arches. A leader at one end of the horseshoe weaves in and out among the Beavers in line, pulling the others along behind. Beavers in the line keep their joined hands held high so that the leader and followers can march, skip or crawl under the arches. Continue until everyone is back in his original place.

Bugs on a Stick

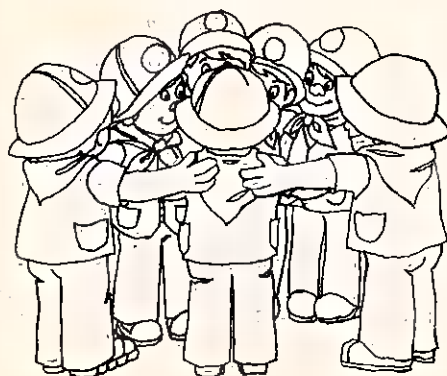
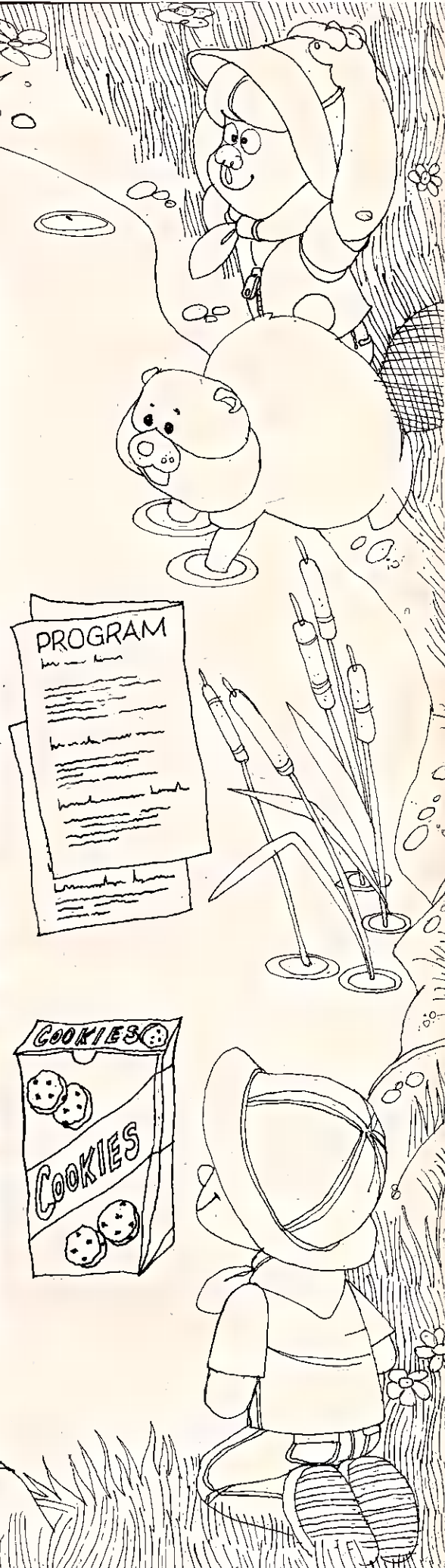
This is a quick snack to replenish energy supplies during your first meeting.

- Fill celery sticks with crunchy peanut butter.
- Sprinkle raisins over the peanut butter.
- Eat the bugs carefully.

Meet a Beaver

Here's a silent beckoning game to calm everyone down for the end of the meeting.

Beavers form a circle, with one in the middle. The Beaver in the middle beckons to another Beaver in the circle. That Beaver comes to the centre and shakes hands with the first Beaver. The first Beaver then goes out into the circle and the second Beaver repeats the action. Continue in silence until every Beaver has had a turn. X





As a north-countryman myself, my opinion of north-countrymen has always been high. This day it is higher than ever. What's more, it gives me great pleasure to be able to tell Mr. Hawley that his idea has created a lot of interest among the intelligentsia of our great movement. At this moment, several Scout leaders of the better sort are working on their own Mark II, III and IV versions of the Hawley Hot-water System and we shall no doubt see them spouting like volcanoes as we patrol the patch this coming season.

Which reminds me.

Several readers have written to point out a slight discrepancy in my drawing of the Patent Hot-water System (April O.T.L.) in which the swan-neck outlet was shown several inches higher than the inlet. The idea, as you may recall, was that hot water would be delivered from the swan-neck in direct relation to the amount of cold water fed into the system through the funnel, which, in my version of the thing, as Euclid would have pointed out, is absurd.

We have now received a courteous note from the inventor of this excellent contrivance, Mr. Bob Hawley of Hull, Yorkshire, England, complimenting us on the accuracy of my memory drawing, without reference to our blunder, and enclosing instead an elevation and plan with actual dimensions. If anybody had a right to complain it was he, but not a bit of it.

With weekend camps in the offing, perhaps some thought should be given to actual in-camp programs; that is, to those times when you aren't scaling dizzy rock faces, diving into dark potholes, navigating your canoes through white water, or doing any of those other adventurous things which are normal to camping in this enlightened age. In particular, I suggest that you might begin to stock up on any exotic impedimenta you think you might find useful and which can best be pre-fabbed now, when all the facilities of home are at your disposal. A plywood chest, for instance, invaluable for storing oddments of gear *en route*, might quickly be converted into a haybox when you get there, always provided you have remembered to bring along the bits and pieces needed for the conversion. Or perhaps your boys would be interested in the Shrubland Park Camp

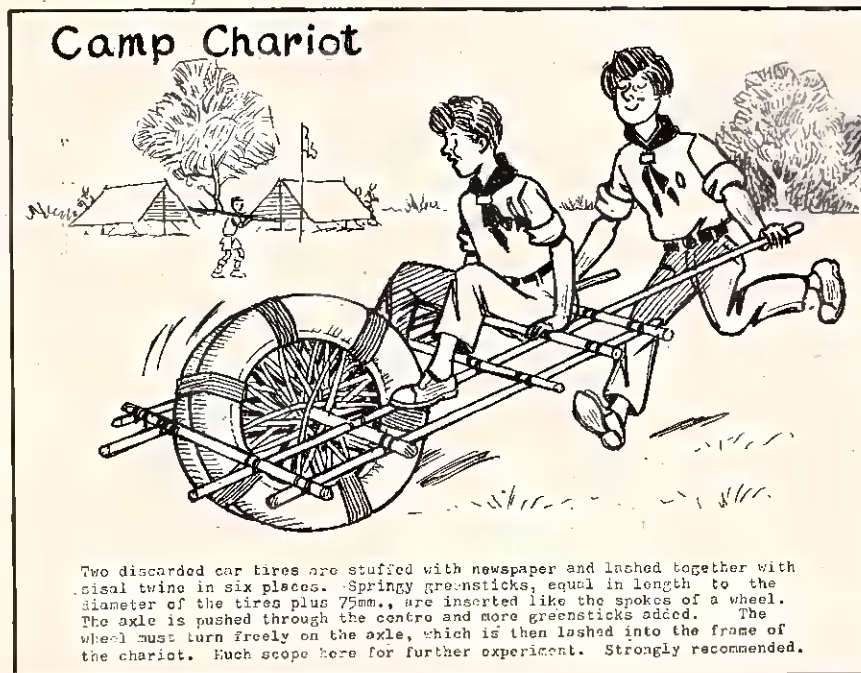
Chariot, as per diagram. It first saw the light of day in Suffolk, England, many years ago, and is guaranteed to work as specified, even though our pilot model did grind to a halt after a few days. You could hardly blame the poor thing, considering the nature of the terrain and the amount of stress and strain it had to endure.

Another in-camp idea would be to carry out a number of Tree Surveys in and around the site. And please make sure that your boys have quality stuff to handle: clip-boards, *soft* pencils, coloured felt pens, small tape measures, handcarbons (for leaf-prints), brown paper and charcoal (for bark rubbings) and perhaps, for good measure, the option of borrowing Skip's polaroid camera. True, it will all cost you, but after all, your boys are donating the most valuable thing they have — an hour or so of their own time — and no reasonable expense is too great to make it worth while. For make no mistake: they will evaluate the exercise by the quality of gear you provide — yes, even the quality of the paper. That's psychology, that is, and, believe me, nobody is more prone to psychology than your intelligent Scout.

In this department we are great believers in having a carry-over from one troop night to the next. That is to say, you initiate something at one meeting and finish it off a week later. If this involves a certain amount of homework by the patrol in the interim, so much the better.

How would it be, for instance, to lay on a miniature Land Yacht Regatta, to be held on the first breezy troop night within the next month or so? Waiting for the wind would surely give an extra zest to the whole enterprise. Agreed? Right. Let us sketch out the procedure.

Your first task, of course, will be to sell the idea to the Court of Honour. After that, your own part in the activity will be to provide all the necessary gear in the way of garden canes (for the hull and mast), sisal twine (for lashings and rigging), light plastic sheets or bags (for the sails) and sheets of corrugated cardboard, quick-drying household glue and rolls of broad tape (for the wheels and tires), plus a few six inch nails (for the axles) and a suitable tool for the drilling of holes in the middle of the wheels. The rest you may safely leave to the imagination, commonsense and inventiveness of the boys themselves.



I may say that we had a stunning success with this activity at a Scouters' conference at Wymondham College in East Anglia some years back. Discs 14 inches in diameter were cut with sharp knives from the cardboard and glued together in sets of three or four. Two such discs were required for each wheel, with smaller discs, about 8 inches in diameter, glued between each pair. Holes just large enough to take the axles (6 inch nails) were drilled through the centres, care being taken to ensure that the wheels turned freely on the nails, which were then driven and wedged into the ends of the canes.

At Wymondham we had a fine day for it. A spanking breeze was blowing across the campus and the moment we gave our yachts their freedom they took off like mad things and had to be brought back and loaded with ballast (two builders' bricks per each) to stop them becoming airborne. Great fun. You *must* try it.

- The tying of knots should not, I suggest, be regarded as a Scouting activity *per se*. True, lots of people get hooked on knots, even if they never use them, but in an adventurous movement like ours, we make knots when they are needed and, until they are needed, we learn to make 'em good.

- Girl Guides are, on the whole, very sophisticated people, but I have yet to meet one whose eyes don't sparkle at the mere mention of a mid-night feast.

- In my book, one spontaneous, old-fashioned good turn by a single boy is worth several so-called "service projects".

- In Scouting, as in life, it is always the best boys who get the best opportunities, although it is probably the second, third or fourth best who would most benefit from the experience. Perhaps an occasional opportunity for second-raters might not be such a bad idea. Lots of us about.

- Most of the small woodlands in my part of the country are being allowed to choke themselves to death with their coppice growth and would benefit hugely from a bit of controlled thinning. And just *think* what Scout pioneers could do with the thinnings!

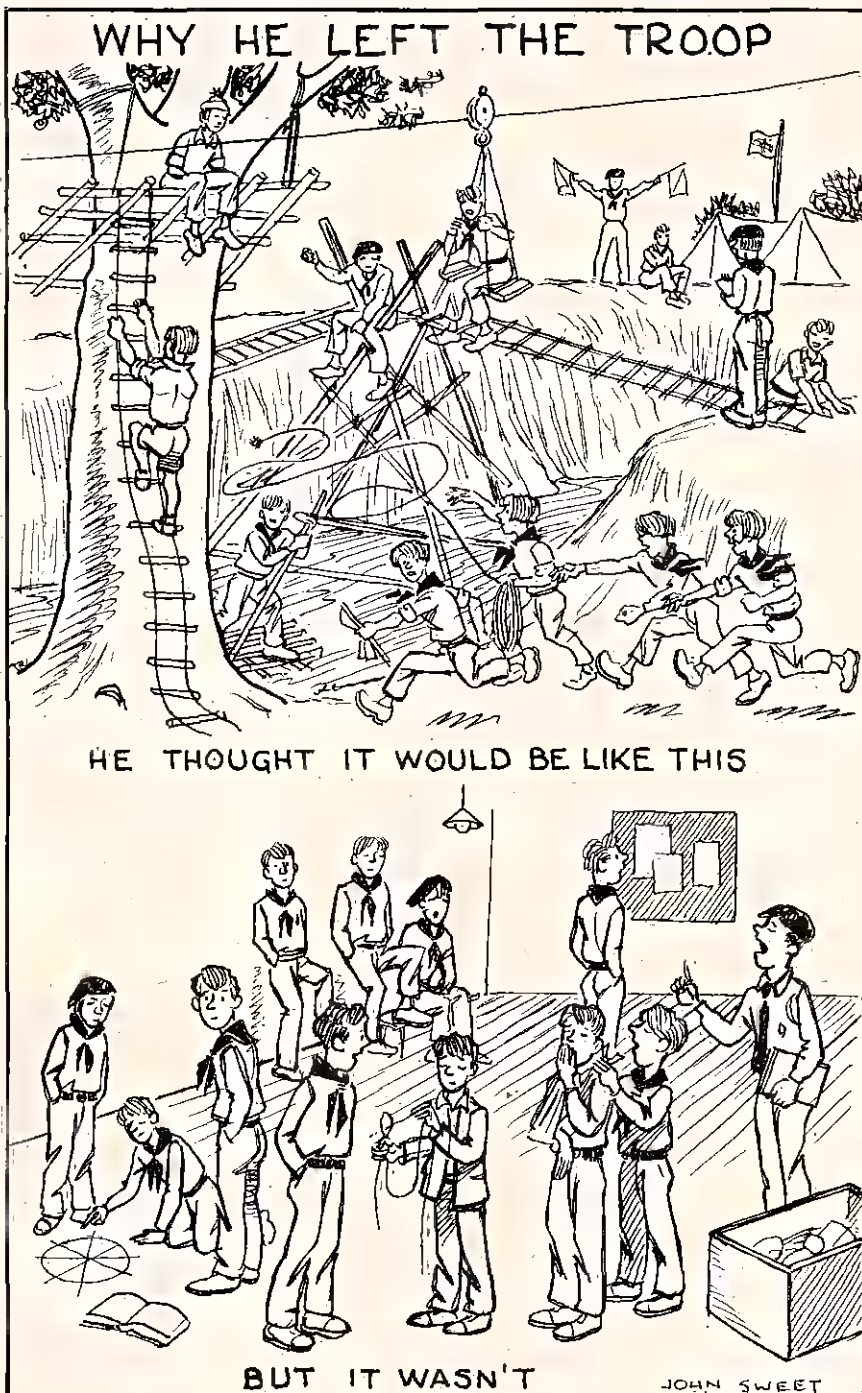
- Marvellous isn't it? A few years ago, U.F.O. sightings were being reported nightly by sober citizens in all parts of the western world. Indeed, it made me feel ashamed that Scouts were so far behind the hunt in spotting the things. Today U.F.O.s are never mentioned. Makes you wonder.

It grieves me to have to tell you this, but the myth of the twice-yearly *Chinese Egg-standing Day* (see **the Leader**, March '81, page 4), already under attack from many quarters, has now been demolished by Miss Tessa Howard, of the Holton St. Peter Girl Guide Company, Suffolk, England, who, on the last day of the Old Year, round about the noontide hour, wind SSW light to moderate, freshening, succeeded in balancing a fresh egg on its pointed end!

The truly sad thing is that we now have to accept that the myth of *Chinese Egg-standing Day* has been finally dismythed. All that remains is for others to equal Tessa's great

achievement by standing their eggs on their sharp ends. Please note that this must be done on a fairly smooth surface.

Unkind critics have often referred to some suggestions we have made in this feature as "just another of John Sweet's daft ideas". What they don't seem to realize is that we rarely, if ever, produce anything truly original. The chief value of the service we give so unstintingly to our great movement is to pass on *other people's* daft ideas, of which there is never any shortage. \wedge



partners

by Pat Horan

In co-operation with sponsors, provide the opportunity for a substantial portion of Canadian youth, from all segments of society, to be actively involved in quality Scouting programs.

That was the challenge made by Chairman Roy B. Brookes, national

vice president (relationships), at the 5th National Partners Conference held at the national office in April.

Eighteen of a possible 35 national organizations, representing approximately 65% of all sponsored Scout groups, were registered. It was a representative turnout. Not only were Lions, Elks and Knights of Columbus in attendance again but, for the first time, there were delegates from the Canadian Association of Chiefs of Police and from the Brotherhood of Anglican Churchmen.

National President Walter Tilden and Chief Executive Percy Ross also shared stimulating talks with conference delegates.

The church delegates were impressed by a presentation about the *Religion in Life Program* of the United Church, and reported that it would be of help to them in upgrading the requirements for their denominations.

A number of good ideas emerged from a review of case studies on the *Home and School and Scouting*, and the *Roman Catholic Church and Scouting*. These ideas will be shared with groups at local levels.

Delegates who knew Bert Mortlock, the instigator of these national relationships conferences, were moved by the tribute extended by Father Pat Byrne, one of his many friends.

It was reported that Scouting will have displays or speakers at five partner events in the near future, and that an article on Scouting will appear in the *LEGION* magazine!

As Roy Brookes pointed out in his report to the May National Council meeting, sponsorship is linked to membership, and the real challenge is to apply national level input at the local level.

Judging from the comments, work group feedback and evaluation, it was a good conference. A



Roman Catholic delegates to the National Partners Conference work to upgrade the Religion in Life program. From left to right: Fr. Pat Byrne of Ottawa, Fr. Tom McEntee of Montreal, Doug Tardiff of Toronto, Roy Brookes of Calgary, Frank Simpson, Ontario Council Knights of Columbus and Fr. John O'Donnell of Toronto. Photo: Horan Photography.

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Supply NEWS

by Jim Mackie

Discontinued Items

We regret that the popular *Individual Cook Kit* (55-920) and *Official Camping Canteen* (53-131) have been unavailable over the summer months. Both products were, unfortunately, discontinued by our longtime suppliers in late spring. We have been trying to locate new sources of supply but, to date, have not been able to find products of similar quality at a comparable price. Be assured that the search goes on and we hope to have good news soon.

Dunking Bag

A new item that will interest campers is the *Net Dunking Bag* (55-938 — \$2.95); the answer to a dishdryer's prayer. Just put washed dishes and cutlery into the bag, immerse in hot rinse water and hang to dry. A sanitary and simple method.

75th Anniversary Pin

Pin collectors will be pleased to know that we now have a *75th Anniversary Pin* (69-002 — \$2.50), a 5/8" x 7/8" version of the Anniversary Badge which may be worn by all registered members. Primarily designed for wear by non-uniform members, the pin will also make a colourful addition to a campfire robe or jacket.

Canadian Flag Membership Strips

In May, 1980, the National Council authorized the wearing of the Canadian flag on uniforms of all sections, with the exception of Beavers. It was further decided that the flag should be incorporated into the membership strip on each shirt and jersey as various stock sizes run out and new supplies are ordered.

Flag strips for program sections and leaders' grey and green shirts are now in stock and will begin to appear on jerseys and shirts as new shipments arrive from our suppliers. It should be understood, however, that the complete changeover will take some time because stocks in certain sizes are expected to see us through to the end of the year.

Strips for sewing onto present shirts or jerseys will also be available from Scout Shops and dealers at 65¢ each. We will continue to stock the Canadian flag patch currently being worn by many Scouters and boys.

Non-Uniform Tie

The 81/82 leaders' catalogue features a dress tie (60-215 — \$12.50) for wear with 'civilian' clothes. This attractive item will be available only from Supply Services, Ottawa, and should be ordered direct. Made by *Frame Ties* of Waterloo, Ontario, it was featured in a full colour ad in the May '81 issue of Air Canada's magazine, *En Route*. **This is not a uniform tie.**

Custom T-Shirts

Looking for ways to raise money for district/regional activities? Why not follow the lead of those who have had our custom cresting service prepare t-shirts for resale to their boy and adult members? The purchaser receives an attractive and serviceable product, and you not only raise money, but also get free advertising every time the shirt is worn. Write **Supply Services, Ottawa**, for full details. X



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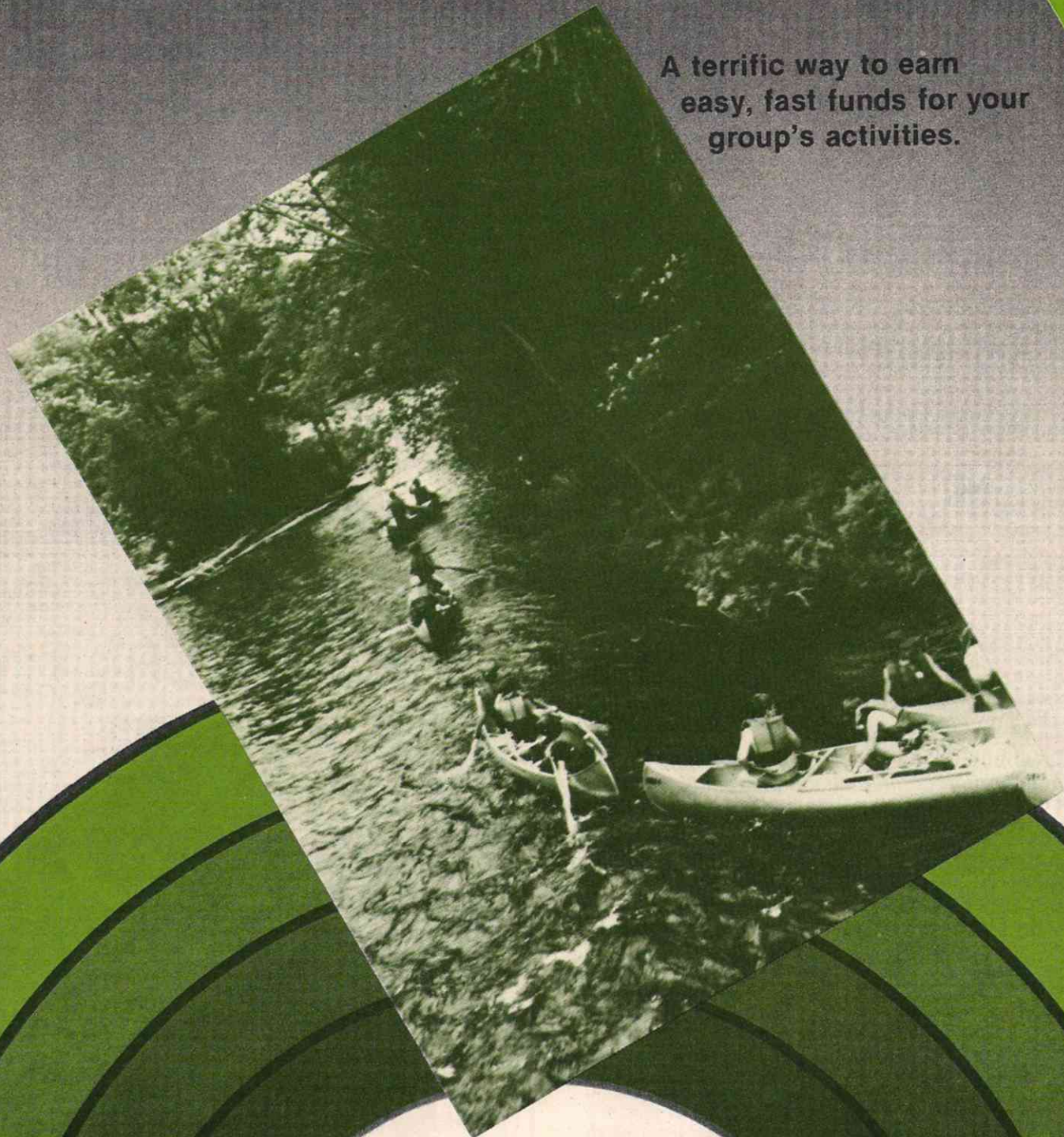
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PATROL CORNER

by Phil Newsome

SCOUTING'S KNOTTY PROBLEM CONTINUES

The knot research team under the direction of Mr. Carrol Perrin sent us the following material related to knotting problems created by today's wide-spread use of synthetic rope.

Safer Knots for Modern Ropes

The use of new synthetic types of rope has brought about many complaints because knots tied in them come apart easily. This can cause serious injury or loss of property. The standard reef and bowline knots weaken the strength of the rope substantially.

In recognition of this danger, a rope committee is researching the development and/or recognition of reliable knots. Test equipment has been purchased and the strength and holding properties of hundreds of knots have been measured accurately. The ropes and cords tested are various constructions of polypropylene, polyester, nylon, rayon, sisal and cotton.

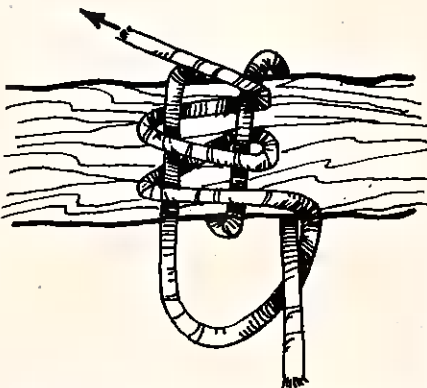
At this time, the committee suggests the following three knots. They have outstanding strength and security in the ropes tested, but they must be tied exactly as described.

The 'S' Knot — a bend: used for joining the ends of rope and cord together (see *Patrol Corner*, April '81).



Note: Many of us use the reef knot for this purpose. This is a dangerous practice because the reef knot can easily be opened or undone.

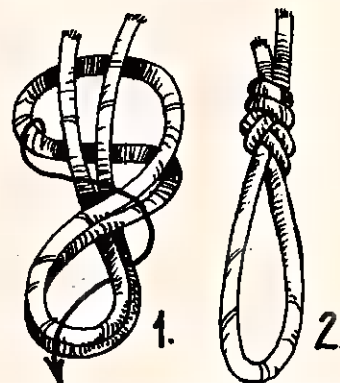
In tying the 'S' knot, make certain that the ends emerge from the tops of the end loops and that, when the two halves of the knot are pulled together, the notches on their inner faces fit together. This will result in a balanced knot, neat in appearance.



Modified Timber Hitch: used for tying a rope to an object. Unlike the standard timber hitch, the rope is wound

around the object twice before it is turned back on itself. Use sufficient rope to go around the standing part and then take at least four turns around both ropes on the post. The last turn should be made at the front near the standing part. Tighten the knot before using.

Figure 8 1/2 Loop: used for tying a loop at the end of, or in the middle of, a rope. Tying is the same as that for a figure 8 loop except that you make one half additional turn (of doubled line around itself) before passing through the hole formed. Keep the lines parallel for neat appearance. Tighten the knot evenly by pulling the four lines one at a time.



In future issues we will hear more about the continuing work of the rope committee, whose members are preparing technical information on the strength of the ropes and knots and are developing additional knots. They would like to hear from Scouters who are interested in this subject. Drop a note to: **KNOTS**, Boy Scouts of Canada, PO Box 5151 Station F, Ottawa, Ontario, K2C 3G7. X

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by James McKenna

Hiking always has been and always will be one of the important activities of the Scouting movement. The participant may be a small Beaver on a nature trail, or a Rover and fellow members of his crew seeing the world from a different perspective.

In between are hikes of varying degrees of difficulty to suit the Cub, Scout and Venturer. For the boy who sets his eyes on the stars, the Chief Scout Award or the Queen's Venturer Award, *hiking is not just an activity*; it is a requirement he must meet to earn the award.

To hike with success and satisfaction, the participant must have some basic knowledge of the prerequisites; map reading, use of a compass, proper clothing and equipment, and so on. The section handbooks used by all boys contain much of this information.

And a hike should not be merely an exercise in moving from point A to point B within a specified period of time. When hiking, a boy should know how to observe his environment, and when the hike is done, he should be able to report on what he has seen.

All of these thoughts were considered in the planning of the hiking activities for the Fundy Challenge, the 1980 New Brunswick Scout Jamboree held within the boundaries of rugged Fundy National Park.

The program was crammed with activities to challenge a boy over a day-long seven-mile hike. Each patrol registered for the jamboree could choose to hike on one of four possible trails.

In the general instructions given the patrols, boys were asked to:

- prepare a log of the hike;

- prepare a rough map of a half-mile portion of their trail, using proper map symbols and conventional direction and scale indications;

- identify a number of wildflowers from a list of those common to the area at that time of year (and a couple that weren't so common, to keep everybody honest), and point out which of these, if any, might be edible;

- submit a list of animals, birds and trees seen;

- comment on signs of previous settlement;

- make an observation of the general condition of the forest through which they travelled.

Of a total of 32 registered patrols, 22 patrols participated and 16 of these turned in reports.

The results were surprising, to say the least. We hope the following comments are not indicative of the general enjoyment of the hikes, but they probably do show us that a better general knowledge of our environment would make hiking much more enjoyable.

Most patrols prepared a log rated satisfactory or good. Some logs took a narrative form while others listed by time and in point form where the patrol had been and what they'd seen.

For the most part, the maps were done poorly or not at all. To the senior Scouter who remembers the requirements for the old Pathfinder badge, this lack of skill in map reading and drawing must be disconcerting. It may indicate that, although topics on estimating, pacing and the like are still covered in the boys' handbook, the boys are not reading the material unless it is specifically required to qualify for an achievement badge.

The tasks of identification, observation and commentary were poorly handled by all patrols. Many boys *simply do not recognize* wildflowers and trees any more. What was taught in schools 30 years ago is apparently no longer part of a science curriculum. It would appear that the Scouter needs to spend more time in the out-of-doors instructing his boys. This not only will help the boys to learn about nature, but also will give them a base upon which to build survival knowledge.

The hike's observation question sought to draw attention to the effects of budworm infestation and of wind fall and salt spray on evergreen forests. Most patrols didn't attempt this one.

The commentary on settlement was designed to stimulate an observation of excavations of old farms and remnants of a previous century's ship-building and logging industries. Old stone walls, wharves and sawdust piles found in or near a forest wilderness must surely provoke questions in an inquiring boy's mind. The requirements for the present Adventuring badge presumably motivate this type of inquiry. Such investigations also help us to expand a boy's concept of citizenship in a manner no classroom can effectively do.

Where does all of this leave Scouters who have a troop of eager boys? We hope it will lead to an examination of our own qualifications as out-of-doors leaders. And we hope it will prod leaders to spend more time walking through a field or forest and observing what's around them using field guides such as the Peterson series which is available at most

SCOUTER'S Swap Shop



REFERENCE

bookstores. A walk for an hour or two in the evening before dark every other week can start to make a big difference.

Programs such as *Outward Bound* can serve as excellent training grounds if one has the time and the budget.

Our own communities offer museums with natural science departments, naturalist societies and provincial forestry departments, all of which have excellent resource people who may be willing to talk to Scouters and/or their troops either for an evening or on a weekend.

Local historical societies can provide source materials upon which to build knowledge not only of local points of interest, but also of general historical development in our communities and in the surrounding rural areas.

Last, but not least, we must consider the changes in our boys' inventory of usable knowledge brought about by changes in provincial education curricula. It concerns not only already mentioned areas, but also the ability of the Scout to present a simple report. The Scouter may soon find himself having to teach a Scout how to plan and write a report. We may have to consider inclusion of an instruction program in report writing as part of the Scouter's Woodbadge qualification.

A good hiking program clearly involves a knowledge of many skills, both for the leader and the boy. It involves careful planning to establish routes, logistics and objectives for the hike.

In the end, a boy will learn not only Scoutcraft, but also a lot more about the world around him. A

As a new issue year begins, the **Leader** opens up a special corner where Scouters can exchange their best ideas for colony, pack or troop activities. We invite all Beaver, Cub and Scout leaders to pick out activities they've found most popular and successful with their boys, and to send them to the Swap Shop.

Bud Jacobi, a troop Scouter from St. Catharines, Ontario, opens the shop door with some well-tested "patrol challenges for more adventurous action meetings".

HOT POTATO CONTEST

At the start of the meeting or outing, secretly teach a certain skill (highwayman's hitch, fireman's lift, bandage, woodcraft method, etc.) to one boy in each patrol. His task is to 'pass it on' to another Scout in his patrol, and so on, without others watching. The patrol in which all boys have mastered that skill by meeting's end receives extra points.

SECRET MYSTERY MESSAGE

Use either a code or invisible writing. A simple code is one in which the last letter of each word is placed at the beginning of the word instead of at the end. Another code uses symbols for each letter of the alphabet, and a key, e.g. + = A, / = C, & = E, etc. Ink made from either milk or lemon juice dries clear but can be read if heated with a match, candle or hot lightbulb. Write a humorous fake message (e.g. a love letter) in ink and put the invisible message between the lines. Warn patrols to wet the paper from underneath and to keep the candle or match moving from side to side to avoid burning the paper. When a patrol deciphers the message, they are to act on it immediately, without telling others the secret.

Use your imagination to design a variety of challenges. For example: get a dog's paw-print; find out Scouter's car licence number and tire make; get the signature of a nearby grocery clerk; tie up a boy from another patrol; fetch an arrowroot biscuit or a baby pacifier; do a surprise good turn; find the origin of a mystery telephone number; get the latest weather forecast; discover the number at a nearby phone booth; memorize 10 objects in a nearby store window (based on clues, like a scavenger hunt); spend a

quarter (provided) to best advantage; light a fire in a nearby puddle or tree (with precautions); lower an egg by rope from a high point (a climber in the gym, or a fire-escape. Expect a mess!). Provide each patrol with a list for an information hunt, and set a time limit. Provide plaster of paris, cans and cardboard strips. Challenge each patrol to find a track or make one and take a plaster cast from it (let it set). Best result wins.

IDENTIFY TAPED MYSTERY SOUNDS

This can be pre-arranged with a boy who owns a tape-recorder. Tape different sounds: a match striking, phone dialing, electric kettle and shaver, dog growling, faucet dripping, someone chewing a cracker, bus pulling away from the curb, foot steps, a creaking door, brushing teeth, counting money, crunching paper, etc. Number the sounds on the tape. Each Scout tries to identify and list the various sounds. Stop for a moment after each sound. The patrol with the most correct answers wins (no conversation or copying). Taped television themes also make a good quiz contest.

Tape a humorous 'murder scene' with sound effects. After playing it, quiz the boys on the details. Each correct answer counts one point.

KIM'S GAME IN PICTURES

Hold up two panels upon which you've pasted pictures cut from a magazine. Patrols study them for three minutes, then list as many items as possible by memory from ONE of them, when you tell them which one.

For the youngest members of Scouting, L. Modien of the Group 4 Beavers in Swift Current, Saskatchewan, sends some simple craft ideas.

- Make a van using a colourful tissue box for the body. Cut wheels from cardboard and attach with paper fasteners. Add paper doors and windows and a tin-tie antenna.

- Make a wagon from a cereal box. Cut wheels from cardboard or a styrofoam meat tray and attach with paper fasteners. Add a cardboard handle. A

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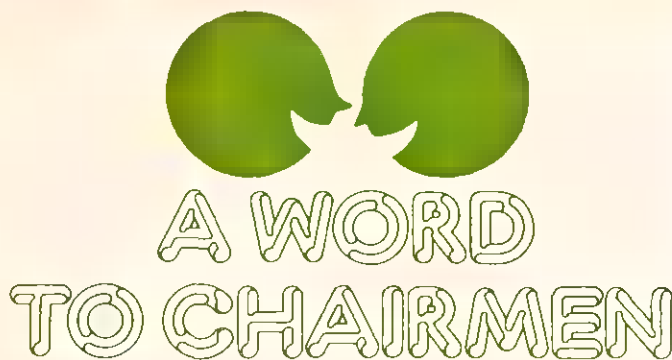
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A WORD TO CHAIRMEN

(of Group Committees)

by Pat Horan

... about starting up

Dear Murray,

It was good to see you again at the National Partners Conference. There's a short report on that event on page 24. I hope some items of interest and action will sift down to your level.

Now, let's look at some key areas for starting up the new Scouting year.

- **Program:** It seems to me that David Goss has covered this well in his *Kick-off Activities* article on page 10.

- **Leaders:** Have all your leaders returned? How many new ones are required? Review the pamphlet, *Seven Keys to Recruiting Volunteers*, for ideas about recruiting leaders, committee members, ladies auxiliary, resource personnel.

- **Members:** Encourage your leaders (perhaps with the help of the ladies auxiliary) to call or visit each boy registered in the spring and convince him to bring along his buddies, old and new, to the first meeting this fall.

- **Registration:** Many Scout councils conduct a registration night; an evening program that involves boys, leaders, parents, and group and council personnel. Check your Scout council office for details on this effective way to organize the group:

- **Ladies Auxiliary:** Now is the time to institute or strengthen or recognize this fine group of support people. It's amazing how many groups overlook the potential that lies in an active auxiliary.

- **Planning:** Are all your members aware of their job? Do you use Job Cards? Have you identified some major activities that the group committee may wish to tackle? Are you aware of the concerns of your leaders?

- **Take charge:** Murray, as the official appointee of your sponsor, your job as chairman is to take charge; to give the lead, outline the objectives and aim for results. You will need to thrash out details and co-operation and support is essential, but it seems that most people want to belong to a well-run group which does things of value. I think your group committee fills the criteria.

Good luck in '81/'82.

Sincerely,

Pat

Λ

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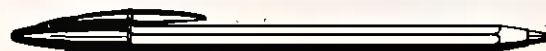
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EDITOR'S NOTEBOOK



by Bob Butcher

For boys in any of Scouting's programs, a trip to the local firehall is a memorable experience. I can still call up images of my own visit as a Scout, and I don't care to count the number of years ago that was.

We thank Scouter Chris Garven, a staff photographer and reporter at the *Simcoe Reformer* in Simcoe, Ontario, for the accompanying photo. It shows Beavers Jerod Van Maanen and David Webb of the Delhi Beaver colony being coached by firefighter Larry Lovett. The boys did their best to hose Scouter Garven, but the firemen were on his side and didn't turn on the pumps.

Chief Don Sutherland and his men showed the boys how the trucks operate, took them to the communications centre and let them examine

much of the gear that firefighters carry with them to a fire. The boys were also instructed in what to do in case they see a fire or have a fire in their own home.

Beaver Leader Pat Campbell reported that the boys "all seemed to enjoy the trip". Listening to the siren and turning the lights on and off was one of the most popular parts of the visit.



In my April *Editor's Notebook*, I included a photo of Walter Wood, Canada's oldest living Scouter, celebrating his 104th birthday with some Cubs from the Aldershot Cub pack. The day after we went to press, we were saddened to receive word of Mr. Wood's death in Kings County Hospital, Waterville, Nova Scotia.

Despite his advanced years, Mr. Wood had remained active in Scouting past the age of 100 and had retained his keen sense of humour. He enjoyed telling some boys in his troop about how their fathers and grandfathers had done when they were members of the same troop.

Scouter Wood is survived by two daughters, Mrs. Gwen Outhouse, Tiverton, and Frances in Halifax; two sons, Richard in Kentville and Stanley in Moncton; eight grandchildren and four great-grandchildren.



As of this month, a 75th Anniversary Badge will be available for wear close to the Canada namestrip on Scouting uniforms. Its exact location will vary according to the section and other badges worn in this area.

- *Beavers* — centred immediately above the left pocket on the jacket.
- *Wolf Cubs* — underneath and touching the Wolf Cubs-Canada namestrip on the jersey.
- *Scouts* — above and touching the Scouts-Canada namestrip, either to the left of the Canadian flag, or above the Canadian flag and the language strip.
- *Venturers, Rovers and Leaders* — above and touching the Canada namestrip and to the left of the Canadian flag.

The badge may be worn by youth members for as long as they remain in the section program in which it was issued. Adults will remove the badge August 31, 1983.



Photo: Chris Garven, *The Simcoe Reformer*.



Each year in Ottawa, the National Council of Boy Scouts of Canada holds a National Partners Conference to which it invites delegates from the churches and other organizations which sponsor Scouting across Canada. At this year's conference, held in April, two new groups were represented for the first time; the Canadian Association of Chiefs of Police and the Brotherhood of Anglican Churchmen.

Pictured from left to right are: Sergeant Bob Taylor of Ottawa, representing the Canadian Association of Chiefs of Police; Walter Tilden, Scouting's national president, and Roy Brooks, national vice president of relationships.

For more information on the Partners Conference, turn to Pat Horan's *Partners* column in this issue.



Scouting people interested in helping with UNICEF's annual Hallowe'en campaign should know that UNICEF has produced some fresh educational material this year.

A new poster/brochure combination will assist leaders to explain why UNICEF development projects in health, education, nutrition and clean water are vital to the lives of the world's poorest children. They also explain why the support of Canadian youth to raise over \$25 million since 1955 has resulted in some real progress for children in 110 developing countries. In some of these countries, 50% of all deaths occur among children under the age of 5. Lack of clean water and sanitation is responsible for 80% of disease cases.

The material explains how a small contribution can go a long way to eliminate suffering. For example: 10¢ provides a vial of penicillin; 64¢ provides a child enrolled in a school nutrition program with a trowel to grow vegetables; and \$1.54 provides a stethoscope for a maternity ward.

Scouters can contact their local or provincial UNICEF committee for these materials, for information about Music for UNICEF projects, or for subscriptions to the UNICEF Canada newsletter.



Adults in Scouting who hold a current certificate awarded by St. John Ambulance Association for First Aid, Royal Life Saving Society of Canada for Life Saving, or Canadian Red Cross Society for Water Safety Instructor, may now wear the appropriate agency badge on their uniforms.

For details about where and how these are worn, check the recently revised *Bylaws, Policies & Procedures* under "Other Insignia".



Most Scout councils look for ways to save money in the development and operation of their local campsites (see May '81 *Editor's Notebook*). A few, though, have discovered unusual ways to make their camp properties pay. For several years the Quebec council has tapped the trees at its

Tamaracouta Scout Reserve and has manufactured its own maple syrup. By selling this product to its membership and to the public at large, the council has been able to add a few thousand dollars a year to its operating budget.

The enterprise began with spigots and buckets but, in recent years, a conversion to plastic tubing has both streamlined production and increased the yield.

Each April, at the peak of syrup production, the council holds a "Taffy Tussle" to which it invites members of Scouting, families and friends. For a small entrance fee, youngsters and adults can visit the Sugar House to see how the syrup is made and sample sugar taffy poured on the snow in traditional Quebec fashion. Groups are encouraged to make a day of it and can either take their own lunch or purchase hotdogs, soup, coffee or hot chocolate at the canteen.

When I visited the Tamaracouta Reserve last April, there were several hundred boys and adults availing themselves of this opportunity. Some Scouts, under the guidance of their leaders, were also enjoying the chance to brush up on their map and compass skills.

Mr. 'Wally' Walmsley welcomed us to the Sugar House and related to us some of the history and methods of syrup production. We learned that the Quebec farmer welcomed the 'sugaring-off' season for the additional income it brought, and because it filled a period that was "too late to cut wood and too early to cultivate the fields".

We also learned that it takes 40 gallons of maple sap to produce one gallon of syrup.

Youngsters and adults alike then enjoyed a sample of the Scout Reserve's finest taffy before returning home for a vigorous tooth brushing.

A





Dear Editor,

Our pack recently had its first two Cubs obtain their five stars. When I was a Cub, we had only two stars. When a boy was able to obtain both stars and went on to Scouts, he was presented a 'Leaping Wolf' badge that he could wear on his Scout shirt.

I feel that the 'Leaping Wolf' badge should be re-instated so that those boys who have completed all the stars can be recognized. This badge also gives the other boys an added goal to work towards.

Second, in connection with our coming Cub camp, a majority of our boys asked if they could learn to canoe. As a result we set up a program in conjunction with the camp. There is no badge for canoeing in the Cub program and I feel there should be, if not for canoeing, possibly for boating in general or for boating safety.

--Randy Alberts, Akela
4th North Bay Cubs

Ed's Reply: We passed your letter on to Carl Lemieux, national program director, who gives this response.

The idea of the 'Leaping Wolf' badge or a five star Cub award is one that has been raised before. The National Program Committee feels that if emphasis is placed upon this one element of the program, the other elements will suffer. It is for this reason that, at the national level, no such recognition has been instituted. When it was discussed at the November National Program Forum, the idea was unanimously rejected.

The Cub program is made up of eight elements, all of which are to have equal weight. The five stars are one of these elements. The intention is that boys will choose stars according to their own interests, and the program attaches no special merit to

achieving all of the stars.

The theme underlying all Scout programs is that the program should be fun and should encourage boys to follow their own pursuits and learn by doing. While achieving is an important part of the Scout programs, fundamental to it is the concept that the boy decides what he wants to achieve and is not forced to achieve what adults expect of him. This is one way in which Scouting differs from schooling, and we feel it is a very important difference.

I will place your suggestion in respect to a canoeing badge for Cubs in our review file so that it may be discussed when the Wolf Cub program comes up for cyclical review.

Dear Editor,

I was very disappointed about the lack of awareness on the part of leaders as to what Scout/Guide Week is all about. During Scout/Guide Week I walked into our neighbourhood shopping centre to see a table covered with fire safety materials being sold by a local Scout group. During this sales job, nothing was done to tell people what Scouting and Guiding is all about, and I always thought that was the purpose of Scout/Guide Week.

I think it is utterly disgusting to devote this one special week to making money. We have 51 other weeks to choose from. That one week, as I understood it, was to tell our story; to tell people that Scouting is alive, that we have something to contribute to the community, that we are not a sissy organization but one that develops character and citizenship. I have vowed, at least with my group, that we will not raise money during Scout/Guide Week; we will show and tell people what Scouting has done and is doing in our community.

--L. James, Ottawa

Dear Sir,

Thank you for the more numerous articles on songs, games and crafts for Beavers. The magazine has been very helpful to us in planning our meetings this year and we look forward to a continuation of these articles.

Now a few comments regarding the Beaver program review. The program seems best suited to boys 5 and 6. By the time they reach 7½, it is very hard to keep them excited and interested. A colony should not go beyond 25 boys and there should be a leader for every 6 boys. It would be helpful for a member of the service team to come to a leaders' planning meeting at the beginning of the year to review programs, ceremonies, regulations, etc.

--Judy Galloway, Kimberley, Ont.

Reply from Carl Lemieux, national program director: Thank you for your comments. I will definitely pass them to the Beaver Program Review Task Group. This is the kind of input that we are seeking across Canada.

Letters should be kept as brief as possible. The editor reserves the right to shorten letters when necessary. Letters of a controversial nature, or those directed toward a specific policy of Boy Scouts of Canada will be referred to the appropriate person for reply. As much as possible, our practice will be to print letters and replies in the same issue. This may mean a delay in publication, particularly if the appropriate person is not immediately available to the editor.

Remember also that, because each issue of the Leader goes into production almost two months before it is printed, there can be considerable delay between receipt and publication of a letter. A

the leader

INDEX VOLUME 11



This year's index of the past 10 issues of **the Leader** (Volume 11) is presented in a new, and we hope, convenient format — a single page which can be kept in a 3-ring binder.

Because they cover a collection of subjects too large to itemize in detail, we have once again omitted three regular

features: *On the Level*, *Editor's Notebook*, and *Supply News*.

Other regulars such as *Patrol Corner* and *Paksak* are included, and to help you find specific information, in most cases we have indicated each month's subject matter.

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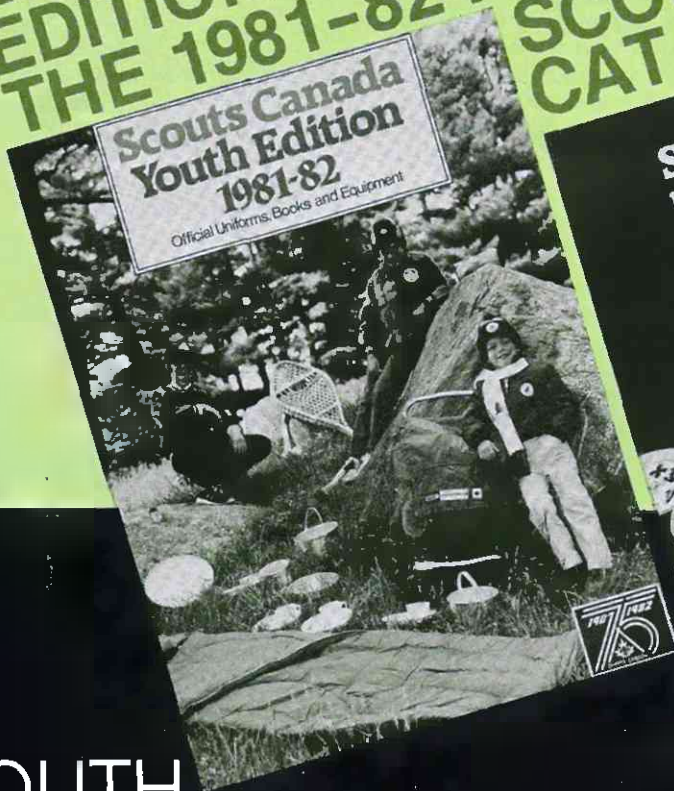
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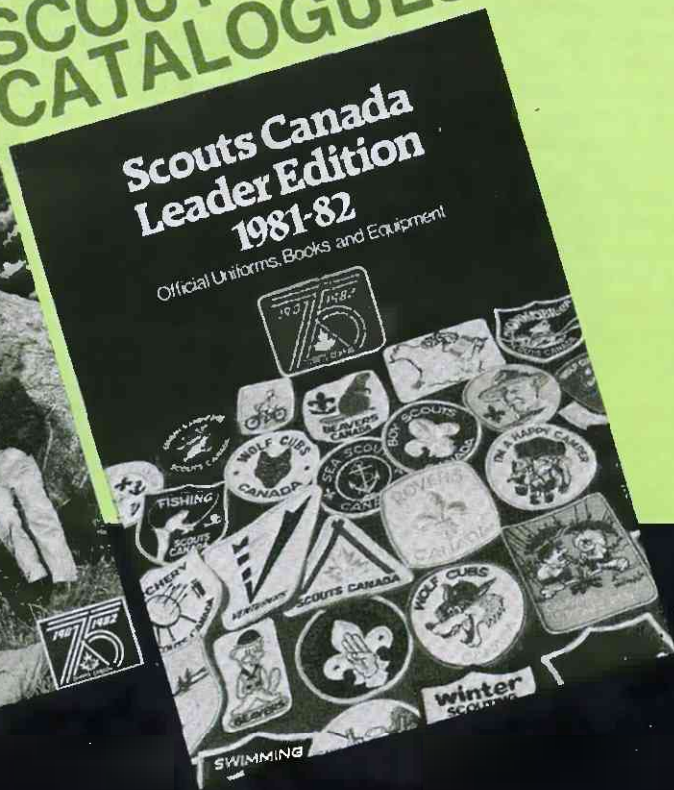
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Outdoors

Carl Lemieux

In the March issue, I discussed camping and character development, and whether Boy Scouts of Canada was solely a camping organization. I invited response to this small editorial and I received two letters; one from Mrs. Kathleen Matic, camp co-ordinator for Girl Guides of Canada, Hamilton area; the other from Mr. William C. Henderson of the Greater Toronto Region. Here are portions of their letters.

Dear Carl,

Just read your "Outdoors" column in the March "Leader" and agree whole-heartedly with your conclusions.

I thought you might enjoy the following, from a presentation on *What the Camp Committee does for the Area*, given first to the Hamilton area district and division commissioners at our administrators' conference, and again to Guiders of all branches at our area training day.

"Camping and outdoor activities are a vital part of our Guiding program, not because the skills involved are so important, but because, by having the skills

a) the girls can "be prepared" for situations that may arise, and

b) we can move on to the real purpose of outdoor activities in our program: to provide Guiders the opportunity to live with their girls for an ex-

tended period of time so that everyone gets to know each other in a deeper relationship and learns to live with others; to learn to depend on people and to be depended upon.

All of the objectives of Girl Guides of Canada can be fulfilled in an outdoor situation in a very meaningful way. It is to this end that the camp committee helps, encourages and promotes camping and outdoor activities."

The camp committee wants to ensure that camping standards are kept high, not because high standards are the end goal, but because, unless the physical needs are met, unless the campers are comfortable, safe and healthy, the real purpose of relationships hasn't a chance.

You're not alone in your understanding of what camping's all about. The camp committee of the Girl Guides of Canada, Hamilton Area, also believe camping is more than practical skills, and we are working towards having more of our girls and Guiders share this experience.

Sincerely,

Kathleen Matic

Dear Carl,

Hey man, what are you getting at?

Your first two paragraphs, if they were designed to set some people's teeth grating, have achieved their

goal. If you intended to make a point on how and why B.-P. took the boys to Brownsea Island, I don't know that you have achieved your aim.

My personal statement on camping is: camping is a tool available to a Scouter who works with boys to achieve the aim of Scouting. It is a very valuable tool, but not the only one. It may be one of the most valuable tools, but is still just a tool. The badge system is another tool in the Scouter's tool chest. Along with these go games, crafts, music, acting, etc. . . But again, these are only tools. The craftsman is the Scouter who knows which tool to use, at what time, to produce the final piece of art — in our case — the boy growing towards a man.

We must be careful that we don't confuse what we are trying to accomplish with how we accomplish the goal.

-William C. Henderson

I'd like to thank these two individuals for responding. I'd also like to continue the open dialogue and hope that if you have any feelings about the outdoors and Boy Scouts, you'll feel free to express them.

This is a time when we start to prepare our boys for those fall/winter expeditions. There are two books available from the Scout Shops that can help you make the fall or winter camping experience a happy and enjoyable one. Look for *The Camping Book* published by Boy Scouts of Canada, and *Winter Camping*, by Bob Cary. Both are excellent reference books for any Scouter's library. A

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