

# the leader



# packsack

by Carl Lemieux

This account of 'The Jungle Theme in Cubbing' was written by Myrna Cleverly who, in 1974, was a Cub leader in Radium Hot Springs, British Columbia.

Our pack had very little contact with the jungle atmosphere, other than to call the leaders by the names of the jungle characters: Akela, Raksha, Bagheera and Baloo. The fact that the boys had no idea who these characters were never bothered us. Then, the boys suddenly expressed an interest in the jungle characters, and we found ourselves investigating the jungle theme.

We began by telling the *Jungle Stories*. We did make the mistake of reading a tale or two before we realized that the language of Rudyard Kipling is very formal, and some editing was necessary. We found we

could play up certain exciting parts of the stories and eliminate other parts completely by *telling* the stories.

We prepared flannel board cut-outs of the jungle characters to display and move about when telling jungle stories. We also developed games using the cut-outs. The boys are now very familiar with these characters and their strange sounding names.

We decided to try some of the jungle dances. To begin, we took the pack outdoors into a nicely wooded area and did the 'dance of Bagheera' (page 140, *Cub Leaders' Handbook*). Two older Cubs constructed a deer from paper and branches while the leaders explained the concepts of the dance to the pack. The dance proved to be a triumph! Not only did the boys stalk the deer in perfect silence, the 'attack' resulted in each boy carrying off a portion of the deer in his mouth

rather than in his hands.

A surprise supplied by the pack's interest in the jungle was the ease with which new chums learned the law and promise and understood their meanings. We have also noted a very positive influence on the discipline of the pack.

We held a Zulu Warrior party for Hallowe'en and were delighted by the response of the parents at *costuming*. In addition, they participated in the evening's activities by hosting some of our 'survival in the jungle' games.

After re-reading an article printed in the *Leader*, entitled *Cubs 'Dig' the Dark* by Hugh Murphy (October '73), we became very excited! Here was a Scouter who had discovered what we had about jungle atmosphere. We adapted our opening and closing ceremonies to a jungle theme. With the lights off, an artificial moon and a candle-lit campfire, the Grand Howl took on a new sound. Never has it sounded better!

We next discovered that the leaders were working rather well together as a team. We are wondering if the jungle stories are influencing us. Although Akela was the leader of the pack, it was Raksha, the mother wolf, who cared for the boy Mowgli; and Bagheera and Baloo who undertook his education. That's team work! A

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I found this "Beavers' Own" in the Greater Winnipeg publication *Beaver Tales*.

**Opening prayer** "Things to Wonder About."

Hey God!  
Did you really make all those stars?  
And that great white moon that looks so fat?  
And did you really make planets like Mars?  
And Saturn and Venus and all like that?  
Hey God!  
Did you really make fluffy, wobbly puppies?  
And kittens and ducks and-jumpy frogs?

And did you really make goldfish and guppies?

And creepy crawly things beneath old logs?

Hey God!

Did you really make mud so it would squish?

And rainbows to chase that can't be caught?

And did you really make the clams and starfish?

You did? Well, thanks. Thanks a lot!

## A yarn for the Beavers' Own

A long time ago, long before you and even your Dad were born, a man named Baden-Powell, who started all this Scout business, wrote: "I often think that, when the sun goes down, the world is hidden by a big blanket from the light of heaven, but the stars are little holes pierced in that blanket by those who have done good deeds in this world. The stars are not all the same size; some are big, some little. And some men have done great deeds and others have done small deeds, but they have made their hole in the blanket by doing good before they went to heaven."

Try to make your hole in the blanket

by good work while you are on the earth.

It is something to be good, but it is far better to do good.

All join together in the Lord's prayer: "Our Father, etc."

## The Blessing

The Lord bless you in the city and country,  
in home and street,  
in suburb and downtown,  
in school and leisure,  
in work and play,  
in conversation and prayer.

The Lord bless your going out and coming in, now and evermore.

Amen.

Remember the eruption of Mount St. Helens in Washington state? Well, the 80th University Hill Colony in Dunbar, Point Grey District, Vancouver Coast Region, decided to help out the disaster relief fund by organizing a bottle drive and giving money directly to a group in Ellensburg or Yakima area. The busy Beavers collected \$56.00. A slap of the tail to you for practising the Beaver Law.

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**COVER:** No matter how much we love winter, sometimes it's nice to cozy-up inside. This issue is brim-full of indoor ideas for wintering with Beavers and Cubs. Why not take them south for an evening of Fun in the Sun? Maybe you'd like to choose one of many Theme Nights for Cubs and transform the Wolf den into a pirate's lair. Leprechauns not only provide this month's Fun at the Pond, they also remind us that spring is waiting for a chance to colour the world green again. And, to keep things in perspective, Patrol Corner says "there's no fun like snowfun".

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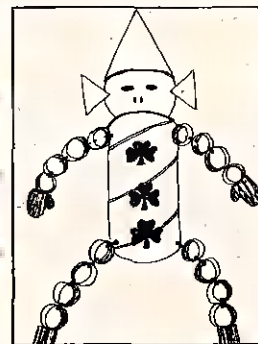
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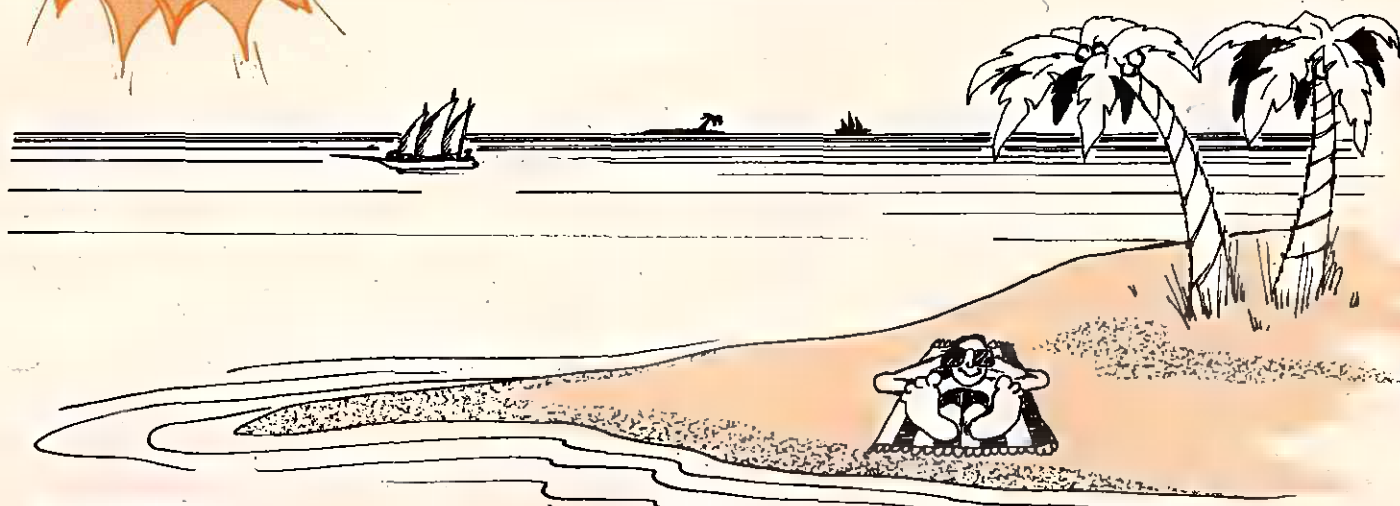


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# Fun in the Sun



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by Linda Florence

Imagine how your Cubs or Beavers might react if, near the end of a meeting on a cold winter's night, you said, "Okay guys, next meeting we'll hold some boat races, take time out for a little spear-fishing and maybe even rescue a swimmer!"

Canadians love to escape south in the winter. The most dedicated skiers, skaters and tobogganers appreciate an opportunity to give it up for a week or so of fun in the sun, and even west coasters need a break from winter's wet and grey.

Boys are no different from the rest of us, so why not take them south? Spirit the pack or colony to Australia for an evening. Of course it doesn't have to be Australia, but I've chosen that country because in February 'down-under' it's summertime, and right about now, that sounds pretty nice!

This piece doesn't pretend to set

out an evening's program. It simply offers ideas for activities, and suggests how you might introduce a winter-time 'fun in the sun' evening to your pack or colony.

You should prepare the boys ahead of time. You might do this the week before by saying something like, "Right now, somewhere in this world there are boys who speak your language, dress, eat and live very much like you do. Except, while you are wearing toques, scarves and boots, they run around in sandals and shorts. While you sled or skate, they are boating and swimming."

Ask them where this marvellous place might be. If they don't come up with Australia, help them along. They doubtlessly will be able to tell you something about the country, and you can ask Cubs to try to learn more about it before you meet again. Both Cubs and Beavers will be interested to know that Scouting in Australia

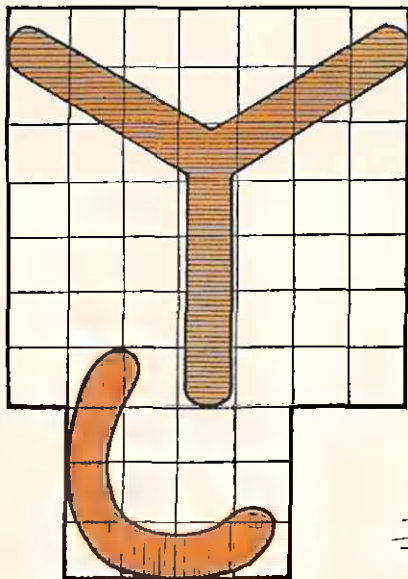
developed at about the same time as, and along similar lines to Scouting in Canada.

Here's an opportunity for a bit of a geography lesson as well, particularly for Cubs. Have the boys locate the country on the globe, and ask them if they can tell you why it's summer in Canberra at the same time as it's winter in their city or town.

If you'd like to give the evening some atmosphere, you might tell the boys to bring props and decorations for the meeting. For example, one lodge or Six could be asked to draw or cut out pictures of Australian animals, another to bring pictures of Australian plants, and yet another to supply items of summer-time gear (sun-hats, snorkels and flippers, baseball equipment, etc.). And, since they should be dressed in play clothes for some of the suggested activities, ask them to wear shorts and T-shirts under their parkas and snow-pants.

## CRAFT IDEAS

**Cardboard boomerangs** — I've reproduced John Sweet's patterns for cutting boomerangs from stiff cardboard about 125 mm square (*Crafts for Cubs, the Leader*, Aug/Sept '79). Although they don't look exactly like Australian boomerangs, if properly launched they will return smartly to the sender. To launch: hold a book in one hand so that it has a slightly upward slant; lay the boomerang on the book and leave one 'wing' protruding; hit the edge of the protruding wing sharply with a pencil.

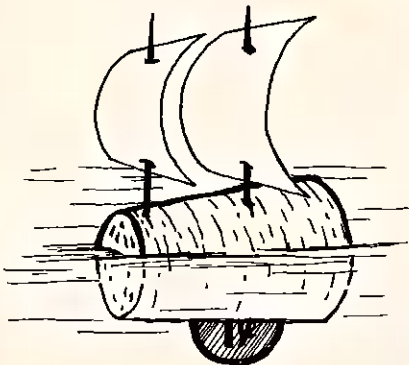


**Toy Boats** — Have the boys make tiny boats that they can race later in the evening. All you need for the races are a couple of tubs of water (plastic dishpans will do), and boy-breath to put wind in the ships' sails.

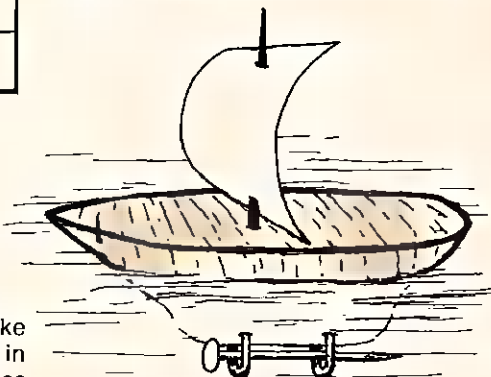
• Cubs can use knives to shape tongue depressors into boats. To rig a sail, glue a toothpick mast into a pin hole on the tongue depressor. Thread a square-rig paper sail onto the toothpick.



• Corks make good boats. A simple one for Beavers to make is the penny sailboat. Make a slit in one side of a cork and insert a penny for the keel. Insert toothpicks as masts and mount two square-rigged sails.



• Cubs can make a more sophisticated boat by carving a cork to shape and attaching a nail keel to the bottom with staples. They may have their own ideas for rigging, but for tub-races, square sails attached to toothpick masts as suggested for the other boats, probably are the best.



## GAMES

My first two games have been played by Australian boys. They are suitable for Beavers, but Cubs will like them too. The ideas come from *Scouting in New South Wales*, Oct '79.

**Jet Fuel** — Boys line up in teams, each team a jet ready to 'fuel-up' for the flight to Australia. One by one, the boys in a team run to a fuel station where they must pick up and eat a jelly bean before running back to their team. First jet to 'fill-up' wins.

**Spear-fishing** — Again the boys are in relay formation. Every team faces a large saucer containing four sultana raisins per boy in the team. Each boy is given a toothpick and must run to his saucer, spear four raisins with his toothpick and eat them before running back to his team. Have a leader monitor the saucers to make sure every boy spears and eats only four 'fish'.



• Cork fish floating in tubs of water can be speared by Cubs armed with needles. The water should be deep enough that it isn't easy to push the corks to the bottom. Each Six should have a tub of corks, and one 'spear'. One at a time, members of a Six try to spear as many fish as they can in a minute. The Six that has the largest catch wins.

**Australian Medley Relay** — Cubs or Beavers line up in teams. Each member of the team must travel the course in a different way: kangaroo hop; platypus (duck) walk; crab walk; koala scramble (on all fours); kookaburra fly (run with arms outstretched, laughing all the way); alligator slither (on the belly).

**Life-saving contest** — This one is for Cubs. Australian boys look forward to annual surf carnivals which, besides fun activities, feature contests between teams of lifeguards. The most important contest is the life-saving show in which the teams rescue a 'drowning' swimmer who has been dumped from a boat into heavy

surf. Team members stand on shore beside a long coil of rope. One of the team is tied to the end of the rope and, on signal, swims out to the 'drowning' man. When he has the swimmer in a grip, the lifeguards on shore reel in both men. The fastest team wins.

You can develop a good Cub activity from this if your meeting place has a smooth floor (a gymnasium), and if your Cubs are dressed for play. Each Six will need a long, sturdy rope. One Cub from each team is the swimmer, and sits at a distance from his team with his back turned away from it. When the swimmer yells, his team must tie a bowline and attach a rope to the rescuer. The rescuer runs to the swimmer, sits behind him, and, when he has a good grasp, signals his team to pull them in. You can add practice or instruction in resuscitation methods to the contest (eg. when the half-drowned swimmer is back on shore, other members of the Six 'revive' him).

• Another possible rescue game involves a team throwing a rope to a man in a boat (a Cub in a cardboard box). The boat is sinking (or the boater has lost his oars) and the Cub in it must catch the line, grip well and hold tight while the rest of the Six hauls him and his unfortunate vessel to shore.



*Sheepdogs* is a good game for Cubs or Beavers. Three boys link arms to become the sheepdog, and the others are sheep. The dog chases the sheep, who, when caught are led to a pen (chairs suitably arranged in a corner). There they must stay until there are three who can join to make another dog. The game continues until only one sheep is left. (Thanks to the Kootenay Boundary Region).

*Lasso the Kangaroo* will give Cubs more practice with ropes and knots. A straight chair will do for the kangaroo.



• And don't forget that you can give any indoor ball game a summer smile by substituting beachballs for the gymnasium balls you normally use.

### STORY ACTIVITIES

• For Beavers, try a variation of "I packed my bag". The simplest form would be "I packed my bag for Australia and in it I put . . ." One by one, the Beavers supply an alphabetical list of things they think would be useful either during the trip, or after they land in Australia (eg. an apple, a boomerang, a comic, etc.). Because the whole list must be repeated before a new item is added, it's a good memory game, and offers Beavers a chance to help each other out.

Or, since a bag for food is called a 'tucker' bag in Australia, try "I went for a stroll in the outback, and in my tucker bag I put . . ." You might have difficulties thinking of foods that start with 'q' or 'u' but leaders should be ready to jump in with items like "Quick Quaker Oats" or "Umpteen sticks of gum".

• Challenge your Cubs by handing each Six a list of Australian words and their meanings. Give them a certain period of time in which to make up a story or skit using the words on the list, then let them present their creations for the rest of the pack's enjoyment.

Here is some genuine Australian vocabulary to start you off: *billy*, tin can used as a kettle; *billabong*, water hole in a dried-up river channel; *bloke*, man; *bush*, the interior region; *cobber*, a friend; *coolibah*, eucalyptus tree; *digger*, a soldier; *dinkum*, real or true; *Jackeroo*, a ranch worker; *jumbuck*, a sheep; *lorry*, truck; *mob*, flock or herd; *outback*, interior of the country; *paddock*, meadow or field; *squatter*, large-scale sheep farmer; *station*, ranch; *swag*, bundle wrapped in a blanket; *swagman*, a man on tramp carrying his swag; *tucker*, food;

*'Waltzing Matilda'*, wandering, as a swagman does; *yakka*, hard work.

### SONGS

Beavers and Cubs can have fun with this adaption of 'Be Kind to your Web-Footed Friends' (tune: *Stars and Stripes*).

Be kind to your funny-looking friends,  
For that platypus is somebody's mother,  
She lives in an Australian swamp,  
Where the weather is very, very damp.

You may think that this is the end,  
Well it isn't, 'cause there's more of it coming,  
We're going to sing once again,  
So sing along, or if you can't then join in humming.

Be kind to your long-jumping friends  
For that kangaroo is somebody's mother

She lives in the Australian bush,  
And she walks with a sprog and a swoosh!

You may think that this is the end,  
Well it isn't . . . etc.

Be kind to the shingle-backed skink,  
The bandicoot and the Tasmanian devil

They live in the Aussie outback  
When you go there, make sure you'll come back!

You may think that this is the end,  
Well it is!

*Kookaburra* (an Australian bird, distinguished by a cackling laugh!)

Kookaburra sits on an old gum tree  
Merry, merry king of the bush is he  
Laugh, kookaburra, laugh  
kookaburra  
Gay your life must be.

Kookaburra sits on an old gum tree  
Eating all the gum drops he can see  
Stop, kookaburra, stop, kookaburra  
Leave some there for me.

For Cubs, don't forget 'Waltzing Matilda' (*Young Canada Sings*, published 1968 by the Department of the Secretary of State, includes a translation of the Australian words and phrases), and 'Tie Me Kangaroo Down' (someone you know is bound to have the words for this Rolf Harris favourite).

A nice song to end the evening is 'Travel On' (*The Scout Fire and Folk Song Book*), because for the boys on that night at least, it will be true that "summer's almost gone and winter's coming on".

Bon Voyage! X

# THEME NIGHT FOR CUBS

by Rick Tracy

Wednesday, 5:45 p.m. The telephone rings.

"Hello?" you answer, buttoning your shirt and trying to put on your neckerchief with one hand.

"Hi!" says an oddly cheerful Baloo. "Got any ideas for a special activity for tonight? I've been working on it, but I can't come up with anything new . . . Well?"

After you rescue the dropped phone, your mind shifts into gear and you blurt, "How about those safety posters we started a couple of weeks ago? We could finish them."

Sound familiar? No doubt most of us have been on the giving or receiving end of a similar call at least once. No matter how many good program ideas you have, it seems you always need at least twice that number.

A theme night may be the answer to the problem. On such a night the whole meeting centers on a theme; opening, closing, games and instruction periods. Although it sounds like a complex and difficult meeting to organize, in reality it takes only slightly more effort than a regular meeting. And the reaction of your boys will make it well worthwhile.

There are so many possible theme ideas, you can have a theme night as often as once a month. Adapt them to your surroundings or the time of year. Here are some ideas we've developed for the 1st Lennoxville Cub Pack over the years.

## INDIAN NIGHT

This is a favourite. It can be held at any time of year, or at summer/winter camp. Research the history of Indians in your area for additional ideas.

**Activities** The week before, ask each



Cub to bring a feather to the next meeting. But keep the meeting content a secret, because surprise is to your advantage. (Bring a few extra feathers yourself).

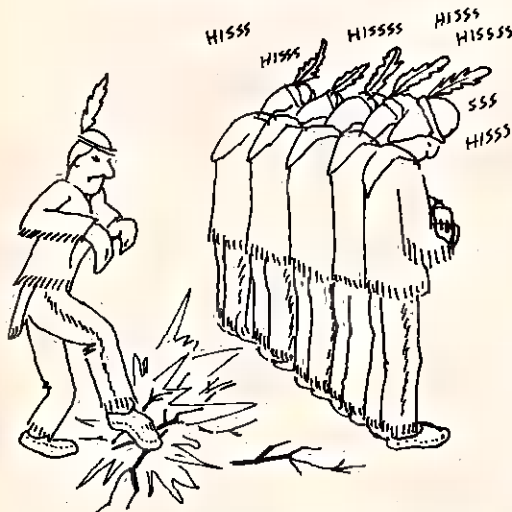
Decorate the hall with appropriate pictures and paraphernalia if possible.

At the start of the meeting, have the boys strip to the waist and put 'war paint' onto each other with water paints. Make headbands by stapling the feather to a band of construction paper. This will take about 20 minutes, but is worth it. The boys like to see the leaders painted also.

## Games

**Squirrels in trees** — Indians in groups of three, and two other boys, one to be the hunter, one to be the squirrel. In each group of three, two stand side by side with an arm on the other's shoulder to make a tree. The third boy crouches between them ready to run. Hunter chases squirrel and tries to tag him. Squirrel may avoid him by running behind one of the trees. When he does, the boy who was crouched in that tree becomes squirrel and is chased by the same hunter. If squirrel is tagged, hunter and squirrel reverse roles and the game continues.

**Indian Brave Test** — For this you need enough dry, dead branches to spread loosely on five square feet of floor. Divide Indians into two groups. One group lines up on one side of the branches, backs turned away from branches, arms folded, heads down. Indians of the second group walk silently, one by one, through the branches. If the boys in the line hear a noise, they hiss, and the boy who 'crackled' while walking is out. The winner is the Indian who walks the furthest before he is hissed. Change groups at contest's end.



8 **Tribal Warfare** — Played like British bulldog. Lights are off as one boy, an enemy chief, sits in the middle, presumably asleep. Indians, starting at one end of the room, walk slowly and quietly toward the other end, until the lights come on, when they dash for it. If tagged by the chief before they reach the end of the room, they join his tribe in the middle.

#### Instruction

If you can, invite a full-blooded Indian in typical garb to your meeting to talk to the boys and answer their questions.

Many Scouting skills (green star) can be taught on Indian night, as can physical skills (red star) and creative skills such as beadcraft (tawny star).

Ending the meeting with a campfire would be very appropriate. You can include songs like 'We are the Red Men' and 'Land of the Silver Birch', both found in the *Campfire Songbook*.

#### BADEN-POWELL NIGHT

A B.-P. Night is a fine way for the boys to learn a little more about our founder and enjoy it. Although we first used this theme when Feb. 22 (his birthdate) fell on our meeting night, any time, especially during Scout/ Guide Week, would be appropriate.

**Activities** The week before (and after a little research by a leader) tell a campfire story about B.-P. and the Siege of Mafeking during the Boer War. If presented dramatically, the facts alone will keep the boys on the edge of their seats. End with "to be continued . . ."



#### Games

**Storming of Mafeking** — Two teams. One forms a tight circle inside the other's large circle. One boy from the outside circle (the British) is placed inside the inner circle to represent B.-P. in Mafeking surrounded by Boers. The British team members try to toss supplies (a ball) to B.-P. within a specified time. When the British are successful, teams change places.

**Find the Founder** — Sixes are each given a picture of B.-P., face down, and a stack of letters to spell his name. On signal, Cubs turn over the picture, discover who it is, and spell the name. The Cub book may be used. Winner is the Six to first spell the name correctly.

**Kim's Game** — Explain the purpose of this game. B.-P. first used it to improve observation. Put about 20 objects on a tray. Each Six looks at the tray for 60 seconds, then makes a list of what was on it.

**Instruction** Green Star #1 can provide a basis for this whole evening, or regular instruction groups can be used. You could teach the boys this revised version of *Ol' King Cole*:

1. Ol' King Cole was a merry old soul and a merry old soul was he!  
He called for his pipe, and he called for his bowl,  
and he called for his BEAVERS three.  
"Sharing, sharing, sharing," said the Beavers,  
"merry, merry men are we!"  
There's none so rare as can compare with the Boy Scouts of B.-P.!

2. . . . and he called for his WOLF CUBS three:

"We will do our best!" said the Wolf Cubs,  
"Sharing, sharing, sharing," said the Beavers,  
merry, merry . . . (etc.)

3. . . . and he called for his BOY SCOUTS three:

"We will be prepared!" said the Boy Scouts . . . (etc.)

4. . . . and he called for his LEADERS three:

"Help, help, help, help!" said the leaders . . . (etc.)

End the evening by singing happy birthday to B.-P. Bring in a cake made by a mother, blow out the candles, and cut a piece for everyone.



#### PIRATE NIGHT

Once in his life, just about every boy wants to be a pirate and to sail the seven seas. This evening lets boys fulfill their dreams. If you announce the event beforehand, be sure to tell them *not* to bring swords. Even mock jousting can be dangerous.

**Activities** Promote the flavour of the meeting with pirate talk and greet the boys, "Ahoy, Mateys!" Address the Sixers as "Captain . . . ." Have on hand some burned cork, black construction paper and string. Start off by making eye-patches and scruffy beards. Tattoos and scars can be added with a water-soluble marker. If you want, the boys' neckers can

be worn as pirate bandanas over their heads.

### Games

**Rafts** — Chalk the outline of a raft on the floor. Pirates are told they have been shipwrecked in shark-infested waters. But there is only one life-raft and it may not be big enough to hold all of them. At a signal, pirates swim to the raft. At a second signal the sharks (leaders) move in to grab all projecting limbs. The game continues with rafts of diminishing sizes until only one pirate remains.

**Capture the Treasure** — You need one 'treasure' and three styrofoam balls. Pirates sit in a semi-circle. One is blindfolded, and sits in the center with the treasure in front of him and the balls in hand. Room lights are dimmed. At a signal, one pirate from the semi-circle tries to sneak up and capture the treasure. The pirate in the middle may kill him by hitting him with one of the balls. If he's hit, he dies and becomes an obstacle for the next pirate. If he gets the treasure, he changes places with the blindfolded pirate.

**Treasure Map Race** — You need six to eight large sheets of newsprint on which a rough map is drawn. Pirates stand in a circle and Sixes number off one to six. One map is placed in the center of the circle. Akela calls a number. The pirates who have that number run around the circle and back in through their original slots to grab as much of the map as they can. The Six with the most maps at the game's end, wins.



**A Moving Story** — Pirates line up in relay formation (Sixes) and are given names: 1. Captain, 2. Mate, 3. Cook, 4. Helmsman, 5. Bosun, 6. Swabber. The Captains stand at one end of the hall, their crews stand at the opposite end. Akela reads or tells a story, and whenever one of the names is mentioned, that boy runs up and around his Captain. Whenever the Captain is named, he runs around the rest of his crew. Whenever the crew is mentioned, all the boys run around the Captain.

**Instruction** Starwork is difficult in this theme, but the physical parts of red star can be adapted. The evening can be just for fun. (Ed. Note: Knotting skills also can be taught or practised.)

### SPACE NIGHT

The popularity of space movies makes this an easy theme. You should decide at the outset whether it will be a serious (constellations, etc.) or a fun night.

**Activities** A week before you might announce that next week you will hold a meeting in the year 2181. Tell the boys to use their Cub uniforms, other materials and imagination to dress as they think a Cub in 2181 might dress. Leaders should also dress appropriately.



### Games

**Escape** — Boys are in two concentric circles, hands joined. On signal, the circles rotate in opposite directions. On a second signal, the circles stop and the boys inside drop hands and try to break through the outside circle. They have five seconds. Teams then switch places. The winner is the team which has the highest number of escapes.

**Find the Intruder** — All boys are blindfolded and clustered in one corner of the room. A loudly ticking clock in a paper bag is placed somewhere in the room. On signal, all silently try to find the intruder. When a boy thinks he's found it, he sits down and Akela tells him to take off the blindfold if he is correct. If not, he continues the search.

**Destroy the Meteorite** — You need 8-10 balloons. Boys are in parade circle, and game proceeds like the treasure map race (Pirate Night), except that in the center of the circle you place a balloon (meteorite) which the boys must pop without using

hands or feet. The Six which destroys the largest number of meteorites wins.

**Treasure of Armageddon** — This is the same as capture the treasure (Pirate Night), but change ball to a ray gun (flashlight with a push button). The defender has three tries at hitting the attacker.



### BACKWARDS NIGHT

Of all the theme nights possible this is the easiest and the one which the boys enjoy taking a step further. Everything is as usual, but done backwards.

**Activities** The week before announce that the following meeting will be a backwards night. Cubs must dress backwards; uniform, hat and jacket.

Start the meeting with "good night and good hunting". Sing taps, lower the flag and have your closing grand howl. The boys will quickly think of how to do just about everything backwards. Be prepared to exercise a little extra in the area of discipline because on backwards night 'stop' seems to mean 'go'.

**Games** Just about any game can be adapted to make it backwards. For example, in a point-scoring game, start at five and subtract one for each score.

Relay games can be played crab-walk style, or by walking or crawling backwards. Knots can be tied behind backs, etc.

**Instruction** Star work can be done as usual if each group leader adapts the work to the theme.

End the evening with the opening grand howl, flag-break and a little talk on how much you have planned for them tonight. Welcome them as they leave. A

# Scouter's alphabet

by David Goss



This knot is used for rescue purposes. Be certain you can make it quickly and correctly. Throw the two loops in the standing part of a long rope. Pull the overlapping portions of each loop through the other loop as indicated by the arrows and 1 and you will get knot shown in 2.

Adjust the two loops at this stage in order to pass around a body. One, the smaller, will allow it to pass over the head and shoulders and rest under the arms, with the knot near the chest; the other should be long enough to go under the knees.

When the loops are correct, pull the knot tight and throw a half hitch on each loop (3) as you did for the sheepshank, but make them snug up to the centre knot and tighten.

**Find Out at Once** — This idea has been adapted from the British Scout Association book *100 Ideas for Troop Meetings* by Delta & Theta. It is one of a series of little books (usually three dozen pages) which is invaluable in running a pack or troop, because of the hundreds of ideas. If you can put your hands on any of the series, snap them up. Now, after that commercial break, back to 'find out at once'.

The idea is to hand the patrol a set of questions for which answers must be found in 15 minutes. You'll have to adapt the idea to your own conditions, but it's a great diversion and well worth preparing. Here are some questions you might try.

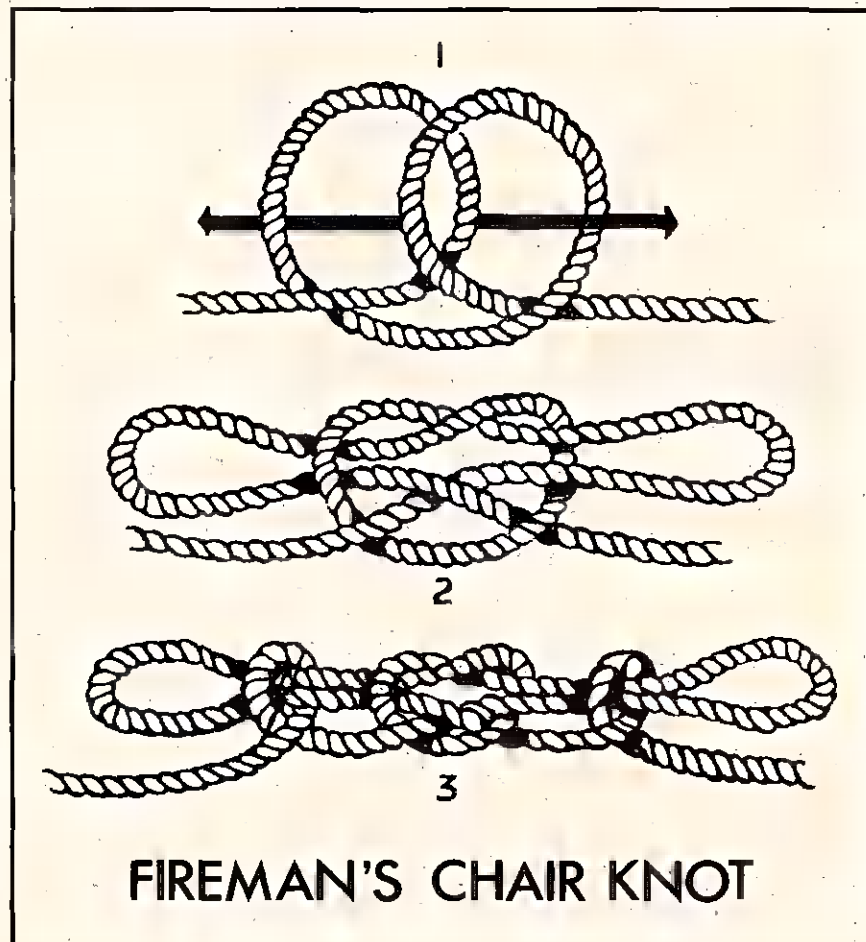
- (1) What is the first class fare to Ottawa and when does the next plane leave?
- (2) How many passengers do our buses hold?
- (3) How many black keys are there on a piano?
- (4) What is the motto of our town?
- (5) How many days until the next full moon?
- (6) How much does the troop Scout-er weigh?
- (7) How many symphonies did Beethoven write?
- (8) Where is the highest hill in town, and how high is it?

As you can see, the patrol leader who has been handed this set of questions will have to show some leadership and organizational skills. He will have to motivate his boys, and they all are sure to learn something. Of course, Scouters must know the answers. If they already do, they have a great opportunity to sit down for a cup of chocolate while the patrols scurry about.

**Fireman's Chair Knot** — This knot, I was surprised to discover, is not included in the present *Canadian Scout Handbook*. It seems to me it once was obligatory for the old Fireman's Badge.

We always had lots of fun learning it and practising it, even if we never had to use it. So here it is, for your lads to try, almost exactly as it appeared in the booklet *Knitting for Scouts*, No. 3, published by Boy Scouts of Canada.

**Fizz-Buzz** — A campfire game. There are all too few campfire games, so be sure to try this. The boys are in the fire circle and begin to count around the circle: 1-2-3-4-FIZZ (instead of 5 and multiples of 5) - 6 - BUZZ (instead of 7, multiples of 7 or numbers with 7 in them such as 17, 27, 37, etc.). It's a tricky game which is always a lot of fun. Once someone makes a mistake he is eliminated. You can begin at 1 again, or continue from where the error occurred.





**Flour Bomb War** — If you want to add some fun to your next campout, let the boys stage a flour bomb war. Flour bombs are just what you'd expect, little sandwich bags (the poly type) partially filled with flour, or penny candy bags, also partially filled with ordinary flour.

Any games which require the taking of lives can be played. Or you can give half the group orders to defend a certain position, and the other half orders to take the same position or retrieve a treasure by killing off all the defenders.

There's no problem telling who is killed. The breaking flour bombs take care of that! Remember, a flour bomb war means there must be a clean-up after the battle, because we don't want to leave the woods littered with plastic and paper.

**Folk Singing** — Don't complain about not being able to lead a campfire. You can easily find someone to do it for you, at least during the singing portion. Almost every community of any size has a folk singing club or a similar organization that meets simply for the joy of singing local songs or traditional folk songs. After arranging such a folk group, ensure a good crowd of boys by inviting another

couple of groups to be your guests. Find out what the folk club will be singing and have words printed for your boys so that they can sing along. Most folk groups know a few of the traditional songs enjoyed by our organization, so make sure they do some of these. Stress to the club that it must be a participatory event, not just a performance.

**Folk Tales** — Canada has a rich store of folk tales. Unfortunately, they are often overlooked as material for skits, songs or stories around the campfire. As in the case of folk singers, your community probably contains skilled story tellers who would be delighted to share a few folk tales with your boys at your next campfire. If you don't know someone yourself, contact your local librarian. He or she will, no doubt, know of readers or researchers interested in the folklore of your area who would come to your meeting.

If you can find out beforehand what subject will be covered, and if you do a bit of research, you can hold a folk tale night complete with songs, stories and foods. Your boys could wear costumes that reflect the theme and one of your guests could judge the costumes and award a suitable prize.

**Freak Plants** — February is hardly the time to think about the wildflowers of May. On second thought, maybe it is exactly the time! While you are thinking about dog-toothed lilies and trilliums nodding in the soft breezes, imagine how surprised you'd be to find a goldenrod growing beside them. (For those who don't know, the former are the first flowers of spring; the latter does not bloom until late summer and is considered the harbinger of fall).

Or imagine what you'd think if you were admiring a stately white pine and found a red pine cone attached to its branches, or if you were passing an aromatic rose hedge and discovered lilac growing on it. These certainly would be freaks of nature, unless someone had planted them to fool you.

This is exactly what I've been leading up to. You can arrange some freak plants by buying a few life-like plastic specimens and planting them in unexpected places. Or you can tie an apple to a branch of poplar; or rearrange pine cones as suggested above. Then you send out your boys to discover the freaks and report back with sketches of the strange findings in the 'Land of Freak Plants'.

**Frieze** — A frieze is a decorative strip that runs around or along a building. Sometimes a frieze tells a story or illustrates an event.

At Beaver camp a couple of years ago, our Beavers made a frieze, although they didn't know they were doing it at the time. Here is what happened.

We rolled out a 50' length of photocopier paper on the floor, and assigned each Beaver two feet of space on which to draw and colour his impression of the camp. When all the boys had finished, they realized that they had constructed a good story of their weekend. Some had chosen to illustrate kite flying, others dining, others campfire activity and still others, games.

Later the roll was put on display in the main lodge and, still later, at a parents' night at the meeting hall.

Of course, you could be fancy and have an artist prepare a sketch illustrating a story from beginning to end — perhaps the story from *Friends of the Forest* — and then assign your boys to colour a square. This would be a good way to introduce the various characters from the story. In fact, even groups which don't have an artist could do this by using the colouring books based upon *Friends of the Forest*, available from Supply Services. A

# SILK SCREENING

by Fred Fishell



1a.



1b.

Silk-screening, as it is commonly known, (screen printing or serigraphy to give some of its other names) is suited equally well for use as a pure craft activity or as a money-maker for fund-raising.

In its simplest form it is not beyond the capabilities of boys of Cub age, and at its most sophisticated it can be challenging for Rovers.

You can use it as an art form or as a quick way to make many reproductions of one design for decorations, signs, greeting cards, posters, crests, or even T-shirts printed for a special event.

What is it? You start with a fine-mesh screen tightly stretched on a rigid frame. The screen should be of a fibre that does not absorb ink. Silk is ideal, but you can use nylon from old stockings if necessary.

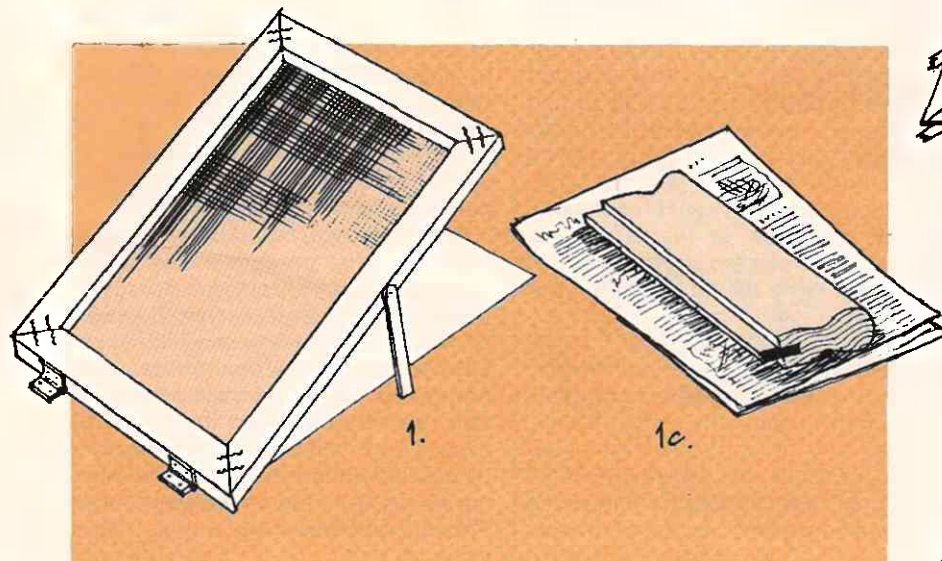
You place the screen over an absorbent surface such as paper, cardboard or cloth. Then you put paint (ink) on the screen and drive it through the mesh with a squeegee.

Wherever the openings in the screen are not filled with an impervious material, the ink will print on the paper in flat even areas. Where the mesh pores are blocked, no ink comes through. By deliberately blocking out certain areas, you can create a design.

Conversely, you can place cut-out stencils over the surface to be printed and pass the squeegee over the screen to leave the ink-free silhouette of the stencil on the printed surface.

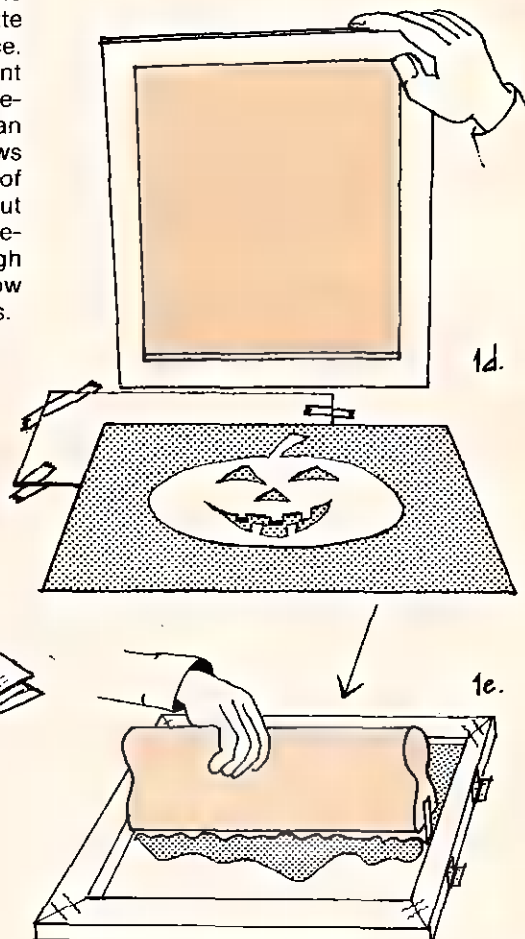
Let us suppose that the Cubs want to use simple silk-screening to decorate their meeting place for an event (Diagram 1). Each Cub draws his design on a fairly stiff sheet of paper (a). Then he carefully cuts it out (b). Akela will need a screen, a squeegee (c), some paint and enough sheets of construction paper to allow each Cub to try a number of prints.

For Cubs, water-soluble (tempera) paints are ideal, but the screen mesh must be coarse enough to let the tempera flow through. Each Cub can make one print, and then must let his stencil dry before trying the next one (d, e, f).

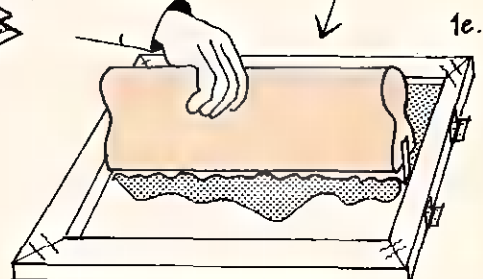


1c.

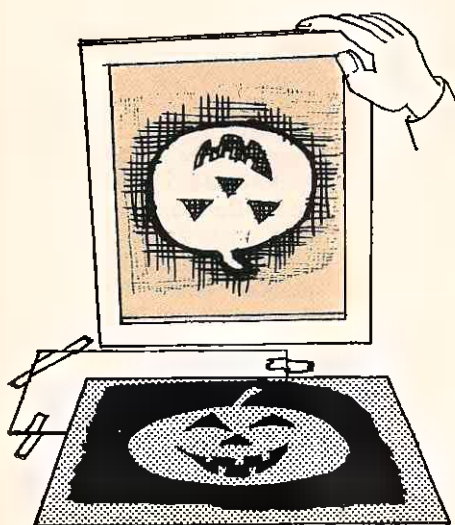
1c.



1d.



1e.



1f.

Be sure that you have enough space to lay out the prints and stencils to dry, or they will smudge. A clothesline with clothespins or bulldog pins can be rigged up as a drying rack. At the next meeting the best prints of each boy can be taped up as decorations.

Another simple method to block out areas you don't want printed is to use screen-filler. There are various commercial screen fillers on the market, but common water-soluble glue (Lepage's strength) partly thinned with water can be used.

You either can rough-out your design directly on the screen with a soft pencil or felt-point pen, or you can place the screen over the artwork and trace it. Apply screen filler carefully with a brush to all areas where you don't want the ink to come through (Diagram 2).

If you trace the design, make sure you lift the screen off the artwork before the glue dries.

After the screen is dry, hold it up against the light and touch-up all the pinholes. Do this as many times as necessary to eliminate all pinholes or you will have a 'spotty' print.



2.

## SILK-SCREENING EQUIPMENT

### A Table

It must be flat and true, and no smaller than your largest screen. It helps if it is old (I don't mean antique) because it is bound to become stained with some of the ink from each project.

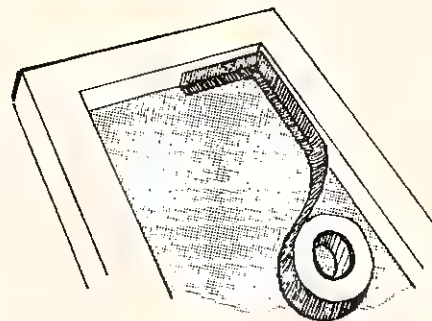
### A Screen

The screen consists of a fine-mesh fabric stretched over a rigid frame. I stretch my own screens, using commercial printing silk over 20 mm x 40 mm wooden frames. The corners of the frame are mitred and joined by corrugated metal fasteners. The size of the screen is entirely dependent upon the size of the proposed job.

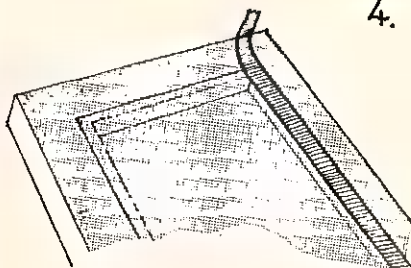
To stretch the silk properly, I fold it over the vertical edge of the frame and staple it down (3). You must avoid having wrinkles in the mesh at all costs. First draw the silk tight in the narrow dimensions and staple it on opposite sides at the mid-point (A-A). Next do the same in the other direction (B-B). Alternating from left to right and north-south to east-west, gradually work your way to the corners, keeping the surface taut and flat at all times.

When the whole fabric has been fastened, tape over the staples with masking tape to stop the silk from tearing at the staples. It is particularly important because, at this stage, I usually wet down the screen so that the silk shrinks a little and gives me a real drum-like surface.

Once it has dried, lay the screen fabric-side down and put a strip of masking tape over the inside joint, half on the silk and half on the vertical face of the wooden frame. Then turn the screen over and put another strip on the back over this joint (4). This prevents ink from getting between the frame and the silk and makes washing up much easier.



4.



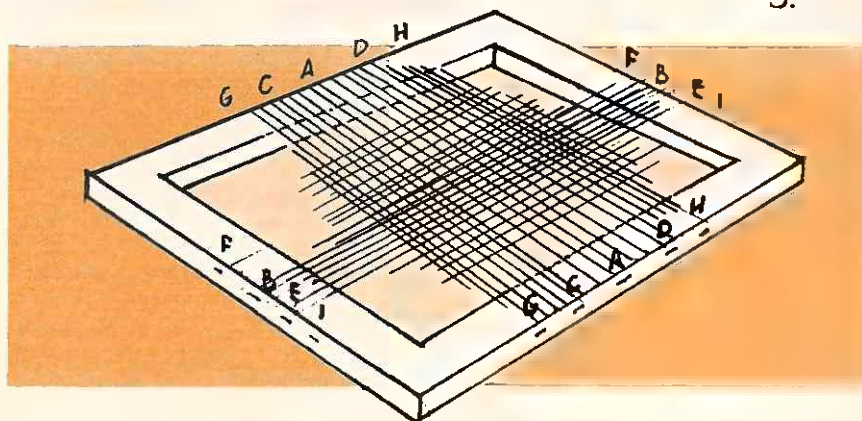
3.

It is handy to have a pivoted kick-leg on the screen to hold the screen up off the table in case you have to stop during printing or while switching paper.

As you do more printing, you will probably acquire a number of screens of various dimensions and sizes of mesh.

### The Squeegee

The recommended squeegee consists of a strip of very stiff rubber with a perfectly level bottom edge and the top edge firmly set in a rabbet in an equally long wooden handle. The squeegee should be nearly as wide as the screen, wide enough to print all the open areas in one pass. For small work I quite often use a standard squeegee such as is sold for clearing condensation from car windows. On large work a conventional printing squeegee is preferable because it gives a more uniform pressure on the printing edge.



## MISCELLANEOUS INFORMATION

### Flocking

Instead of standard ink you use a coloured glue. Immediately after printing, you scatter flocking of the same colour as the glue over the print. After the glue has dried blow off the excess flocking. The flocking adheres to the glue to give a textured print. This can be very attractive, particularly for crests.

### Fabric Printing

Use special laundry-proof inks according to the manufacturer's instructions. When doing T-shirts, always insert a piece of cardboard to prevent soaking through more than one layer.

### Greeting cards

Before you even start to design your cards, check the sizes of readily available paper stock and envelopes. I normally use standard Imperial size letter paper (8½" x 11") for which, when it is folded in four, a standard envelope can be obtained. By using a double fold, I can print the cover and the inside message in a single run.

## GENERAL WORDS OF WISDOM AND EXPERIENCE EARNED THE HARD WAY

- Always clean the ink off your squeegee and the screen as soon as you finish your printing run. It is much more difficult to do this six months later when you are about to start another printing job.

- To scrape off the built-up ink I use an artist's palette knife. If you will not be using the design again, immediately strip the screen-filler as well. After washing out the screen, check it against a light for left-over bits of dirt or ink that might spoil future printing efforts.

- Before starting a run, make sure to have lots of old newspapers, paper towels and rags handy.

- Always work in a well-ventilated room when you use solvents. Some of them are not only flammable but also mildly toxic in concentration. Wives and mothers have a way of complaining of headaches when the whole house reeks from one's efforts.

- It is difficult to print alone. You may become dexterous at holding up the squeegee and screen with one

hand while removing the print and positioning the next piece of paper with the other, but you'll still need at least one helper to spread out the finished work for drying. T-shirts require an additional person to fold them around backing sheets.

- Always print a few copies on scrap paper before starting to use the proper stock. Before switching to the good stuff, ensure that the ink is flowing evenly and that you haven't overlooked pinhole leaks. Rubber cement is very handy for plugging up eleventh-hour leaks. Keep some brown paper tape or masking tape available for unexpected edge leaks.

- Try to make your print in one even pass of the squeegee. Repeated strokes may salvage a print when the ink has not come through uniformly, but it is just as likely to force ink to spread on the back of the screen, particularly if the mesh is not quite tightly stretched.

- If you do get ink on the back of the screen because you've taken too many squeegee passes or have over-inked, wipe off the back immediately and run a few prints on scrap until you have clear prints again. X



1981 has been established as the International Year of Disabled Persons, and a number of Scout Councils across Canada plan to hold special activities related to Scouting for boys with disabilities. Rovers, with their strong tradition of service, may well find themselves working in many of these special events.

To help those who want to offer their support but may feel uncomfortable because they have had little contact with the disabled, here is some advice from the handbook, *Scouting for Boys with Handicaps*.

### Tips on dealing with the disabled

1. Offer help when it looks like it might be needed, but do not insist if the individual refuses aid.
2. Don't 'hover'. Disabled people do

not wish to be treated as babies. Children react the same way. They want to be like you and me.

3. When a disabled person falls, take it easy. Wait for him to give you a cue. If he can get up by himself, he may prefer doing that. If he needs a lift, he will tell you which is the easiest way to get him back onto his feet.

4. Crutches and wheelchairs are necessary accessories. Don't take them away from the disabled person unless he indicates he would like to have them out of the way. Nothing is more irritating than to have someone quickly grab your crutches as soon as you hit the chair, leaving you stranded.

5. Vehicles are difficult even for the young and agile. The disabled often need help here. Again, let them tell you how to help. Those who do not

need to be carried up the steps usually have methods of their own for making them. Do *not* pull an arm or push from behind unless such assistance has been requested. Precarious balance can be lost entirely with such tactics.

6. Keep your perspective. As Gertrude Stein might say, "An arm is an arm is an arm" and "a leg is a leg is a leg". It is just that. An arm is an arm and a leg is a leg. This is not the whole person.

7. Relax. No matter what you do, if you are friendly and kind, the disabled person is going to like you.

8. Have fun. Talk about the same things you would with any other person. A physical disability does not necessarily limit your interest or dampen your sense of humour.

9. Be yourself. Don't be sticky sweet. Omit the pious note.

10. Let common sense and consideration be your guide, and you will never err seriously. The disabled are just like you are, only with a physical difference that does not have to make them feel or think differently.

11. When in doubt ask, "May I help you?" "How can I help?"

12. Remember that it is a whole person that we are dealing with. It is not a Cerebral Palsy, a Polio, a Muscular Dystrophy. It is a person afflicted with these conditions or their scars. X

# Venturer Log

by Phil Newsome

**Challenge** — can your Venturers live up to the Venturer motto?

More than 300 Venturer companies and Rover crews in Canada are participating in Prince Philip's challenge — The Duke of Edinburgh's Award.

## The program for the 80's

As a result of wide-ranging discussions and consultations over the past three years, the structure of the award program has been changed somewhat. The changes reflect the recommendations of many participants and leaders, and follow the policy of keeping the program relevant to the needs of young people today.

The new structure and the new conditions, where applicable, became mandatory on September 1, 1980, for young people entering the program on or after that date. For those currently in the program, the changes will apply when participants complete the stage of the award at which they are working, and move on to the next stage.

The purpose of this resumé is to summarize the main conditions of the revised program where these differ from those in use over the past few years.

The award program will be comprised of four sections; Service, Expeditions and Physical Fitness, as in the past, and a new section called Skills. This new section combines the activities of the former Design for Living and Hobbies Sections.

## General conditions for all awards

1. There are three awards — Bronze, Silver and Gold.
2. For each award, those taking part must complete the requirements in each of the four sections.
3. For the Gold Award, participants must also complete a Residential Project.
4. The minimum ages for entry and qualification for each award, and the conditions for instruction, assessment and authorization of awards, remain unchanged.
5. Young people with disabilities should attempt as much of the program as possible under the normal conditions. When necessary, variations will be permitted to suit individual needs. Authorization for variations from the normal conditions must be obtained from the provincial director, or the national director.

6. Venturer and Rover advisors are reminded that the requirements listed in the *Award Handbooks* are the minimum requirements to qualify for an award. Many young people will be able to undertake, and will gain greater value from achieving, more than the specified minimum.

Venturer companies and Rover crews interested in participating in the Duke of Edinburgh's Award Program should write the following address:

**The Duke of Edinburgh's Award in Canada,  
320 Newkirk Road North,  
Richmond Hill, Ontario.  
L4C 3G7.**

On request an "Information Pack" will be provided.

The provinces of British Columbia, Alberta, Ontario, New Brunswick, Nova Scotia and Newfoundland have provincial award directors who will be pleased to visit with Venturer companies and Rover crews to introduce the award program to the Scouters, Venturers and Rovers. The National Office in Richmond Hill, Ontario can provide details. A



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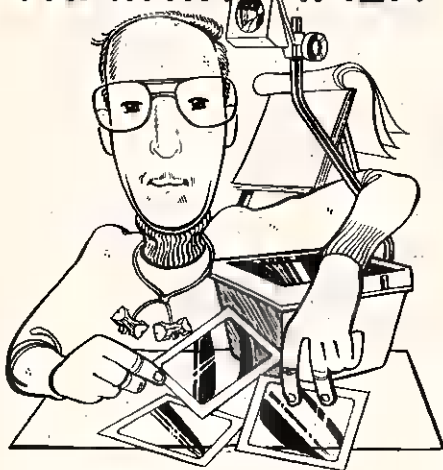
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# TRAINING TALK



by Reg Roberts

This month Reg talks about strong beginnings, and successful endings.

## Getting started

In a recent magazine article, I read about a number of Canadian companies with overseas contracts, and the problems encountered by many of their employees who must work in a foreign country where the climate, environment and culture is unlike anything they have experienced before.

A discussion with a friend pointed to evidence that a similar form of 'culture shock' affects people with no previous Scouting experience when they volunteer to become leaders in one of our Scouting sections.

For those of us who have been in Scouting for awhile, telling Scouting's story probably seems a simple matter. But sometimes we overlook some of what should be shared, simply because it is second nature to us.

It is useful to consider that for someone new to Scouting the entire experience could be as much of a 'culture shock' as a transfer to Saudi Arabia or Malawi is to the employees of a company with an overseas contract.

The article indicated that most companies offer an extensive orientation program before their people leave Canada. Even so, some people simply cannot adjust, and about 60% return home long before their contract is due to expire.

Our 'Introduction to Scouting' is intended to orient the newcomer to a new way of life. But unless the person conducting the orientation gives serious thought to what the new lead-

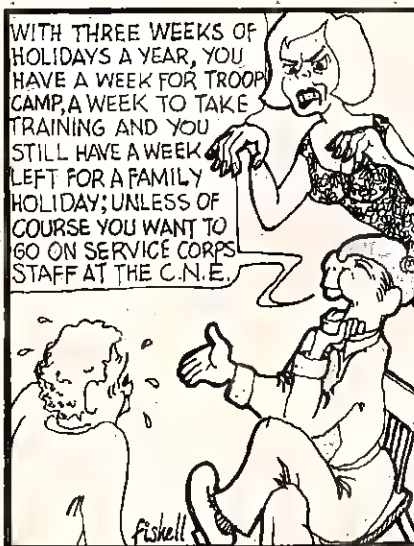
er will encounter, the possibility of a short stay is very real.

Consider, if you will, being the only leader of a pack of 15-20 boys on that first night. You have no help, except perhaps a handbook, and the Service Scouter's brief introduction to what Cubbing is all about.

Or consider a troop Scouter who, after only a month or so on the job, learns from the group committee not only that he is expected to take the boys on a weekend camp, but also that, in July, the boys expect a week-long summer camp.

The shock can have wide repercussions. A married man or woman suddenly finds that weekends are no longer free to spend with the family, that an evening in addition to the regular meeting night is required to plan a program, and that vacations must be juggled to accommodate a summer camp or a Part II Wood Badge course.

## If the shoe fits.....



## The initial interview

Experience leads me to believe that many people adjust reasonably well to these new demands. But I also know that some people only stay in a leadership position for a short time. And that raises the question: "Did they really know what was expected of them when they signed on?"

How can we save our new people from 'culture shock', or at least lessen its impact on them and their families? The following suggestions will help:

- Select the right people — those who can cope with Scouting's considerable demands.
- Be sure they participate in an 'Introduction to Scouting', and that

the introduction fully covers both the "good news and the bad".

- Involve them in a training course before exposing them to a section of boys.

- Have an experienced Scouter share the first few meetings with the newcomer.

- Make sure that on-the-job training is available at the first meeting, and that it continues regularly until it is no longer required.

- Educate new leaders in the 'language' or terminology of Scouting.

- Expose them to the 'culture' of Scouting — the history, traditions, and practices which have become entrenched over 70-plus years.

- Ensure the leader's family knows of the demands that will be made on all of them.

- Provide opportunities for the leader and family to become involved in the social side of Scouting through a Scouter's gathering, bowling night, dancing party or other similar events.

- Prepare a welcome basket of goodies — essential handbooks, pamphlets, forms, address lists, catalogues: all the things a new leader will need to do the job.

- Be sure someone is on hand to explain how to use these resources, and that the someone is an ongoing contact person who can be called to answer questions and offer guidance.

- Once they are on the job, don't forget them. Keep in touch with regular visits.

Following these suggestions will help to prevent the damaging effect of 'culture shock', and will do much to persuade the rookie leader to view his new environment favourably. As a result, perhaps he will decide it's worthwhile to learn more about it, and so will stay with us longer.

## Making effective summaries

It is customary for every training event, whether a two-hour evening session, a three-weekend Wood Badge course or a week-long Working with Group's type of course, to close with a summary of what took place.

Since the summary is given near the end of the event, you can be sure that most people already are preparing to pack up and go. How can you wrap up the event and summarize what took place in a way that reinforces the learning and leaves both you and participants feeling it was all worthwhile?

It's important to recognize that the **wrap-up** is what you do to close the event. In effect it ends with "Good night and thank you for coming".

The wrap-up should be short. It should be delivered by the course leader (or designated staff person). It should be designed to stimulate, inspire and send on their way people who feel thanked for their participation and challenged to put into practice what they have learned.

The **summary**, however, has an important educational purpose. It is longer than the wrap-up (10 to 60 minutes, depending upon the length of the session), and it should involve the participants.

In preparing for the summary the trainer should write on a flip chart, clearly marked 'SUMMARY', a list of key points or areas of learning covered. This should be done just a little in advance of the course ending so that it is as complete and up-to-the-moment as possible. The list is covered and placed close at hand for later unveiling.

When you are ready to summarize, don't announce the fact. Simply indicate there is a final activity before closing. Begin by asking the participants to write on a fresh sheet of paper one point, idea or subject area that springs to mind as a result of the course. It doesn't have to be the most important point or idea. Allow about 30 seconds.

When all have done this, ask for examples from the group and write

them on a separate flip-chart or chalk board. As you do this, ask for a show of hands from all others who noted this point. Choose one person and ask why the point is important to him. Then ask another to amplify the point.

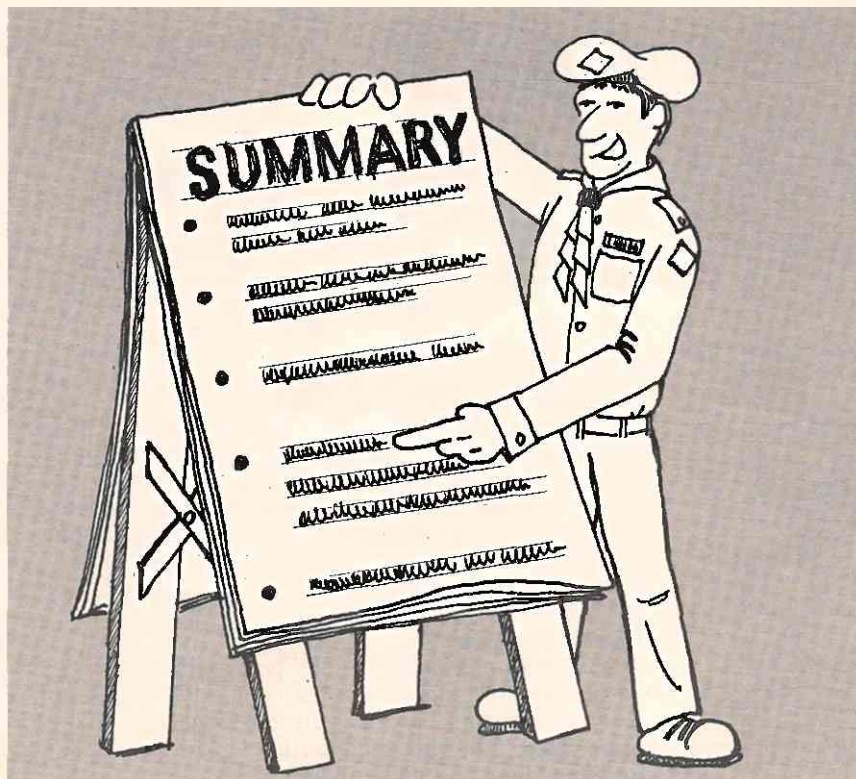
In this way the participants conduct the summary themselves, and identify the points which they have found significant. It also allows the trainer to reinforce and amplify each point.

Now the trainer unveils his previously prepared list. The participants compare the lists, looking for items they may have missed or worded differently in the chalk-board summary. The review may raise other questions, again allowing the trainer to explain and clarify. During this process some fresh points may be added to the chalk-board list.

Finally the trainer establishes that the list compiled by participants is the 'master list', and urges everyone to copy it. To reinforce the idea that the list is their own, the trainer can tear off his staff summary and deposit it in the nearest receptacle.

It is a short step from summary to wrap-up. The wrap-up is given at the best time possible — when the participants feel good about their summary and the competent way in which they went about completing it.

The wrap-up can build on these positive feelings, relate to the learnings the participants have identified, and leave all concerned satisfied by their accomplishments as they turn their thoughts toward home. X



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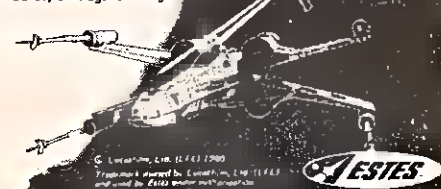
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by Robert Milks

### Telling the CJ '81 Story

There is every indication that attendance at CJ '81 will exceed that at CJ '77. This means that CJ '81 will be the biggest jamboree ever held in Canada — bigger than four previous national jamborees and one world jamboree.

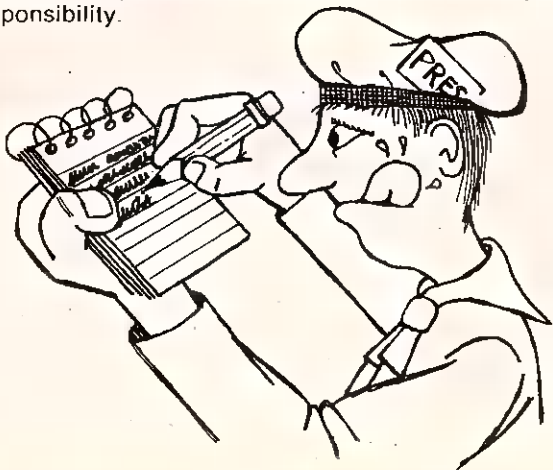
It will be an exciting time for those of us who attend the jamboree — a time in which we will see many new sights, do a variety of things and meet thousands of people. We, who experience both the fun and excitement of the jamboree and the warmth and hospitality of the people, should make it possible for others to know what is happening. Not only Scouts are involved. Our families, our friends and our relatives also would like to hear about the jamboree.

Ideally, we should call each of them to tell them about our experiences, but this is impractical for several reasons. Still, there are many ways to get the word 'back home'.

Letters to our families and a few friends can help. But it's impossible to write to everyone and still have time to enjoy the jamboree activities. So, we must find other ways of sending back the story, and there are many ways to do it. No one person should try to do it all. But if a number of people share the load, it will be easy to keep those at home informed.

### Daily Papers

It is a fact that there will be lots of media coverage of the jamboree. A special team at the site will have this specific responsibility.



However, some papers feature a page on community notes, or a special section for youth. Contact the editors of these sections now, to see if they would be interested in a report by letter or by phone.

Material sent back by you or your patrol/company will be more personal and more meaningful to local papers, because it talks about Scouts who are known by people in the community.

### Weekly Newspaper

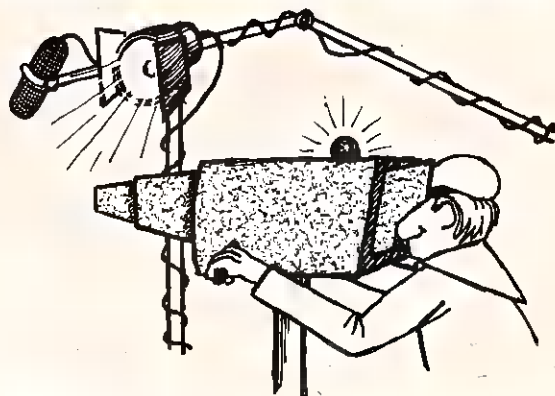
Here is your chance to become a newspaper reporter. Most editors of weekly papers would welcome stories about local people at the jamboree. Drop in to see your paper's editor. Find out what he would like to have and arrange to send it to him. We will have a person at the jamboree who will be happy to send him written material and photographs.



### Radio Stations

What programs do your friends listen to? Contact the deejays of these programs to see what material might be appropriate. Would they accept a call from the jamboree for airing on a program? It might even be possible to set up a regular schedule of calls.

At CJ '77 we had a reporter who delivered up-to-the-minute reports on the jamboree to dozens of radio stations, and we will be able to do this again. We can include your local radio station, if we know who your contact is.



### Television

This is best left to the networks. It is too expensive a job for any one person. But, let them know about the jamboree, and see if they are interested in coverage. If so, a request to the network will help to ensure adequate coverage. And remember that there are many programs which interview people. Perhaps one of these would like to do an interview when you return from the jamboree.

### Cable Television

Don't overlook cable! It may be possible to work out coverage with community cablevision. After the jamboree you might feature some Scouts and Venturers on a program where they have an opportunity to show slides and other souvenirs of the jamboree.

## House Organs

Bulletins, newspapers — call them what you will, many companies publish a monthly bulletin on activities and events involving their employees or the families of employees. Do you know of one that would like stories or photos from the jamboree? If so, we'd like to hear about it.

## Jamboree Paper

The jamboree will have its own newspaper. A staff has been recruited and already is arranging to keep you informed while you are there.

Present plans call for the production of at least six issues of the jamboree journal. Distribution will be through the subcamps.

There will be souvenir copies of the paper, with cardboard cover, for sale. You can place your order for these at the jamboree trading post.

## Information Centre

If you have friends or relatives coming to see you at the jamboree, it would be helpful to tell them to check the Information Booth at the jamboree entrance. Using a computer print-out, staff there will gladly direct them to your subcamp. They will also provide a map of the jamboree site to make it easier for visitors to find your subcamp.



## Jamboree Film

Although plans are not yet confirmed, we hope to produce a jamboree film which will be an ideal way to show people what the jamboree was like. Parent and son banquets, church meetings, service club meetings — these are only a few of the possible group settings for the screening of such a film.

## Jamboree Slide Sets

Sets of jamboree slides will be produced. Again, orders for these can be placed at the trading post.

Maybe we can help you tell the **CJ'81** story. If you have made contact with a weekly newspaper, a daily newspaper, a radio station or a house organ, and if you know what kind of material they might use, we would appreciate your sending us the following information.

- Name of contact
- Newspaper/Station
- Address
- Information or pictures wanted

Send this information to:

**CJ '81 Publicity**  
**c/o Communications Service**  
**Boy Scouts of Canada**  
**P.O. Box 5151, Stn. F**  
**Ottawa, Ontario**  
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# FUN AT THE POND

by Kay Hotham

*Did you know that Canadian Beaverling has a counterpart in, of all places, Ireland? The Irish Beaver section began in the early 1960s and is a thriving part of the Scout Association of Ireland. Since St. Patrick's Day is just around the corner (March 17), here are some suggestions for a St. Patrick's Day meeting.*

## St. Patrick's Day Project

This project should begin at the meeting previous to the one using the St. Patrick's Day theme.

Take a piece of heavy cardboard and cut out a shamrock shape. Place this shape on a plastic plate or dish. Cover it with cotton wool or tissue and soak it with water. Then sprinkle it with grass or bird seed.

Leave the dish in a warm place for a week or so. When St. Patrick's Day arrives you'll have a flourishing "live" green shamrock, and an early reminder that spring is on the way.

## Leprechaun's Footsteps

Beavers form a line at one end of the room with the leader at the other end, back turned to the Beavers. The leader gives various commands: "Take three giant strides", "Take two fairy steps", "Take one leprechaun's skip", etc. The Beavers follow these commands but must stand still every time the leader turns around. If a Beaver is caught moving by the leader, he must go back to the end of the room and start again. First Beaver to touch the leader wins.

## Shamrock Lapel Pins

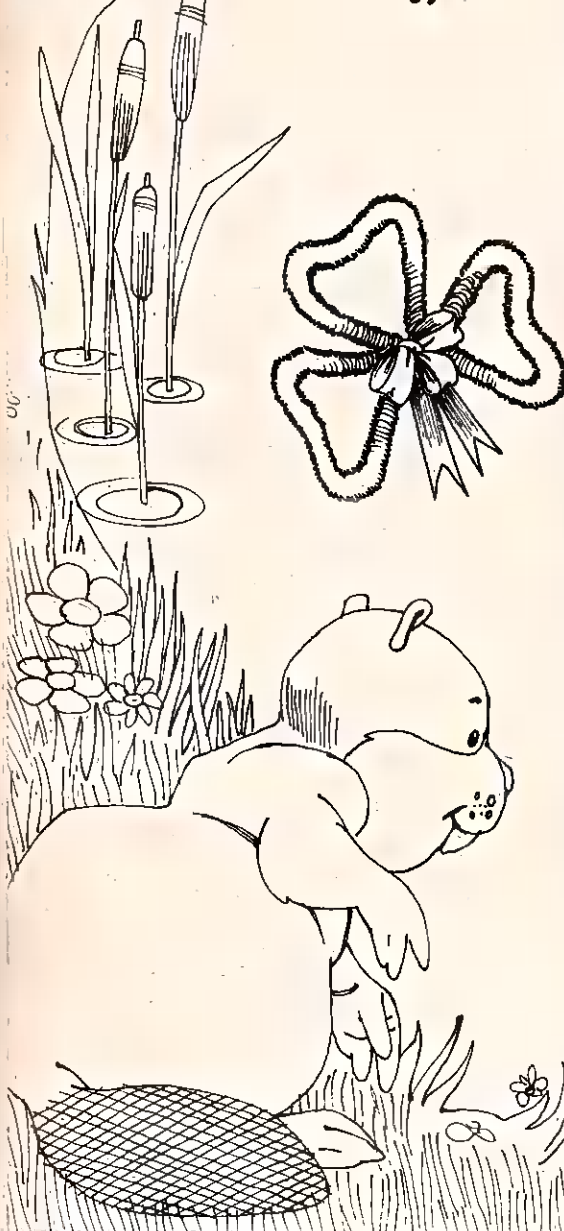
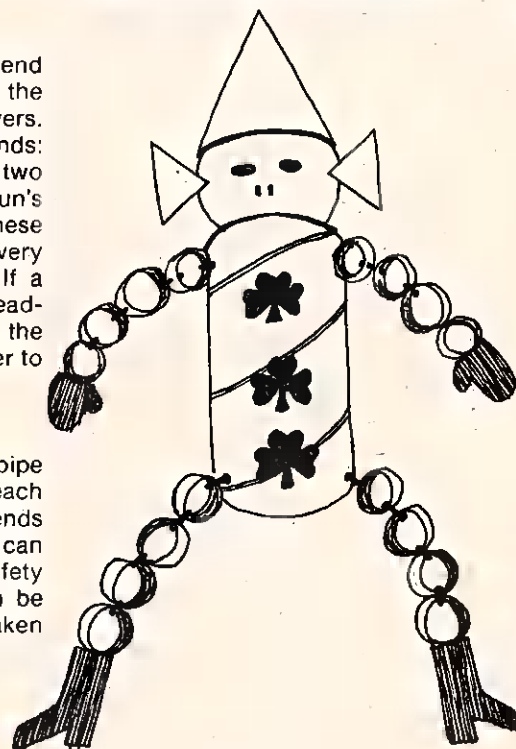
Give each Beaver three green pipe cleaners and have them form each into a shamrock petal. Twist the ends together at the centre. Leaders can add small ribbon bows and safety pins. These shamrock pins can be worn during the meeting, and taken home for Mom after.

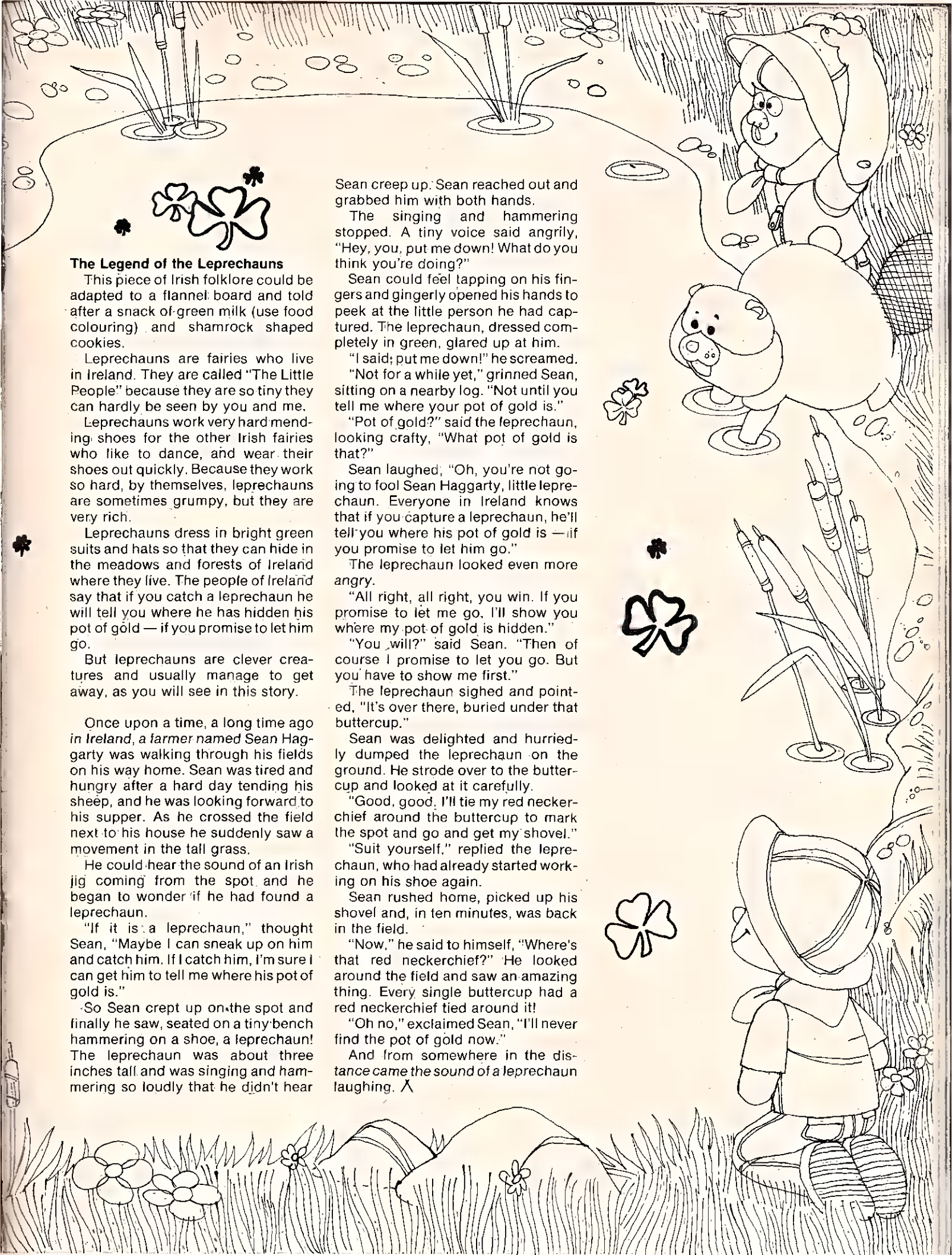
## A Leprechaun Centrepiece

Beavers would also enjoy making leprechauns. Use toilet paper or paper towel rolls for the body and have the Beavers cover them with green paper (or paint them green at an earlier meeting). Make the leprechaun's head from a ping-pong ball, and top it with a hat of green or black construction paper.

Legs and arms are easily made from green paper circles strung on green wool or thread. Hands, feet and ears can be made of double thicknesses of construction paper (you may need to design a pattern for these) and stapled or glued to arms, legs and head.

The leprechaun can be given a mischievous face with felt-tip pens.





### The Legend of the Leprechauns

This piece of Irish folklore could be adapted to a flannel board and told after a snack of green milk (use food colouring) and shamrock shaped cookies.

Leprechauns are fairies who live in Ireland. They are called "The Little People" because they are so tiny they can hardly be seen by you and me.

Leprechauns work very hard mending shoes for the other Irish fairies who like to dance, and wear their shoes out quickly. Because they work so hard, by themselves, leprechauns are sometimes grumpy, but they are very rich.

Leprechauns dress in bright green suits and hats so that they can hide in the meadows and forests of Ireland where they live. The people of Ireland say that if you catch a leprechaun he will tell you where he has hidden his pot of gold — if you promise to let him go.

But leprechauns are clever creatures and usually manage to get away, as you will see in this story.

Once upon a time, a long time ago in Ireland, a farmer named Sean Haggarty was walking through his fields on his way home. Sean was tired and hungry after a hard day tending his sheep, and he was looking forward to his supper. As he crossed the field next to his house he suddenly saw a movement in the tall grass.

He could hear the sound of an Irish jig coming from the spot and he began to wonder if he had found a leprechaun.

"If it is a leprechaun," thought Sean, "Maybe I can sneak up on him and catch him. If I catch him, I'm sure I can get him to tell me where his pot of gold is."

So Sean crept up on the spot and finally he saw, seated on a tiny bench hammering on a shoe, a leprechaun! The leprechaun was about three inches tall and was singing and hammering so loudly that he didn't hear

Sean creep up. Sean reached out and grabbed him with both hands.

The singing and hammering stopped. A tiny voice said angrily, "Hey, you, put me down! What do you think you're doing?"

Sean could feel tapping on his fingers and gingerly opened his hands to peek at the little person he had captured. The leprechaun, dressed completely in green, glared up at him.

"I said; put me down!" he screamed.

"Not for a while yet," grinned Sean, sitting on a nearby log. "Not until you tell me where your pot of gold is."

"Pot of gold?" said the leprechaun, looking crafty, "What pot of gold is that?"

Sean laughed, "Oh, you're not going to fool Sean Haggarty, little leprechaun. Everyone in Ireland knows that if you capture a leprechaun, he'll tell you where his pot of gold is — if you promise to let him go."

The leprechaun looked even more angry.

"All right, all right, you win. If you promise to let me go, I'll show you where my pot of gold is hidden."

"You will?" said Sean. "Then of course I promise to let you go. But you have to show me first."

The leprechaun sighed and pointed, "It's over there, buried under that buttercup."

Sean was delighted and hurriedly dumped the leprechaun on the ground. He strode over to the buttercup and looked at it carefully.

"Good, good, I'll tie my red neckerchief around the buttercup to mark the spot and go and get my shovel."

"Suit yourself," replied the leprechaun, who had already started working on his shoe again.

Sean rushed home, picked up his shovel and, in ten minutes, was back in the field.

"Now," he said to himself, "Where's that red neckerchief?" He looked around the field and saw an amazing thing. Every single buttercup had a red neckerchief tied around it!

"Oh no," exclaimed Sean, "I'll never find the pot of gold now."

And from somewhere in the distance came the sound of a leprechaun laughing. A



We have reason to believe that, if Scout history runs true to form this year, nine out of ten pioneering projects attempted by Scout patrols will take the form of a monkey bridge. Of the nine, eight will either collapse or turn turtle when some foolhardy adult, such as yourself, is at the point of no return. The ninth will either (a) fall down of its own accord or (b) turn out to be the bridge built by *your* lot.

In an effort to reduce the Disaster Quotient a little, we have prepared this mini-micro chart for the troop noticeboard. Kindly cut out, mount on good quality cardboard (the lid of a shoebox will do nicely), protect it

from defacement or graffiti with a coat of opal varnish or transparent plastic, and make sure that every patrol leader has had an opportunity to pore over it with his assistant before putting it on public exhibition.

It won't make the slightest difference, of course. Nothing will stop your keen young patrol leaders having fun with ropes and spars in their own inimitable fashion. But perhaps they might like to exercise their critical faculties on our design and then write to tell us where we have gone wrong. The address is **8 Valley Close, Holton St. Peter, Halesworth, Suffolk, 1P19 8NF, England**. We can't promise to reply direct to everybody, even if we are still on speaking terms after reading their letters, but full use will be made of any useful advice they can offer.

As for you who read these few words, do remember that the Scouter's role in Scout pioneering is to provide his boy leaders with everything they need in the way of training, equipment and opportunity, and then leave them to get on with it. In this case the equipment should include a good hank of sisal and half-a-dozen metal skewers, so that the P.L. and his assistant can peg out the ground-plan before setting the boys to work.

**(Postscript: I have just had another look at the drawing and have spotted**

**at least one possible mistake in the draftsmanship — two if you count the same mistake each time it occurs. Who, I wonder, will be the first to denounce it?)**

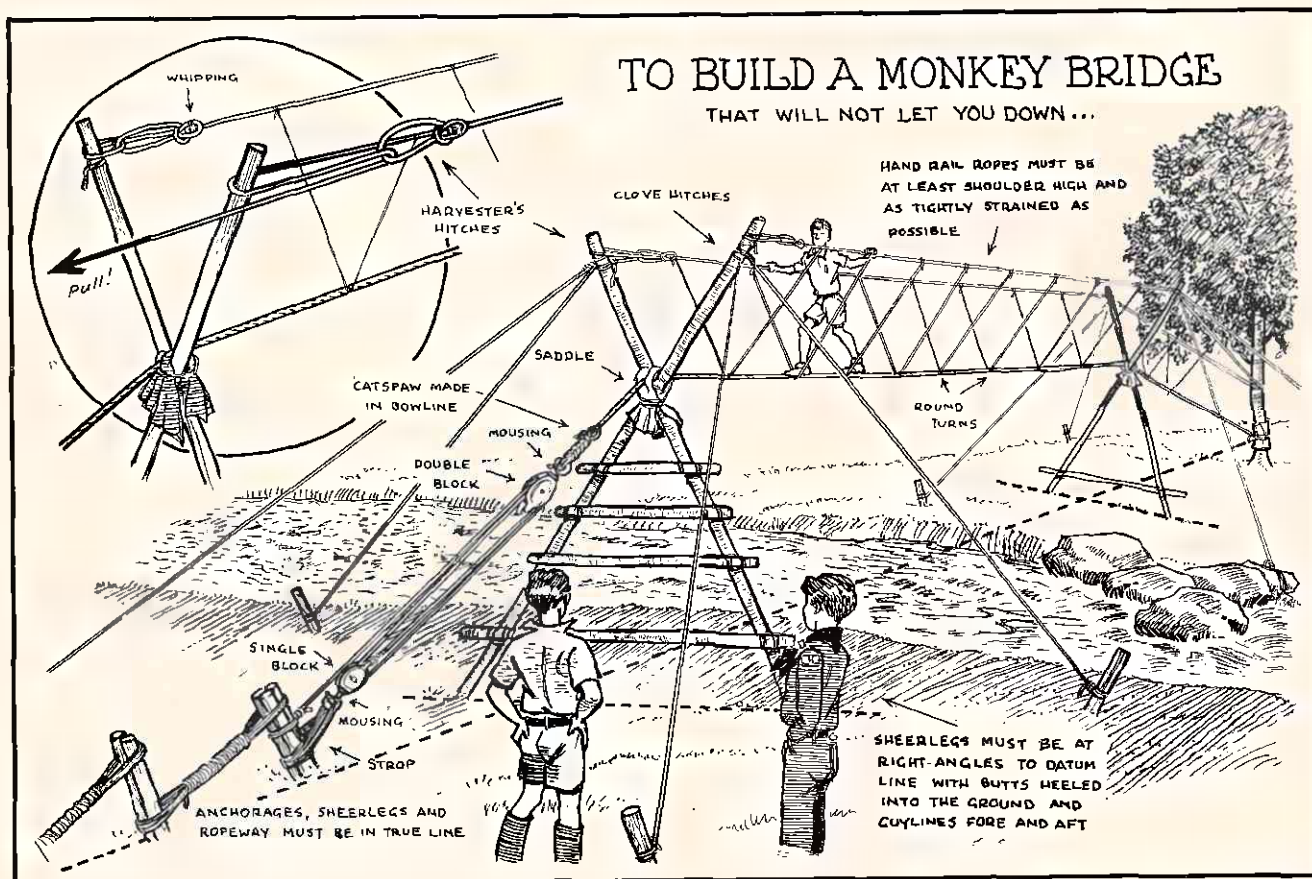
## SCOUTCRAFT EIGHT

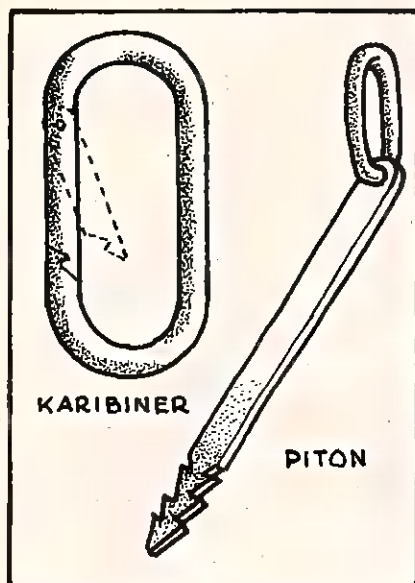
- A good leader always makes sure that his followers are tucking into their nosh before he settles down to his own meal.

- By the same token, when it comes to clearing up after a rather messy job, the good leader will always tackle the worst job himself and work on it for a couple of minutes or so before delegating it to his assistant.

- Whatever else your boys wear at night in camp, never allow them to go to bed in the underwear they have worn during the day. A complete change next the skin is essential. Wetness is a highly effective cold conductor, and underwear is *meant* to be absorbent.

- When driving a peg with a heavy mallet, spread your legs to their comfortable limit, so that if you miss the peg you will probably miss your shin bone as well.





#### AND NOW —

another little problem in outdoor engineering for the coffee break at the next meeting of the Patrol Leaders Council.

Out in the mountains with a friend, you have got yourselves stuck on a narrow ledge halfway down a sheer rock face with a 30 ft. drop below. Conditions are severe and night approaches. To add to your troubles, your friend has flaked out. You are fully equipped (both of you) with climbing ropes, waist lengths, karibiners, pitons and the rest, and there is a convenient belay just above the ledge. It is a matter of life and death that you get your mate down the rock face and into a place of shelter, but he is twice your own fighting weight and you will never be able to hold him on the rope unless you can make use of the gear to ease the strain.

How would you do it?

Don't look now but you will find one possible solution in the end-piece to this article.

#### Troop Night Diversions

- Teams of three, each with a sheet of good quality brown paper. The task: to locate a manhole cover, nameplate or other sign in bas relief and make an artistic rubbing by the mucky finger method.

- Summon the patrol leaders and tell them that they must each, in secret conclave with their boys, cook up a form of 'sign' that can be followed at speed — but only by those 'in the know' (i.e. a trail of spent matches,

each suffering from a greenstick fracture, placed at the foot of every other lamp-post on the left hand side of the road.) Having briefed his men, the P.L. should then shoot off to lay the trail along a given distance. The patrol will follow after a reasonable interval, each accompanied by a member of a rival patrol whose task it will be to identify the 'sign'. The Scouts, of course, will do their utmost to flummox him.

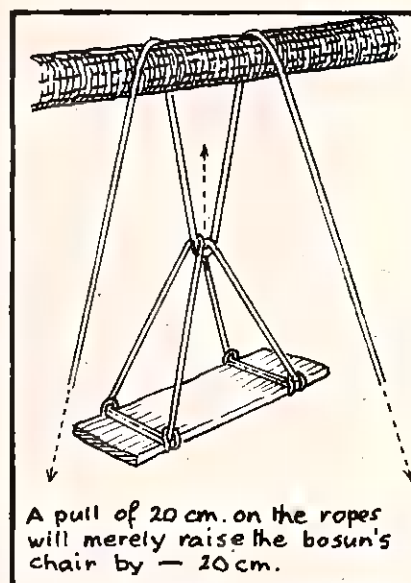
- Patrol leaders should be given notice-in-advance of this next activity, to give them time to apply their powers of imagination to the task and build up the necessary organization. What they have to do is to convey a sealed envelope in relay a given distance in six laps, each lap being covered by a different method. The patrol with the most imaginative and ingenious trail will be the winners. (Note: When this activity was first tried in Colwyn Bay, North Wales, many happy years ago, the winning patrol were awarded bonus points for taping the envelope to a rugger ball and drop-kicking it over the crossbar of the goalposts at Rydal School.)

So far only one reader, namely Group Scout Leader Tom Gomersall of the 14th Morley (Tingley) Scout Group, has written to point out the slight miscalculation in that improvised tackle which was featured in our November outburst. We claimed, you may recall, that if you passed a rope through the loops of a bosun's chair and then slung the ends of the rope over the branch of a tree with one Scout hauling in on each rope (see explanatory diagram), you would have the equivalent of two double whips in operation at the same time, each giving you a purchase of two-to-one; total, four-to-one.

Absolute nonsense, of course.

The whole thing depended on the hauling rope travelling through the loops of the bosun's chair as through the sheaves of a double pulley block. But, as Mr. Gomersall points out, if the two Scouts hauled in at the same rate, you would merely convert the thing into a single whip, the bosun's chair would rise in direct relation to the amount of rope hauled in by one boy and there would be no mechanical gain at all. What's worse, (says Mr. Gomersall) it would be highly dangerous, because if one boy lost his grip on the rope, the lad in the bosun's chair — well, just imagine!

It all goes to show how careful one must be about anything one reads in

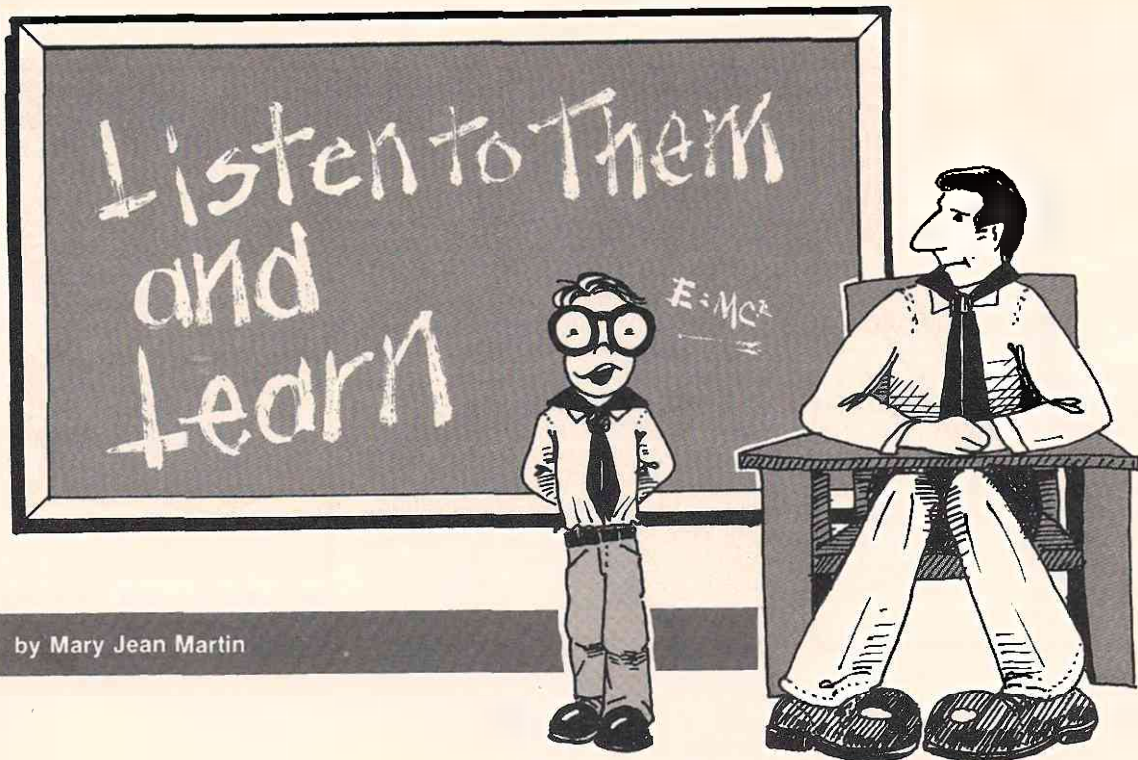


A pull of 20 cm. on the ropes will merely raise the bosun's chair by — 20 cm.

this feature. We must all feel grateful to Tom Gomersall for his timely warning.

**ENDPIECE:** Crisis on the Mountain—Official Solution. Roll the unconscious man close to the edge of the platform of rock, taking care not to push him right over. Clip two karibiners (for convenience let us call them 'a' and 'b') to his waist length. Hammer two pitons into the rock on the far side of the ledge and clip two other karibiners 'c' and 'd' to the rings. Now secure one end of each of the two climbing ropes to the belay and, working on the double, pass the ropes through the karibiners in this order: 'a' (on your friend), 'c' (on the first piton), 'b' (on your friend) and 'd' (on the second piton). This will leave you holding the main bight of the two ropes. Use your own waist length to tie yourself to the belay, then put a turn of the ropes round your body and sit on the platform of rock while, with your feet, you ease your unconscious friend over the edge so that he is hanging free, held by your own weight, boosted as it is by the considerable purchase you have built up in the tackle. Lower away gently until he reaches the foot of the cliff, then pull back sufficient slack to enable you to abseil down yourself. And may I just take this opportunity to wish you the best of luck.

Anyhow, it is all highly theoretical at the moment but perhaps you could go over it with your patrol leaders — even carrying out a little rough-and-ready research in fail-safe conditions — and then let us know what they think. We shall hope to hear from you. X



by Mary Jean Martin

24

As a psychologist with Child and Youth Services, I get to hear as many clever sayings as both Art Linkletter and Candid Camera put together. I'd like to share these with others, so they too can hear what children in their innocence and creativity have to say in their attempts to understand and piece together the complexities of our world.

In testing, children are asked to define words. A few of my favourite answers are these:

Q: What is an orange?

A: "A squirly thing."

Q: What's a fable?

A: "A fish story."

Q: A puddle?

A: "For sitting in."

Q: What is nonsense?

A: "Health rules!"

Q: What does "gamble" mean?

A: "You have no gun and you go alone!"

Q: And a clock?

A: "For telling time or setting off time bombs!"

The prize for clever questions goes to my next door neighbour, who asked, "Do mosquitoes have ears?" When I didn't know, she continued, "If not, then why do we keep telling them to go away?"

True honesty is often a virtue of childhood. I asked, "What would you do if a fellow much smaller than yourself started to fight with you?" The reply came, "Well if he were that much smaller, I'd kick him in the ass and send him home! That's not very good language, but that's what I'd do!"

Children can also be very diplomatic. When I asked a five year old

how old she'd be on her next birthday, she replied proudly, "I'll be six!" Then, after thoughtful contemplation, added, "And you'll still be your own age!"

Another birthday story goes like this:

Examiner: When is your next birthday?

Child: My next one?

Examiner: Yes.

Child: November 10! All my birthdays are then!

Often, creativity shines through when a child is pressed for an answer. When asked "Why is a house made of brick better than one made of wood?", I liked this practical reply that came after a long period of thought: "Well, you don't get splinters!"

"Boys are more human" was an explanation given as to why boys have to stand in corners more than girls.

"I'm getting dumber every day. I really want to swim, but all I do is sink." That about sums up one boy's frustration with the whole business of learning new skills.

When one boy was having great difficulty doing arithmetic questions, I commented, "It's hard to do in your head, isn't it?" "Yeah," he said, "It's even harder to do on your fingers!"

And I loved the little boy who was asked to count his fingers. "1-2-3-4-5", he pointed and counted. "How many on your other hand?" And he laboriously pointed and counted, "1-2-3-4-5". "How many on both hands?" I asked. He looked at me, puzzled, looked at both his hands, then at me, then firmly stated, "I'd have to have

another hand to figure that one out!"

Despite great lectures to educators about mental health in the classroom, this comment on the names given to reading groups makes me question whether or not we are getting through. "I'm a dog." "I'd like to be a parrot." Yes, names like this are still given to reading groups, and children are helplessly trying to get out of them.

But common sense prevails when kids are asked their opinions. Craig, when he was asked whether he wanted to be accelerated, replied, "No, I wouldn't be big enough to play ball with the other boys!"

And don't think we get away with a thing. Everything we do is observed. Although I thought I administered positive praise very effectively, I was brought up short one day with this remark: "You said 'Good, good, good!' You should have said, 'Boring!'"

Involving a young friend in a game of "School", where he was the teacher and I was the student, I managed to slip in a few errors on the arithmetic test he was giving me to see if he'd notice. He did. He also commented, "You sure make a lot of mistakes. Did you quit school?" Then he added wistfully, as if it were okay and I needn't feel so badly, "My Dad did!"

Spontaneity, creativity, honesty, wisdom and understanding. Listening to kids can be an education!

*Reproduced by kind permission of the Health League of Canada from "Canada's Mental Health", published by Health and Welfare Canada. X*

# supply news

by Bill Johnson

## Calendars

The 1981 Scout Calendar proved to be a good fund raiser again this year. 393,000 went out and, from all reports, very few are left on the shelf. Some groups were disappointed because they ordered a little too late and found none available, and many groups sold out and found extra copies non-existent. Calendars are ordered after determining needs which are expressed by the councils across Canada. This means that groups must advise their councils, very early, how many calendars they wish to order.

If you are wondering what kind of money-maker the calendar is, you may be interested to know that over \$275,000.00 in profits were realized by groups this year, and councils made an additional \$78,000.00.

We are placing our order now for the 1982, 75th Anniversary Calendar, so let your councils know right away how many you require.

## CJ'81

We expect unprecedented sales of catalogue items between now and the Jamboree, so if your boys are going to need uniform items such as extra shirts, shorts, longs, socks, etc., or camping items, advise them to order early. We will try to keep our stocks up but supplier deliveries have been running behind schedule this year and we may sell out of some items.

A large selection of Jamboree souvenirs have been developed for CJ'81 and some will be available on a pre-order basis. A special **Souvenir Catalogue** is being developed and will be available in Scout Shops and council offices by March 1, 1981.

If you are going to CJ'81, be sure to drop around to *The Trading Post* in Katimavik. As well as souvenirs, we will have a complete range of catalogue items in case you need them. While you are there, be sure to visit the *Specialty Unit* on the west end of *The Trading Post*, where T-shirts and laminated, official participant cards will be available.

## T-shirts

Our custom T-shirt Department is really active. Thousands of CJ'81 neckerchiefs and T-shirts are in production, as are on-going custom orders. We expect this heavy pace to continue right up to the Jamboree. If any groups or Districts are thinking about ordering special shirts for their Jamboree contingent, or for any other event, we urge you to contact us soon so that we can be sure to meet your deadline.

## Presentation Case

We are pleased to introduce this attractive folder of simulated leather, designed to add a little extra class to the presentation of certificates. It is available from Scout Shops and council offices.

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Λ



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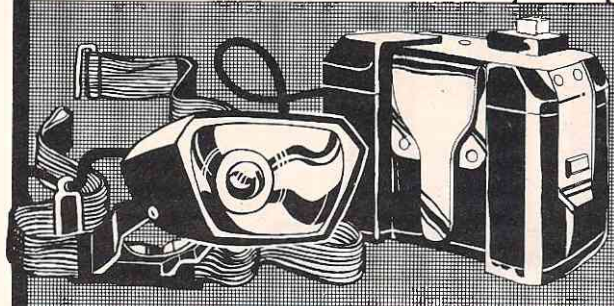
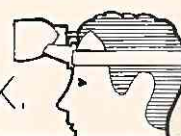
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25

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# PATROL CORNER

by Phil Newsome

## There's No Fun Like Snow Fun

Do you have a troop of "Bear Patrols"? You know, the kind that hibernate all winter and come out grumpy in spring?

If your patrols haven't been out as yet, maybe now is the time to plan some winter fun before all the white stuff disappears. Winter activities can be fun! Just look around your community and note the increased interest in cross-country skiing, skating, and curling, as well as other winter activities.

Before putting the patrols out in the cold, you may want to spend a couple of meetings going over the clothing and equipment necessary for winter outdoor activities. Proper dress is most important. Here are a few tips you may wish to pass along to your patrols:

- Wear a hat. The greatest heat loss comes from an uncovered head.
- Keep moving. Walking produces four times more heat than sitting.
- Be careful not to become overheated. Wet clothes provide less insulation than do dry ones.
- Layers of thin clothing are better than one thick layer. Dead air between layers provides good insulation.

- Seal off openings around neck, wrists and ankles to prevent wind from blowing in and warm air from escaping.

- The feet, hands and face are most vulnerable to cold. Generally, if these spots are kept warm the rest of the body will remain comfortable.

The winter Scouting badge is one of the most important badges that can be earned in the Scout program. It is preparation for camping in the wide range of climatic conditions found in our country.

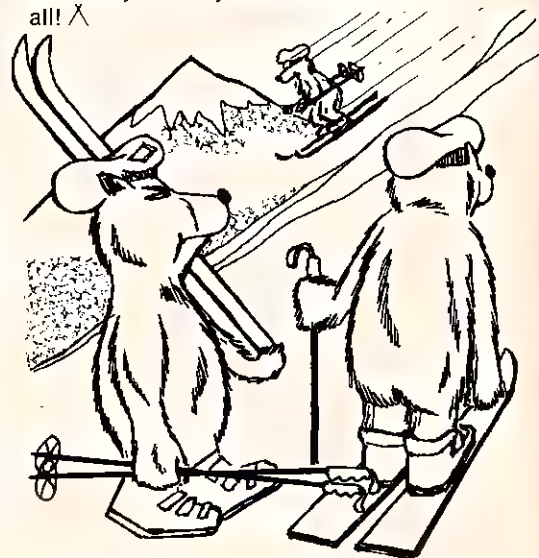
Start off with a review of safety precautions, and follow up with a simple cook-out to let the boys experience the problems of meal preparations in snow. Simple one-day hikes are a good lead into more strenuous and fun-filled weekend excursions. Let the boys learn through experience. It's amazing how quickly the learning sinks in when their stove or fire disappears into two or three feet of snow.

It's a good idea to have a building available when planning a winter camp. Winter camping must be fun, not an endurance test. If conditions change or equipment fails, it is better to use the indoor facilities. The problems you've encountered become a learning experience. If Scouts are properly dressed and have proper

equipment and training, winter outdoor activities will be fun.

Whether skiing, skating or snowshoeing, inject winter competition and challenge into your program. How about an orienteering or obstacle run on skis or snowshoes? Try slalom races, cross-country runs, search and rescue operations, or tracking competitions to add challenge to a winter weekend or day hike. If skiing and snowshoeing are new experiences for your troop, bring in an expert to demonstrate the proper care of the equipment. Don't forget the toboggan! This piece of equipment serves the dual purpose of transporting gear and providing long hours of entertainment on the slopes.

Most Canadians experience winter conditions for about one-third of the year and this should be reflected in our Scouting activities. Let's get the Bear Patrols out and about and maybe next year they won't hibernate at all!  $\wedge$



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# B&S

# Honours and Awards

by Reg Roberts

Last November a number of people were honoured by the Chief Scout, His Excellency the Right Honourable Edward R. Schreyer, C.C., C.M.M., Governor-General of Canada, at his investiture in Government House.

Throughout the year many others received awards, some presented by Lieutenant Governors, others by

provincial, regional or district presidents or commissioners.

Some were honoured for courage, some for gallantry and many for outstanding service to Scouting.

All are to be commended and all are to be thanked. Scouting is richer because of the many thousands who serve. Congratulations to:

## SILVER WOLF

(for service of the most exceptional character to Scouting — normally of national importance)

Stanton H. Cutler, Ottawa, Ont.  
Donald M. Deacon, Unionville, Ont.  
William J. Savage, Ponoka, Alta.  
Edgar Williams, Prince George, B.C.

## SILVER ACORN

(for especially distinguished service to Scouting)

Robert G. Adams, Calgary, Alta.  
Robert J. Beck, Calgary, Alta.  
Gerald R. Boire, Montreal, Que.  
Bob Brandley, Claresholm, Alta.  
Doreen Buckton, Calgary, Alta.  
Evelyn Copeland, Ottawa, Ont.  
John Copeland, Ottawa, Ont.  
Francis C. Croswell, Toronto, Ont.  
Robert Engel, Willowdale, Ont.  
William Evans, Kitchener, Ont.  
Jean Gillespie, Kingston, Ont.  
Harry Harlick, Boucherville, Que.  
Mary Harrison, Corunna, Ont.  
Major Donald Hollingworth, Toronto  
Jean Howe, Montreal, Que.

## MEDAL OF MERIT (for especially good service to Scouting)

Sandra Akre, Vananda, B.C.  
Reinhardt G. Alberding, Fernie, B.C.  
Robert I. Armstrong, London, Ont.  
Michael E. Artus, Granby, Que.  
Catherine M. Attwell, Kettleby, Ont.  
Douglas E. Attwell, Kettleby, Ont.  
Ronald A. Bell, London, Ont.  
Thelma M. Bell, Prince George, B.C.  
John C. Benolkin, Saskatoon, Sask.  
Richard W. Bide, Lethbridge, Alta.  
Margaret A. Booth, Maple Ridge, B.C.  
Herbert T. Bossin, Downsview, Ont.  
Margorie Boyce, Oakville, Ont.

Percy Jerrold, Bowden, Alta.  
Douglas Kelly, Calgary, Alta.  
Jean Laberge, Hemmingford, Que.  
Duncan R. Mackay, Sydney, N.S.  
Everett McCrimmon, Thornhill, Ont.  
The Hon. Pauline McGibbon, Toronto  
Larry McIntyre, Kitchener, Ont.  
Lyle McManus, New Westminster, B.C.

Prosser Moran, Leamington, Ont.  
William Nankiville, Guelph, Ont.  
Ronald Nicholson, Toronto, Ont.  
Aubrey Norquay, Windsor, Ont.  
Thomas Parker, Cambridge, Ont.  
Alan D. Reed, Saskatoon, Sask.  
The Hon. Hedard Robichaud, Fredericton, N.B.  
James Sharp, Montreal, Que.  
Jack Sissons, Medicine Hat, Alta.  
LCol James Stegen, Shearwater, N.S.  
Esther Swailes, Montreal, Que.  
Gerald Tennant, Red Deer, Alta.  
Leo Toone, Claresholm, Alta.  
Bernard Williams, Saskatoon, Sask.

## BAR TO THE MEDAL OF MERIT

(for those who continue to give especially good service to Scouting)

Thomas W. Foster, Edmonton, Alta.

Werner Braun, Calgary, Alta.  
V. Allen Briggs, Calgary, Alta.  
George F. Bullpit, Barrie, Ont.  
Bryan W. Burnett, Willowdale, Ont.  
Walter Busenius, Hay Lakes, Alta.  
Doreen Byam, Redcliffe, Alta.  
Nora M. Campbell, Vancouver, B.C.  
Dr. Kenneth K. Carroll, London, Ont.  
Ronald G. Cartwright, London, Ont.  
Frank L. Casey, Saskatoon, Sask.  
Ileen Charlebois, Calgary, Alta.  
Ronald B. Clark, Calgary, Alta.  
G. Murray Glegg, Guelph, Ont.  
C.W. Jack Coolledge, Sarnia, Ont.  
William Cowan, Manotick, Ont.  
Frank Deery, Hemmingford, Que.

## JACK CORNWELL DECORATION (for high character and courage)

Second Kenneth Frederick Argue, 10, Marshall, Sask.  
Cub Daniel Caron, 10, St. Hubert, Quebec  
Cub David Erhardt, 9, Comox, B.C.

## BRONZE CROSS

(for gallantry with moderate risk)

ACM Kenneth B. Burden, Lacombe, Alta.  
Scout Dwayne Donnelly, 11, St. Thomas, Ontario

## MEDAL FOR MERITORIOUS CONDUCT

(for especially meritorious acts, not involving heroism or risk of life)

Scout David Frank Aklok, 16, Coppermine, N.W.T.  
Beaver Roderick Walter Gillis, 6, Lower Sackville, N.S.  
Rover Advisor Hugh Gemmel Wilson, Castlegar, B.C.  
Rover Crew President Robert Leslie Wilson, Castlegar, B.C.

## CERTIFICATE FOR MERITORIOUS CONDUCT

(for meritorious acts worthy of recorded commendation but which do not justify a medal or a bar)

Scout Alan Gregory Lapp, 12, Oro Station, Ont.  
Cub Gary Mowat, 9, Toronto, Ont.

John Dormaar, Lethbridge, Alta.  
Gordon Douglas, Georgetown, Ont.  
Douglas C. Duffield, Burnaby, B.C.  
Leslie T.H. Eggleton, Surrey, B.C.  
John R. Elliot, Thunder Bay, Ont.  
Laurence R. Fox, Nepean, Ont.  
Philip Frost, Mississauga, Ont.  
Thomas Garbutt, Niagara Falls, Ont.  
Marion G. Gibson, Calgary, Alta.  
V. Goldworthy, St. Catharines, Ont.  
John F. Grampola, Thorold, Ont.  
George T. Grant, Brockville, Ont.  
Allen G. Griffin, Ottawa, Ont.  
Velma Y. Hackeson, London, Ont.  
Andrew Harvey, New Waterford, N.S.  
Norman J. Harvey, Calgary, Alta.

Jim Hogg, Medicine Hat, Alta.  
 Edward Humphrey, Laval, Que.  
 Donald B. Imrie, Mount Royal, Que.  
 The Venerable James Jackson, Toronto  
 Bridget Jones, Valcartier Village, Que.  
 Russell Kelk, Grimsby, Ont.  
 Ronald Kierstead, Douglastown, N.B.  
 Roy Knight, Ottawa, Ont.  
 Jorgen Knudsen, Eastern Passage, N.S.  
 Ernest G. Legg, Mount Uniacke, N.S.  
 Lionel Leonard, Burnaby, B.C.  
 Betty Levens, Maple Ridge, B.C.  
 Douglas G. Lewis, Victoria, B.C.  
 William C. Long, Saskatoon, Sask.  
 Ann Lundquist, Maidstone, Sask.  
 Dan H. Lybbert, Glenwood, Alta.  
 Kenneth G. Mackie, Grimsby, Ont.  
 Ewan MacInnes, Oyama, B.C.  
 Alex MacKenzie, High River, Alta.  
 Ian H. MacLean, Willowdale, Ont.  
 Murray MacLeod, Medicine Hat, Alta.  
 G. Murray Malyon, Calgary, Alta.  
 James L. Maxwell, Calgary, Alta.  
 Murray G. McBain, Cambridge, Ont.  
 Gerald McRae, New Glasgow, N.S.  
 Sylvia F. Milmine, Ingersoll, Ont.  
 Clayton Muirhead, Burnaby, B.C.  
 Muriel Murtagh, Sherwood, P.E.I.  
 Mary Nesbitt, St. Catharines, Ont.  
 Doris Novar, Toronto, Ont.  
 Sandie O'Reilly, Kelowna, B.C.  
 John W. Partlo, Islington, Ont.  
 Stephanus P. Perquin, London, Ont.  
 Jacob Peters, North Battleford, Sask.  
 Ronald Pinson, Guelph, Ont.  
 Barry J. Pipes, Willowdale, Ont.  
 Lydia A. Poole, Calgary, Alta.  
 Thomas Purdy, London, Ont.  
 Harold G. Puttick, Saskatoon, Sask.  
 William Redd, Grassey Lake, Alta.  
 William Rieveley, Brockville, Ont.  
 Vincent L. Robbins, Calgary, Alta.  
 Walter Robson, Ilderton, Ont.  
 Major Peter Roed, Vancouver, B.C.  
 Sally Ross, Calgary, Alta.  
 Ronald E. Ruperts, London, Ont.  
 Peter Serin, Port Hope, Ont.  
 Charles Sillery, North Vancouver, B.C.  
 Tom Simmonds, Prince Albert, Sask.  
 Kenneth Slade, London, Ont.  
 Ronald Smith, Burnaby, B.C.  
 Jack H. Speke, London, Ont.  
 Burton Stewart, Valleyfield, Que.  
 Winnifred Stewart, London, Ont.  
 James G. Strain, Milton, Ont.  
 Steve Suite, Great Whale River, Que.  
 Jean E. Thomas, Regina, Sask.  
 Roy Tinney, Raymond, Alta.  
 James Toone, Chetewin, B.C.  
 Mildred Walton, Saskatoon, Sask.  
 Donald Wigginton, St. John, N.B.  
 Thomas Wilson, Chetwynd, B.C.  
 Mary Wood, Lethbridge, Alta.  
 June Wright, West Hill, Ont.  
 Robert Wright, West Hill, Ont.  
 G. Henry Wyatt, Brockville, Ont.

## MEDAL FOR GOOD SERVICE TO SCOUTING

Emily Aldred, Medicine Hat, Alta.  
 Peter Cameron, Saskatoon, Sask.  
 Martin Chmielewski, Taber, Alta.  
 Paul Knudsen, Prince Albert, Sask.  
 Marie Mathers, Prince Albert, Sask.  
 Colin Oddie, Taber, Alta.  
 Henri Toone, Claresholm, Alta.

## CERTIFICATES FOR GOOD SERVICE

(for service to Scouting worthy of recorded commendation)

Jack Alexander, Calgary, Alta.  
 Robert Andrews, Shilo, Man.  
 Russell Braley Sr., Dorchester, Ont.  
 Robert Gerald Burchill, London, Ont.  
 Joan Bustin, Moncton, N.B.  
 Glen Carlson, Portage la Prairie, Man.  
 John Catterall, Fort Erie, Ont.  
 Reuben P. Chan, Toronto, Ont.  
 Elaine Diwell, London, Ont.  
 W.F.R. Dunning, Willowdale, Ont.  
 James Fell, Flin Flon, Man.  
 Bradley Carl Gaze, London, Ont.  
 Robert Gilligan, Willowdale, Ont.  
 Brian Grasmuck, London, Ont.  
 R.E. 'Ted' Gunn, London, Ont.  
 Jeffrey Thomas Guy, London, Ont.  
 Terrence Haggerty, London, Ont.  
 Larry Hircok, Rexdale, Ont.  
 Gordon Hurford, Weston, Ont.  
 Edward Kearney, Sarnia, Ont.  
 Ruth Elaine Kew, London, Ont.  
 Terry Charles Kew, London, Ont.  
 Richard Langmaid, Sackville, N.B.  
 Larry A. Lee, London, Ont.  
 Elizabeth Leonard, Burnaby, B.C.  
 Denise MacDonald, London, Ont.  
 Barbara McCarthy, London, Ont.  
 Georgene McCavour, Rothesay, N.B.  
 Malcolm McLean, Sarnia, Ont.  
 Leo McNulty, Fredericton, N.B.  
 W.D. Mills, Niagara-on-the-Lake, Ont.  
 Garry Minielly, Goderich, Ont.  
 William Moore, London, Ont.  
 Neil Motchan, Sarnia, Ont.  
 Margaret Osborne, Niagara Falls, Ont.  
 Earl Brian Rath, Dorchester, Ont.  
 Alfred Richards, Toronto, Ont.  
 Brenda Richards, Toronto, Ont.  
 Gail Schnarr, London, Ont.  
 Linda Strange, Brandon, Man.  
 Robert Struthers, Don Mills, Ont.  
 Margaret Sutton, London, Ont.  
 Joan Thompson, Toronto, Ont.  
 Wallace Thorne, The Pas, Man.  
 Ollie Turner, Raymond, Alta.  
 John Waddell, Ottawa, Ont.  
 Donna Wakefield, London, Ont.  
 Jim Walker, Saint John, N.B.  
 Margorie Walker, Saint John, N.B.  
 Nan Webb, Scarborough, Ont.  
 Maureen White, Brandon, Man.  
 Mary Wong, Vancouver, B.C.  
 Peter Yaremko, London, Ont.



# On the t

by W.B. Witchel

It's becoming almost impossible in these days of high inflation, to find a genuine bargain. However, there is one of which my Venturers and I are taking advantage in order to beef up our program: the *Duke of Edinburgh's Award* scheme. The cost is minimal and the rewards are great.

Hundreds of Venturer advisors already have their boys enrolled. The reasons are numerous.

Probably the most important one is the flexibility of the required challenges. The award scheme ties into whatever a Venturer company logically would do, no matter where it is located. From Bona Vista to Vancouver Island, from the Arctic Circle to the Great Lake waters, the Duke of Edinburgh's Award scheme can fit beautifully into any company's program and help enhance it.

My most selfish reason for using the scheme is the fact that it helps my Venturers and me to make more efficient use of our time. We are busy at school or at work, and have little time to waste. What could be better than a scheme which reinforces Venturer aims without taking more time than we'd normally devote to Venturing, and also gives Venturers an extra sense of achievement each year?

Being able to earn one level of the award each Scouting year is another important reason for becoming involved. Normally, within a year a Venturer will complete the requirements for some of the basic Venturer badges, as well as those for parts of other basic badges. But it will be two, or more likely three years, before he can achieve the major awards and the ego-boosting recognition that comes with them. With the Duke of Edinburgh's Award, however, the incentive to achieve a major award each Scouting year is built-in, and the Venturer is more motivated to carry on in Venturing for another year. When you're young, a wait of three years for major recognition seems like forever. One year is something easily handled.

During the tumultuous years of the teens, with all their associated emotional uncertainties, it is tremendously important for the young person to develop the healthy attitude that he is 'O.K.'. The public recognition a Venturer receives on attaining each level of the Duke of Edinburgh's Award helps him, because he knows his own

# Trail of the Royal Crossed Sabres

efforts brought all that credit upon him. Talk about motivation to do well — to achieve!

The recognition for earning a Bronze award comes in the form of a pin and a certificate presented at group level, usually with a large youth and parent audience. Other civic leaders also may be there. Pomp and ceremony is greatly increased for the Silver and Gold awards. The Lieutenant-Governor and Prince Philip, respectively, are involved in the ceremonies. This is accompanied by the whirl of T.V. cameras, the pop of flash bulbs and the attention of reporters. It all shows the Venturer how much the community values his achievements.

So here we have the Venturer receiving a great boost to his self-esteem through his involvement in a program that promotes good citizenship. And he earns prestige not only for himself, but also for his Venturer company, his sponsoring body, and for Scouting in general. What price could we put on the great public relations benefits for Scouting that result when millions of T.V. viewers see the Lieutenant-Governor or Prince Philip making a fuss over your Venturer? Local newspaper photos of your Venturer, in full uniform, shaking hands with the Prince, also help. Your group and all of Scouting will receive more parent and community aid because of them.

And you, Mr. Venturer Advisor, knowing your part in it, and enjoying the healthy bond between you and him, can't you imagine the quiet glow of well-being, the great feeling of satisfaction, as you watch your Venturer reap the benefits of the program?

The Duke of Edinburgh's Award scheme is great for financial reasons as well. It costs only the price of a record book, 75 cents per Venturer, to join. This is the total outlay he must make during all the years he remains in the program. As he earns the various levels of the award, the same 75 cents will give him Bronze, Silver and Gold pins, attractive certificates, and invitations for himself, his parents and his leader, to impressive recognition ceremonies. The ceremonies include invitations to receptions featuring all sorts of food and drink, including National Director Dick Mungam's 'sticky buns'.

There is another charge of a few dollars for the *Leader's Handbook*, which explains everything you need to know about the rules and the running of the program. A new edition should be coming out soon.

The basic philosophy of the Duke of Edinburgh's Award scheme parallels that of Scouting. The aim is to take the best we find in the boy and help it to grow even better. Both programs believe in the development of good citizens.

When you receive the *Leader's Handbook* (it's nice and slim, doesn't take long to read), you'll see that there are four program areas: exploration; personal interest; physical fitness (or an alternative, Design for Living. My Venturers all prefer the former); and Service. The program areas are grouped into three progressively more difficult levels, the Bronze, Silver and Gold levels. There are minimum ages for starting, but otherwise the individual can choose the level at which he will enter the program.

As well as an age restriction, the various levels in the award scheme have a 'minimum time' restriction. That is, the participant's involvement at each level must continue for at least a basic minimum period of time. This is a good thing. It helps keep rein on the enthusiastic youngster who otherwise would rush through the program, and would miss the benefits that come only from behaving a certain way over a long period of time. The time of involvement and the age requirements also help the less aggressive achiever to keep up with the boy who wants to burn through the program.

The Duke of Edinburgh's Award scheme may be just the thing to keep in Scouting the Venturer who started late in the program or who, for some other reason, has not earned the higher award(s) before he's of age to leave the company. The scheme can be carried over into Rovering with no loss of credit. The desire to complete the scheme may encourage older Venturers to form a Rover crew. Once into Rovering they likely will find how good it can be and will continue in the crew even after they've achieved the Gold Award.

Once a company starts, there should never be a dull meeting. Watch for action, challenge, excitement, fun, anticipation and continuity. Knowing

it's possible to earn one award level each year, the Venturers will move faster than they would if they figure they have three years to gain their awards.

Because many project chairmen will be needed to share in planning and executing the activities, the program will provide all-around growth for all of the Venturers.

Make sure that activities chosen during long-term planning are entered immediately on your long-range calendar, and are kept visible. They should be regularly discussed at weekly Venturer meetings to check the progress of project chairmen. Of course there would be more discussion of immediate events, but enough should be said to keep chairmen of more distant events on their toes. As each event becomes history, the chairmen should present their wrap-up reports and the rest of the company should discuss what has been learned.

So are you sold on it? Do you feel that you can use this to help keep your Venturers going in the direction you want them to go without your having to push them? Are you wondering why you've waited this long to become involved?

Okay. Take a pen, sheet of paper, an envelope and a 17¢ stamp. Do it now. Address your envelope to:

**The Duke of Edinburgh's Award  
320 Newkirk Road North  
Richmond Hill, Ontario  
L4C 3G7**

Ask for promotional literature which you can use in discussing the program with your Venturers. They will send it to you, inform you of the office closest to you, and, if you aren't in too remote an area, may even send a representative to talk to you and your Venturers.

If your company decides to go for it, send for the necessary handbook and record books. Read over the requirements, discuss them with the Venturers, decide what you'd like to do to fulfill the requirements, then fit it into your program.

The rest is up to your Venturers. Good luck and have fun. The world is your oyster!

See *Venturer Log*, page 15, for an update on the Duke of Edinburgh's Award scheme, including new requirements.

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Regina, Sask. - 348 sets of labels sold by 60 members.  
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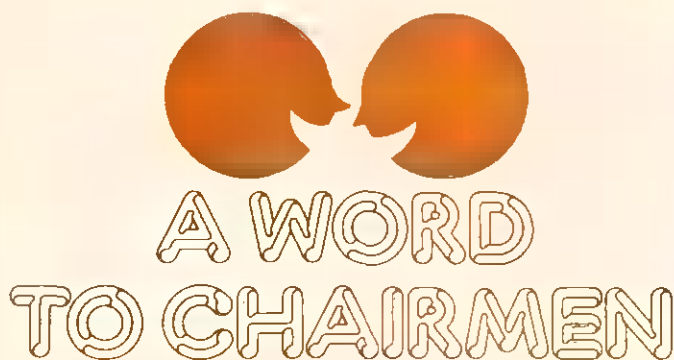
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City, Province  
& Postal Code \_\_\_\_\_

**IMPORTANT! We must know....**

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

How many sets of labels does your group plan to sell? (approx.) \_\_\_\_\_



# A WORD TO CHAIRMEN

(of Group Committees)

by Pat Horan

... about monitoring membership #2

Dear Murray,

In view of the importance of the topic, I've decided to continue with a few more ideas on monitoring membership.

Last month I described monitoring membership as a possible new and creative function for a group committee. I outlined four major areas of concern.

Here are a few other areas that a membership monitor might review and, after discussion, might action.

He should consider establishing in each section a 'boy contact' leader with special responsibility to know each boy by name, to see that each is recognized on his birthday, to keep track of attendance and to follow up immediately on absences.

The purpose is, of course, to keep (normal) dropout to a minimum. It may be that the job is too big for a leader concerned with program matters. One way to handle it is to let the 'boy contact' person concentrate upon personal recognition and treat program as a secondary subject.

The group committee membership monitor or the 'boy contact' person should meet as many parents as possible to let them know Scouting is interested in their sons. With such a link parents will feel free to call if a son wishes to join, or is losing interest, or is having trouble settling into an older program section.

As a result of this good relationship the monitor will be able to help the group committee set up a roster of potential leaders and resource persons: parents who would be available to fill short-term leadership gaps, provide ready support and take on short-term projects.

Monitoring or 'boy contact' jobs may attract individuals from the wider community who have had little or no experience in Scouting, but have had lots of experience with people, and would be willing to share this experience in Scouting. Because of their personal qualifications, such individuals are particularly suited to work with the handicapped. This special program of Scouting may be greatly expanded through recruiting and making effective use of them.

A membership monitor also could monitor *overflow recruiting* (where boys move from younger-age to older-age program sections) and encourage *direct recruiting* (where boys from the community enter the appropriate age program sections. See **the Leader**, May '80, 'Getting Scouting to (more) Boys').

If the idea sounds a little involved or unrealistic, drop me a line about your concerns.

Yours sincerely,

Pat x

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# EDITOR'S NOTEBOOK



by Bob Butcher

The boy in the upper bunk was a suspect in an auto theft ring. His new friend in the next bunk asks a million questions until most of the others yell at him to shut up. It's his way of getting attention. A third bunkmate is a policeman's son, and a fourth has been repeatedly abused by his father.

What do these boys have in common? They are all members of the 115th Windsor Scout troop.

Most boys in this troop (but not all) have had some minor brush with the law. All of them now have completed a Scout camping experience, thanks to Windsor Scouting and some other caring, civic-minded individuals from the community.

The 'Kop Kamp', as it has come to be known, began operating in 1969 after a group of representatives

from Scouting, Parks and Recreation, Family Court and the Windsor Police Department Youth branch met to discuss the need for a camp for boys in the community who otherwise would not have an opportunity of this sort. The camp continued each following year under a loose arrangement between Windsor Scouting and the Windsor Police Department. Then, in 1979, the Windsor Police Commission agreed to sponsor the 115th troop, a special troop that would ensure the continuance of the program. In October of that year its leaders and group committee were officially sworn in.

That's about the time I first learned of 'Kop Kamp', and my questioning of Scout Executive Frank Spence in Windsor brought me an invitation to visit the camp last July. While driving me from the airport to the site, Field Executive Dan Catton filled in more of the background details for me.

The driving force behind Kop Kamp until his death a few years ago was Detective Ken Dulmage. Since then the operation has been managed by Constable Ed Jee.

The purpose of the camp is to demonstrate to boys who become involved with the law at a very early age, that 'the establishment' in general, and police officers in particular, are decent people and, in spite of the fact that they wear uniforms or robes in their line of work, they are very much concerned with the boys' needs. The staff live and eat with the boys in an effort to show them that they can have a good time without being destructive or anti-social.

Unsure of how to behave, I asked if



Kop Kamp kids reach for the sky!

there were any special instructions for me.

"Only one," I was told. "Feel free to wander about talking to people as you wish, but be totally honest with the boys to help reinforce the sense of trust we are beginning to develop in them. If they ask you who you are or why you are here, tell them."

I wandered about the camp and saw boys enjoying activities found in most Scout camps. Some were receiving canoe instruction. Others were learning archery or handicrafts. As I observed the boys waiting near the camp kitchen for the leaders to bring out lunch, I couldn't help wondering which were the boys 'sentenced' to Kop Kamp and which were the 'straight' ones.

The fact that there was no hint of difference in their general behaviour suggested to me that there must be a very fuzzy line between what most of us consider active noisy boyhood, and delinquent behaviour. Some of the boys had short tempers and a few could be described as 'troublemakers', but that was no different from the situation at any other Scout camp in which I had been involved.

This suddenly clarified for me the significance of what Scouting in general is trying to do, and what this troop in particular is accomplishing. I was then able, like the staff who had been working with the lads all week, to think of all the campers as boys in need of guidance like any other Scouts. I was able to set aside thoughts about what they might have done to warrant their coming here, and to care about them as individuals.

This caring was evident in all of the staff members to whom I spoke.

At a Scout camp boys learn skills, and accept challenge and responsibility.



Ruth Ann Ingram works as a juvenile probation officer and, with the blessing of her department, was serving as a leader for a week. She viewed Kop Kamp as a 'prevention' program.

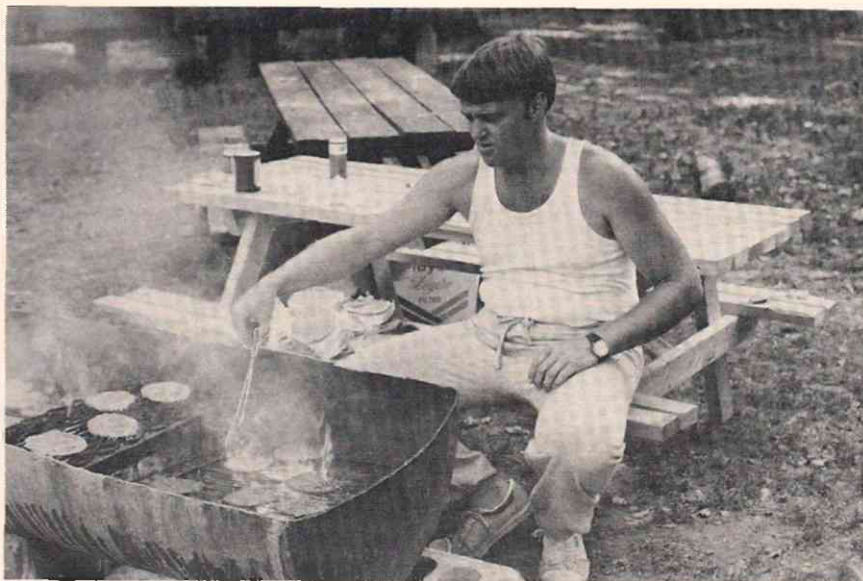
"Once boys get into the court/probation/aftercare system (where she normally comes into contact with youth) it's too late for this kind of program," she said.

Over lunch I had an opportunity to chat with Mrs. Jee. She considered it important for the campers to see that policemen have wives and children too, and that, out of uniform, they look just like other human beings.

During the afternoon I had the chance to join some of the boys for a bit of canoeing and to take a few photographs. One youngster was eager to show me a tree that had been struck by lightning a few days before.

I learned from some others that I had missed the fishing derby, in which the biggest fish won a rod and reel for one lucky boy. Some boys indicated that they would be entering Windsor's fishing derby next year. Many were keen to be photographed when they learned I was doing a story for a magazine.

When I finally had a chance to sit down with Ed Jee before dinner he explained how one of the objectives of this program was to show boys that there are things to do in their community (like the fishing derby) other than standing on street corners. The handicraft sessions were geared to strengthen constructive traits instead of destructive ones. Boys were given some responsibilities too, such as washing their own dishes and keep-



Chief Ed Jee looks just like any other human being without his uniform!

ing their sleeping area clean.

There was emphasis on helping boys learn to get along with other 'Outlaws', 'Rats' or 'Boxers' in the three patrols.

I learned that occasionally, when tempers flew out of hand, boys were allowed to don large, spongy boxing gloves and have a round with each other.

When I asked Ed about their success rate with Kop Kamp he pointed out that only four or five boys in the history of the camp had gone on to reform school.

"We'll reach about 75% of these boys by the end of the week," Ed commented.

I learned that there had been many instances where the boys, previously

negative towards the police in general, have come forward to provide valuable assistance in police investigations.

That evening, after a hearty meal of barbecued hamburgers, the boys were treated to a special event. Members of the local Blue Knights motorcycle club rolled in to take the campers for rides. Most of these men are policemen, or in police-related fields. After the campfire when club members were leaving, one of them may have overstated his case when he shouted, "Just remember, you guys, that you met some nice policemen!" I believe the boys had already concluded that.

The next day was time for visiting other local sites such as Col-santi's Tropical Gardens, the Jack Miner Bird Sanctuary and, finally, the Fox Creek Conservation Area where 'play-offs' of the week's relay competitions were held.

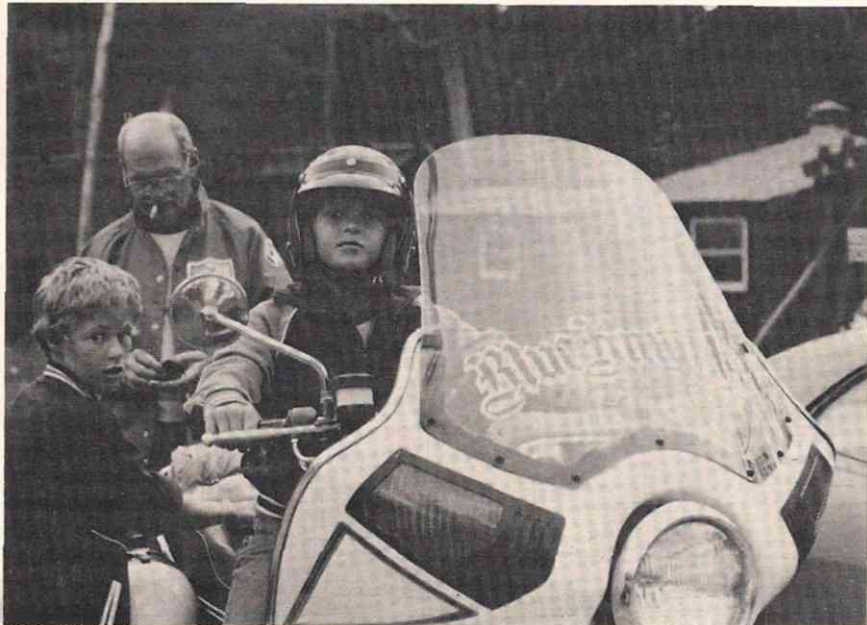
On my way back to the airport I asked the field executive what kind of follow-up work was done when the boys left the camp. This year, he said, efforts would be made to place boys in Scout troops near their homes so that they can continue their involvement with Scouting.

I learned that they wouldn't be invited back to Kop Kamp next year because there would be a new group selected, and because experience had shown little advantage in having 'repeaters'.

Many of the staff will return though. "I'll do everything I can to get back next year, because I truly believe in this kind of thing," said Wayne O'Keefe. "There should be more of this kind of opportunity."

I think so too. A

Maybe I can be a Blue Knight when I get older.





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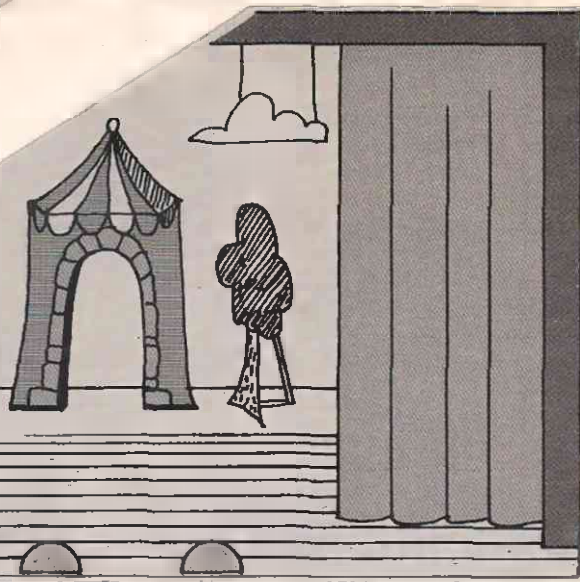
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# SCOUTER'S 5 MINUTES & SKITS



## Standing on your own two feet — a story (Adapted from 'The Scouter's 5 Minutes')

A young religious student who was diligent at his books and wanted to be wise, was forced to stop studying one night because his lamp ran out of oil and the light went out. Troubled, he cradled his head on his folded arms and fell asleep at his studying place. Thus sleeping he had a vision in which the god of learning appeared to him. The god offered to convey all knowledge and learning to the student by breathing into his ears and mouth.

"No, thank you very much," said the student. "But, if it please you, sir, I shall be very glad to have a supply of oil so that I can pursue my studies until midnight."

## Ten Common Fallacies About the Scouting Movement

(With thanks to Judy Evans, who sends some laughs to brighten up your winter.)

1. All Scouters are a little unhinged. *Not true.* I met one a couple of years ago who was as sound as a bell!
2. The modern Boy Scout is not able to light a fire by rubbing two sticks together. *Yes he is,* as long as the two sticks are matches!
3. Beaver Leaders all are 5'2", cute and shaped like Miss America. I asked a 6' male Tic Tac about this, and he just grinned and said, "Not all . . . but enough!"

## The contest (adapted from SOAR, May 1976)

Cast: 6 Cubs

Five Cubs sit in their clubhouse (indicated by appropriate signs) playing a game.

**Cub 1:** (runs in, very excited) Hey, you guys! Did you hear about the big contest?

**Cub 2:** What contest? What's it about?

**Cub 1:** The 'Keep Canada Beautiful' contest, that's what!

**Cub 3:** Are there prizes? A contest is no good without prizes.

**Cub 1:** Sure, lots of prizes. Neat ones like bicycles and radios, and lots of good stuff!

**Cub 4:** (gloomily) I bet it's hard. Contests with neat prizes are always hard.

**Cub 1:** Nope! It's easy. Even the rules say it's SIMPLE — in big letters. The winner is the one who picks the easiest way.

**Cub 5:** The easiest way to do what?

**Cub 1:** The easiest way to keep Canada beautiful. That's what I've been talking about, dummy!

**Cub 6:** (with a swagger) Ha! Then I'm a cinch to win!

**Cub 1:** Why is it so cinchy for you? What's your great way to keep Canada beautiful?

**Cub 6:** (takes out a comb and combs his hair) See! That's the easiest way I know to keep Canada beautiful.

(The others look at him, then at each other. Quickly they surround him, carry or drag him to a large box marked TRASH, and dump him in).

**Cub 1:** Like he said, fellas, we're a cinch to win! That's the easiest way I know to keep Canada beautiful! (They exit, laughing while Cub 6 stands up in the trash box with a disgusted look on his face).

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### The Knife

You need 4 boys standing in a row, and a large lethal-looking cardboard knife. Boys should ham it up with long pauses and gulps!

Boy 1: Here, take this, quick! (hands boy 2 the knife).

Boy 2: What is it?

Boy 1: A knife.

Boy 2 to boy 3: Here, take this.

Boy 3: What is it?

Boy 2: A knife!

Boy 3 to boy 4: Here, take this!

Boy 4: What is it?

Boy 3: A knife!

The next questions go down the line from Boy 4, to 3, etc. until they reach Boy 1.

Boy 4 . . . to 3 . . . 2: Did he buy it?

Boy 2 to Boy 1: Did you buy it?

Boy 1: Slowly shakes head 'no'.

Boy 4 . . . to 3 . . . to 2: Did he ste-e-eal it?

Boy 2 to Boy 1: Did you steal it?

Boy 1: Slowly shakes head 'no'.

Boy 4 . . . to 3 . . . to 2: Did he u-u-u-use it?

Boy 2 to Boy 1: Did you use it?

Boy 1: Slowly nods head 'yes'.

Boy 4 . . . to 3 . . . to 2: What if he's caught?

Boy 2 to Boy 1: What if they catch you?

Boy 1: Silently draws finger across his throat and gurgles! Others watch in horror!

Boy 4: Excuse me! (passes knife to Boy 3 and leaves quickly).

Boy 3: Excuse me! (Passes knife to Boy 2 and scurries off).

Boy 2: Excuse me! Thrusts knife into hands of Boy 1, runs out after the others.

Boy 1: Looks at knife, runs his finger over 'sharp' edge, shrugs and saunters out.

4. Venturer Advisors just sit and listen while the boys think up all the program ideas. *Only partly true.* Venturer Advisors sit and listen and grow ulcers while the boys think up all the program ideas.

5. Cub camp is where the boy sets out with his socks and comes home with someone else's. *Not true.* Cub camp is where the boy sets out with his socks and comes home with nothing!

6. Female Scouters all have loud voices. *Untrue.* Come June, female Scouters have no voices.

7. No-one ever washes at Scout camp. Only true if it doesn't rain.

8. Rover Crews never run out of steam. Yes *they do.* It just seems that way because of all the hot air around!

9. Scouts don't do good turns any more. Yes *they do.* They can be depended upon to help pick strawberries, retrieve a brick from the bottom of a swimming pool on a hot summer day, or assist in any way at Girl Guide Camp.

10. All Scouters who wear short pants have knobby knees. This *has* to be a fallacy but I'm still looking!

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# Outdoors

Carl Lemieux

## Scouts Help To Make Pitch-In Successful Program.

This spring, over 300 Scouting groups throughout Western Canada were enthusiastically bending over, picking up, and pitching in to improve their environment. These Scouts, from Beavers to Venturers, including at least 23 groups in British Columbia, 114 groups in Alberta, 84 groups in Saskatchewan, and 70 groups in Winnipeg, were participating in the **Pitch In** campaign conducted annually in the three Western provinces and the city of Winnipeg.

*Pitch In '80* involved over 3,000 communities and organizations in clean-up and beautification projects. Scouting participation has increased each year, with a tremendous 198% increase in *Pitch In '80*, as more and more groups find this a worthwhile project to achieve the common aims of community service and improvement.

Participants in the *Pitch In* campaign are encouraged to look around their communities to see what can be done to improve their environment. Free garbage bags are provided by the sponsors of the campaign to assist groups in carrying out action projects.

Scouting groups have undertaken a wide variety of *Pitch In* projects. Many have cleaned up the neighbourhood

Cubs 'pitch in' during the annual Trash Trek in Prince George, B.C.



Trash-Trekking Scouts: Prince George, B.C.

around their meeting place, as a thank you for the use of the premises. Clean-up and improvement of wilderness areas including trails and campsites, as a day hike, or a week-end long activity, are popular projects with the older Scouting groups. Shopping centres, alleys, highways, playgrounds, even cemeteries, have been tidied up, thanks to the efforts of concerned Scouts.

For the past several years, the Fort George District Council of Boy Scouts in British Columbia has conducted the annual **Trash Trek**, as a *Pitch In* project, to thank the community for their support of Scouting during the year. The Trash Trek involves over 300 Beavers, Cubs, Scouts, and Venturers in a day-long effort to improve the appearance of Prince George.

The *Pitch In* campaign is co-sponsored by the provincial Ministries of the Environment in British Columbia, Alberta, and Saskatchewan; the city of Winnipeg; and Shell-Canada Limited in British Columbia, Alberta and Winnipeg.

The campaign is organized and coordinated in all provinces and Winnipeg, by Outdoors Unlittered, the main sponsor of the campaign. This non-profit organization, formed in 1967 to work for environmental awareness and improvement, has

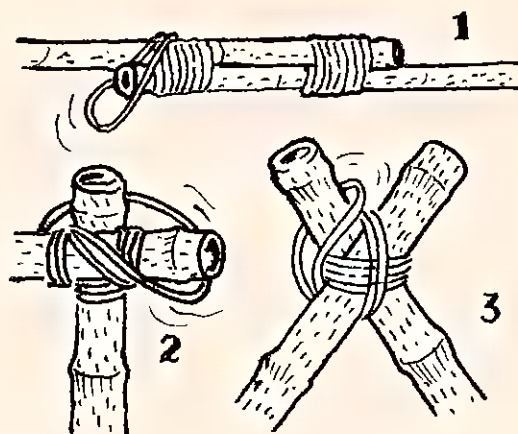
grown from a citizen's action group based in Victoria, British Columbia, to the largest organization of its kind in Canada. Outdoors Unlittered operates many programs, including popular school programs featuring materials and activities designed to encourage student involvement with, and concern for, the environment.

The Scouting movement, as it shares Outdoors Unlittered's aims and objectives, has been well represented on the board of directors of Outdoors Unlittered. Robert Simmons, a member of the board since its inception, is a well known Scoutmaster who has been active in the Scouting movement for 60 consecutive years. Mr. Simmons has held many Scouting positions throughout the United States and Canada, and currently serves, amongst other Scouting duties, as honorary vice-president of the Vancouver Coast Region.

Another long-time board member is Donald Dick, who is executive director of Scouts Canada's Western Prairie and Northern office in Edmonton.

*This article was prepared by Allard van Veen, Vancouver, who is the Executive Director for Outdoors Unlittered for Alberta, Saskatchewan and British Columbia. X*

# John Sweet's CRAFTS FOR CUBS



## Instant Pioneering — Two

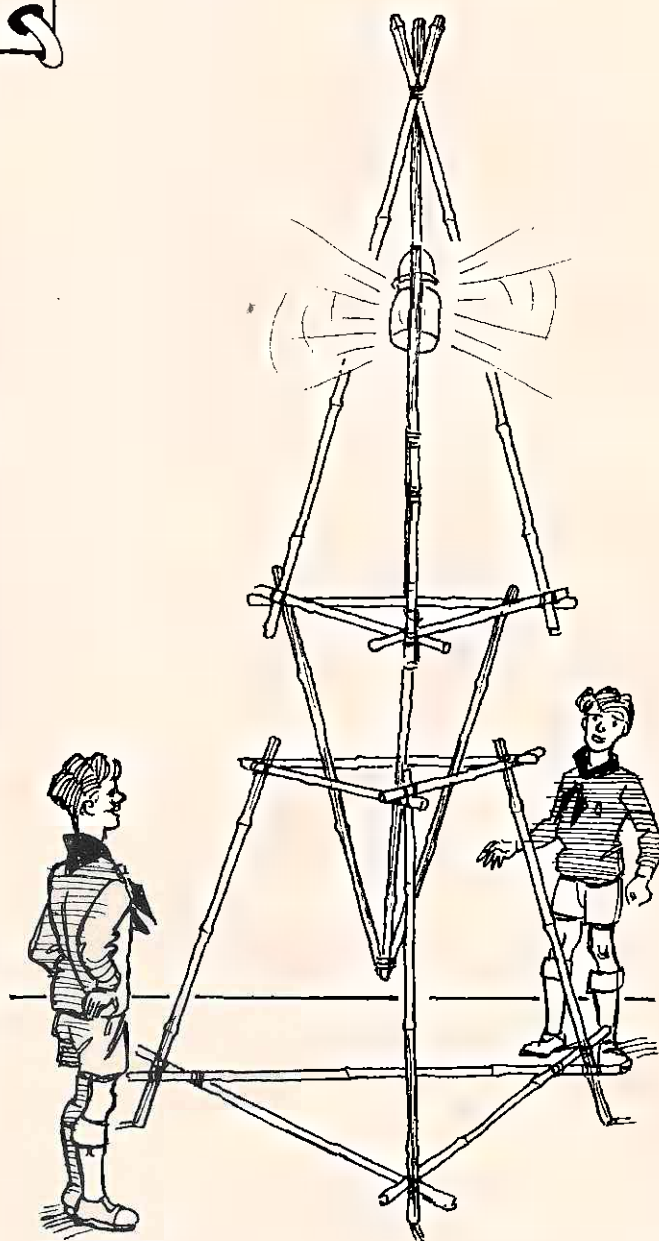
To build this signal tower you will need 14 long canes, six short canes, a good supply of four-inch elastic bands, a few feet of sisal twine, one glass jam jar, a stump of candle and a length of soft wire (to make a fireproof handle for your signal lamp.)

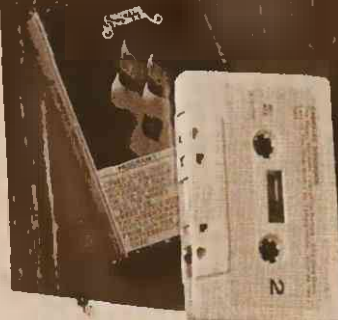
Fig. 1: How to sheerlash two canes together to give you increased length. The overlap should be at least one quarter the length of one of the canes, with a lashing at each end of the overlap. Start by looping the band round one cane and work towards the end so that you can 'lock' your lashing by looping the band around it. If necessary, the point of a screwdriver can be inserted to lever the canes apart to take the band.

Fig. 2: How to square-lash two canes together at right angles.

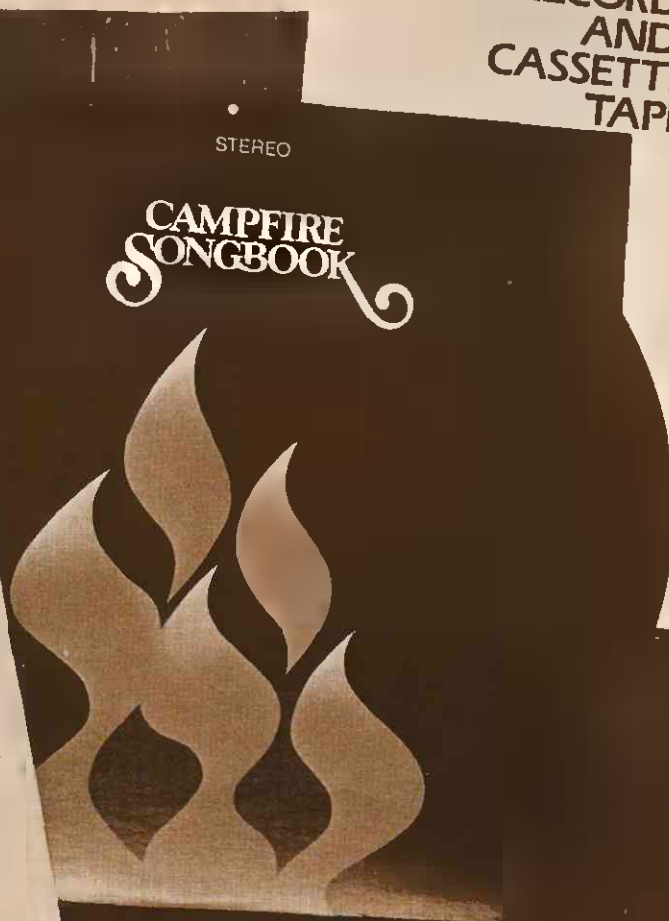
Fig. 3: How to lash two or more canes together when they are to be opened out at the other end.

Remember the Golden Rule: **Always work with the elastic at full stretch.** X





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